College Station ISD

Pecan Trail Intermediate School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

All students will learn, grow, and lead with kindness, character, and purpose.

Vision

Working together, we challenge, support, and celebrate all learners as they work hard, treat others with respect and grow in learning every day.

Collective Commitments

- I will be a positive, contributing member of our collaborative team
- I will monitor student learning frequently through classroom and team-developed common assessments
- I will use evidence of student learning to inform and improve outcomes for ALL students
- I will implement best practices to support school-wide student learning
- I will help parents understand the progress their children are making

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The following data sources were reviewed and analyzed to identify campus strengths, areas of growth, and priority focus areas for the 2025-2026 school year. The campus leadership team, Guiding Coalition, and stakeholders utilized multiple sources of quantitative and qualitative data to ensure improvement efforts were aligned with student needs, district goals, and campus priorities.

Improvement Planning Data Reviewed:

- District goals and performance objectives
- Campus performance objectives and previous year summative review
- Current and prior campus improvement plans
- Feedback and recommendations from campus planning and decision-making committees
- State and federal accountability requirements
- Teacher, staff, and stakeholder feedback

Student Achievement Data Reviewed:

- State and federally required assessment data, including curriculum alignment, assessment standards, accommodations, and TEA guidance
- State of Texas Assessments of Academic Readiness (STAAR) results, including current and longitudinal performance data
- NWEA Measures of Academic Progress (MAP) growth data
- District benchmark assessments
- Campus common formative assessments and progress monitoring data
- Student performance data from intervention and enrichment systems

Parent and Community Data Reviewed:

- Parent surveys and stakeholder feedback
- PTO feedback and campus partnership input
- Family engagement participation and communication feedback

After reviewing and analyzing multiple data sources, the campus identified key areas of focus for the 2025-2026 school year. These priorities included strengthening students' social-emotional skills and behavioral supports, increasing targeted small-group instruction in reading and mathematics, and continuing to develop teacher capacity in differentiated instruction to meet the diverse needs of all learners.

The campus improvement plan was developed to address these identified needs through intentional professional learning, collaborative team structures, data-driven decision-making, and targeted student supports. Progress toward campus goals was monitored throughout the year, and adjustments were made based on ongoing student data, teacher feedback, and stakeholder input. The campus needs assessment and improvement plan will continue to be reviewed and refined by campus leadership and the Guiding Coalition to ensure continuous growth and alignment with student needs.

Demographics

Summary

Pecan Trail Intermediate School is committed to providing a student-centered learning environment where every student is encouraged to grow academically, socially, and emotionally. Through strong partnerships with families, community organizations, and district stakeholders, our campus fosters a culture of collaboration, high expectations, and continuous improvement. Faculty and staff are dedicated to creating meaningful learning experiences while modeling integrity, perseverance, and kindness for all students. As we begin the 2026-2027 school year, our campus theme, "Rise Up," reflects our commitment to challenging ourselves to grow, supporting one another, and ensuring every student reaches their full potential.

Pecan Trail Intermediate is one of the intermediate campuses in College Station ISD and serves approximately 800 students in grades 5 and 6. Our diverse student population includes approximately 60% White, 15% Hispanic, 10% African American, 12% Asian, and 3% representing other racial and ethnic groups or multiple races. This diversity enriches our campus culture and provides opportunities to foster inclusive learning experiences that celebrate the strengths and perspectives of all students.

Attendance data from the 2025-2026 school year reflects continued progress, with the campus demonstrating an increase in overall student attendance compared to the previous school year. Maintaining high levels of student attendance remains a campus priority, as consistent attendance is essential to student achievement and engagement.

Behavioral data indicates a decrease in office discipline referrals during the 2025-2026 school year, demonstrating positive growth in student behavior and the effectiveness of campus-wide behavior supports. While this improvement is encouraging, campus data also indicates an ongoing need to strengthen students' social-emotional competencies, including communication, self-management, problem-solving, and conflict resolution. As a result, the campus will continue to prioritize intentional instruction in these areas through RISE period each week, Character Strong, and relationship-building practices.

To further support student success, Pecan Trail will continue to invest in high-quality professional learning for teachers focused on instructional strategies that promote student engagement, social-emotional development, and positive classroom culture. Through collaborative teams, data-driven decision-making, and targeted professional development, the campus remains committed to creating a safe, inclusive, and academically rigorous environment where every Owl has the opportunity to Rise Up and achieve success.

Strengths

Pecan Trail Intermediate demonstrates a significant strength in supporting Emergent Bilingual (EB) students, as evidenced by the campus earning maximum Closing the Gaps (CTG) points for TELPAS progress. In 2026, 69% of EB students demonstrated TELPAS progress, more than doubling the 30% target and earning 4 out of 4 available points. This performance represents one of the campus's strongest areas of accountability success and reflects effective instructional practices and support for language development. Moving forward, the campus will build upon this strength by continuing to monitor EB student progress, identify and replicate effective practices, and ensure that EB students have consistent access to rigorous, grade-level instruction that supports both language acquisition and academic achievement.

Pecan Trail Intermediate is committed to recognizing and celebrating the diverse talents and strengths of every student. While academic achievement remains a priority, our students demonstrate success in many areas beyond standardized assessments. Through a wide variety of extracurricular and co-curricular opportunities, students are encouraged to develop their interests, leadership skills, creativity, and teamwork.

Our students consistently excel in fine arts programs, earning recognition at the local, regional, and state levels. Pecan Trail students have achieved notable success in theatre, orchestra, choir, band, and visual arts, showcasing their talents through performances, competitions, and exhibitions that reflect both individual excellence and collaborative achievement.

In addition, many of our students participate in Academic UIL competitions, where they demonstrate exceptional academic skills across multiple content areas. Pecan Trail students consistently compete at a high level, earning individual and team honors while representing our campus with pride.

These opportunities, combined with a strong culture of high expectations and student engagement, provide multiple pathways for students to discover their strengths, build confidence, and develop the skills necessary for future success. By fostering excellence in academics, fine arts, leadership, and extracurricular activities, Pecan Trail Intermediate ensures that every Owl has the opportunity to grow, achieve, and Rise Up.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2 ★	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.
3 ★	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

★ = Priority

Student Learning

Summary

An analysis of multiple student performance measures, including Measures of Academic Progress (MAP) and STAAR assessment data, indicates that Pecan Trail Intermediate continues to make academic progress while identifying opportunities to accelerate learning for specific student groups. Overall student performance improved during the 2025-2026 school year, reflecting the positive impact of collaborative planning, data-driven instruction, and targeted interventions. However, achievement and growth data reveal persistent performance gaps among several student populations.

MAP growth data indicate that students identified as economically disadvantaged, African American, and Hispanic did not demonstrate the same rates of academic growth as many of their peers. These trends are also reflected in campus STAAR performance data, reinforcing the need for continued targeted support and differentiated instruction to ensure equitable outcomes for all learners.

The campus continues to experience growth in several special populations. Approximately 21% of students receive Special Education services, 13% are served through Section 504 accommodations, 5% are identified as Emergent Bilingual, and 25% are economically disadvantaged. As these student populations continue to increase, the campus must strengthen systems of support through strategic staffing, inclusive instructional practices, intervention structures, and ongoing professional learning focused on meeting diverse student needs.

While overall STAAR results demonstrated growth from the previous school year, continued improvement across all content areas—reading, mathematics, and science—remains a campus priority. To improve overall accountability outcomes, Pecan Trail will focus on increasing performance in Student Achievement, School Progress (Academic Growth), and Closing the Gaps. Particular emphasis will be placed on increasing the percentage of students performing at the Meets Grade Level and Masters Grade Level standards, as these performance levels have the greatest impact on overall student success and campus accountability.

Closing achievement gaps for special populations will remain a primary focus during the 2026-2027 school year. Current STAAR performance data indicate that 29% of students receiving Special Education services achieved the Meets Grade Level standard or higher in both mathematics and reading. Among African American students, 38% achieved Meets Grade Level or higher in reading, while 27% met that standard in mathematics. These data highlight the need for intentional, high-quality Tier I instruction, targeted intervention, progress monitoring, and collaborative planning to ensure every student has access to rigorous learning experiences and opportunities for academic growth.

Through a continued emphasis on collaborative teams, differentiated instruction, effective feedback, data-informed decision making, and high expectations for all learners, Pecan Trail Intermediate is committed to ensuring every student demonstrates measurable growth and achieves at high levels. These efforts directly support the campus goal of closing achievement gaps while empowering every Owl to Rise Up and reach their full potential.

Strengths

Pecan Trail Intermediate demonstrates strong student achievement, with a notable percentage of students reaching the Masters performance level across content areas. Current distinctions data show 54% of Grade 5 students achieving Masters in Reading, 48% in Grade 5 Science, 46% in Grade 6 Reading, 34% in Grade 5 Math, and 32% in Grade 6 Math. These results demonstrate a strong foundation of advanced academic achievement and provide an opportunity for the campus to move beyond a primary focus on Meets performance toward increasing the percentage of students demonstrating Masters-level performance. As a high-performing campus, Pecan Trail will leverage effective instructional practices, differentiated instruction, and data-driven collaborative teams to increase advanced achievement, with particular attention to a 5% increase in Reading and Math Masters performance and continued growth among Gifted and Talented students.

Pecan Trail Intermediate students demonstrate strong academic performance and success in science. The campus earned a Science Distinction, demonstrating that student performance in science exceeded the criteria established for the distinction designation. In Grade 5 Science, 48% of students achieved the Masters

performance level, placing the campus in the Q1 comparison group. This performance indicates a strong foundation of science knowledge and application and reflects effective instructional practices within the science program.

The campus will leverage these strengths in science by identifying and sharing instructional practices that contribute to high levels of student achievement. Collaborative Teams and data-informed instructional practices provide opportunities to examine successful science strategies and apply lessons learned across content areas, particularly as the campus works to increase academic growth and close achievement gaps among identified student groups.

The overall percentage of students at Pecan Trail Intermediate that scored at or above grade level on STAAR math increased from 65% (2025) to 66% (2026). The overall percentage of students at Pecan Trail Intermediate that scored at or above grade level on STAAR Reading increased from 71% (2025) to 72% (2026).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2 ★	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.
3 ★	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.
4 ★	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

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School Processes & Programs

Summary

Pecan Trail Intermediate is committed to continuous improvement through systems that promote high-quality instruction, collaborative professional learning, and a positive school culture. Our instructional framework is centered on ensuring every student receives rigorous Tier I instruction that is responsive to individual learning needs and grounded in data-informed decision-making.

During the 2026-2027 school year, the campus will strengthen the implementation of Collaborative Teams as our Professional Learning Community (PLC) model. Core content teams will meet twice weekly to analyze student data, identify essential learning standards, monitor student progress, plan high-quality instruction, and design targeted interventions and enrichment opportunities. These collaborative structures will ensure instructional decisions are aligned to student needs while maintaining consistency across grade levels and content areas.

Campus leadership will actively support teachers through ongoing classroom observations, instructional coaching, and timely feedback focused on the implementation of evidence-based instructional practices. Walkthrough data, student work, formative assessments, and common assessment results will be used to monitor the effectiveness of Tier I instruction and guide continuous instructional improvement. Teachers will engage in regular data analysis to monitor student growth, evaluate the effectiveness of instructional strategies, and make adjustments that maximize student achievement.

To support the whole child, Pecan Trail will continue implementing a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. Students will receive explicit instruction in social-emotional competencies through the campus advisory program and Character Strong curriculum, while Behavior Solutions and Positive Behavioral Interventions and Supports (PBIS) will provide consistent expectations and proactive behavior supports that foster a safe, respectful, and engaging learning environment.

Supporting and developing high-quality educators remains a campus priority. New teachers will participate in a structured mentoring program that provides instructional coaching, campus support, and opportunities for professional growth. Ongoing professional learning will focus on the campus instructional priorities of learning targets, differentiation, and effective feedback, ensuring teachers have the knowledge and skills necessary to meet the needs of all learners.

The campus Guiding Coalition will serve as a collaborative leadership team that monitors progress toward campus goals, reviews student and staff data, evaluates the effectiveness of campus initiatives, and recommends adjustments throughout the school year. Through regular feedback from staff and ongoing reflection, the Guiding Coalition will refine campus systems and professional learning to ensure alignment with district initiatives, campus improvement goals, and the evolving needs of students and teachers.

By maintaining a culture of collaboration, continuous learning, shared leadership, and data-driven decision-making, Pecan Trail Intermediate is committed to improving student outcomes, supporting educator effectiveness, and ensuring every Owl has the opportunity to Rise Up and achieve success.

Strengths

Pecan Trail Intermediate has established strong systems and processes that support high levels of teaching and learning. Collaborative Teams provide teachers with consistent opportunities to analyze data, plan high-quality instruction, and respond to student needs through targeted interventions and enrichment. Campus leadership supports instructional excellence through regular classroom observations, coaching, and timely feedback that strengthens Tier I instruction.

The campus also prioritizes the development of the whole child through a comprehensive Multi-Tiered System of Supports (MTSS), Character Strong social-emotional learning, and proactive behavior supports that foster a safe, inclusive, and positive learning environment. In addition, structured mentoring and ongoing professional learning ensure teachers are well-supported and equipped to implement effective instructional practices. These systems, combined with the leadership of the Guiding Coalition and a culture of continuous improvement, position Pecan Trail Intermediate to meet the diverse needs of students while promoting academic success and positive campus culture.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.
2 ★	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.
3 ★	Although Pecan Trail has strong family participation in campus events, parent response rates for surveys and feedback opportunities remain low, limiting the campus's ability to gather broad stakeholder input to guide continuous improvement.	The campus needs to expand and strengthen systems for two-way communication by providing families with more frequent, accessible, and varied opportunities to provide feedback and by communicating the impact of their input on campus decisions.

★ = Priority

Perceptions

Summary

Pecan Trail Intermediate is committed to building strong partnerships with families and creating a welcoming, supportive, and engaging school environment where all stakeholders feel valued and connected. The campus prioritizes open and consistent communication by providing families with multiple opportunities to connect with teachers and staff through phone calls, emails, newsletters, the campus website, and social media platforms, including Facebook, Twitter, and Instagram.

Family feedback indicates that parents value the positive culture and supportive relationships established on campus. Families appreciate opportunities to participate in school events and engage with teachers and staff throughout the school year. To continue strengthening these partnerships, parent feedback has highlighted the importance of providing additional advance notice regarding upcoming events, programs, and important campus information.

Parents have also expressed a desire for increased opportunities to receive specific information regarding student progress, including access to graded assignments, feedback, and resources that can be used at home to support student learning. In response, Pecan Trail will continue to refine communication systems and provide families with timely, meaningful information that promotes collaboration between school and home.

Throughout the school year, Pecan Trail offers a variety of family engagement opportunities designed to build relationships, celebrate student accomplishments, and create a strong sense of belonging. Through continued collaboration and responsiveness to stakeholder feedback, the campus will strengthen family partnerships and ensure that every student and family feels connected to the Pecan Trail community.

Strengths

Pecan Trail Intermediate is committed to creating a positive, inclusive, and student-centered culture where every student is known, valued, and supported. Our mission reflects our dedication to cultivating a nurturing community where students develop integrity, grit, empathy, and the confidence to become compassionate leaders. Through intentional relationship-building and a focus on the whole child, our staff works collaboratively to ensure students feel a strong sense of belonging and are empowered to reach their full potential.

The campus culture is built on the belief that every student can grow and succeed. Faculty and staff consistently demonstrate a commitment to doing whatever it takes to provide students with the academic, social, and emotional support needed to thrive. Through strong partnerships among students, families, and staff, Pecan Trail fosters an environment where students are encouraged to persevere, take ownership of their learning, and make positive contributions to their school community and beyond.

Our focus on character development, student leadership, and lifelong learning creates a foundation for success that extends beyond the classroom. By prioritizing kindness, responsibility, perseverance, and excellence, Pecan Trail Intermediate continues to build a culture where students are prepared not only for future academic success but also to become responsible and engaged members of their communities.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although Pecan Trail has strong family participation in campus events, parent response rates for surveys and feedback opportunities remain low, limiting the campus's ability to gather broad stakeholder input to guide continuous improvement.	The campus needs to expand and strengthen systems for two-way communication by providing families with more frequent, accessible, and varied opportunities to provide feedback and by communicating the impact of their input on campus decisions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
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3 ★	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.
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★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia 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 leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

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

Goals

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

Performance Objective 1 ☑ High Priority

During the 2026-2027 school year, our student attendance will increase from 96% to 98%

Evaluation Data Source: Power School Reports, OnData Suite

Strategy 1

Administration will meet weekly with students that have attendance issues and have them sign contracts as warnings as well create Attendance Intervention Plans.

Strategy's Expected Result/Impact: Pecan Trail will reach it's yearly attendance goal for the year 2025-2026.

Staff Responsible for Monitoring: Attendance Clerk, Administration

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

Strategy 2

We will complete home visits and offer incentives on a school wide basis, monthly, to students with attendance greater than 97%.

Strategy's Expected Result/Impact: Pecan Trail will reach it's yearly attendance goal for the year 2025-2026.

Staff Responsible for Monitoring: Administration, Counselors

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 4 - School Processes & Programs 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
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.
3	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 2 ☑ High Priority

During the 2026-2027, 100% of teachers will effectively use instructional planning time to analyze student data and inform instruction, as measured by teacher self-assessments and administrative observations.

Evaluation Data Source: CTM agendas, MAP Data, Common Formative Assessments, STAAR, Coaching Observations

Strategy 1

Utilize instructional coaches to support teachers in real-time data analysis during planning periods, providing guidance on interpreting data and developing differentiated lesson plans that meet diverse student needs.

Strategy's Expected Result/Impact: Students will demonstrate increased academic growth as evidenced by MAP progress, common formative assessments, and STAAR performance. Teachers will consistently implement differentiated instruction and targeted interventions based on data analysis, resulting in improved student outcomes and progress toward closing achievement gaps.

Staff Responsible for Monitoring: Admin, Instructional Coaches

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

Formative Reviews

November	February	April	June

Strategy 2

During planning time twice per week, teacher teams will analyze formative assessment data to identify student learning gaps and develop targeted small group instruction plans to address these gaps. Teachers should document their plans and outcomes to track progress and adjust instruction as needed.

Strategy's Expected Result/Impact: Increased use of data-driven small group instruction will result in more targeted academic support, improved student mastery of essential standards, and increased growth for all learners, including identified student populations needing additional support.

Staff Responsible for Monitoring: Admin, Instructional Coaches

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

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, increase the effectiveness of MTSS interventions by ensuring that 80% of students receiving interventions show measurable progress on campus-based assessments, district level assessments, and state assessments.

Strategy 1

Establish a system for regular monitoring and adjustment of MTSS interventions, where intervention plans are reviewed every six weeks to assess student progress and make necessary adjustments based on data.

Strategy's Expected Result/Impact: A consistent MTSS monitoring system will ensure that students receive timely, targeted interventions based on their individual academic, behavioral, and social-emotional needs. Reviewing intervention plans every six weeks will allow teams to evaluate student progress, make data-driven adjustments, and ensure interventions are effective. As a result, students will demonstrate increased growth toward grade-level standards, improved skill development, and greater success in accessing Tier I instruction.

Staff Responsible for Monitoring: Instructional Coaches, Admin

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

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 2

Integrate differentiated Tier 1 instruction strategies into daily lesson plans by providing teachers with resources and examples of differentiation techniques, and conduct classroom observations to ensure consistent implementation.

Strategy's Expected Result/Impact: Classroom observation data, student work samples, and assessment results will demonstrate increased consistency in differentiated instructional practices. Students will show improved performance on formative assessments, MAP growth measures, and STAAR outcomes as teachers adjust instruction to meet individual learning needs and close achievement gaps.

Staff Responsible for Monitoring: Admin, Instructional Coaches

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

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

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

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, students will increase STAAR and district assessments performance by 5% in all core content areas (ELA, Math, Science, Social Studies).

Evaluation Data Source: MAP data, STAAR Data, District Benchmark Data

Strategy 1

Teachers, instructional coaches, and administrators will monitor data for all student groups to ensure that the achievement gap is closing for all student groups.
1) Identify students who are not meeting grade level standards.
2) Provide students with supplemental services/extended Learning, and accelerated learning and monitor progress to include summer learning.
3) Materials/services include: manipulatives, literacy materials, accelerated instruction, Before, During, After school tutorials, Summer Enrichment/Accelerated Instruction

Strategy's Expected Result/Impact: Monitor student growth through formative assessment. Collaborate with MTSS committee and classroom teachers to monitor student growth and dismiss or increase services based on student's needs.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, MTSS committee, Leadership Committee, Digital Learning Coordinator

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

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

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

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Strategy 2

All teachers participate in data meetings to reflect upon student performance, analyze and identify strengths and deficits, as well as identify next steps for improvement. Specific attention will be given to performance of all student groups, as well as overall performance toward GROWTH, MEETS and MASTERS.

Strategy's Expected Result/Impact: Increase in teachers' abilities to analyze data and reflect on effects of teaching on
student performance; increase student performance across all student groups; identify areas for improvement; increased student performance over the course of the school year.

Staff Responsible for Monitoring: Instructional Coaches
Administrators
Team Leads

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

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

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

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

3	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.
3	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.
4	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.
2	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 5 ☑ High Priority

During the 2026-2027 school year, 90% of students identified as Gifted and Talented will meet or exceed their projected growth measure on a MAP assessment.

Evaluation Data Source: MAP assessments, Formative assessments

Strategy 1

Implement tiered assignments and flexible grouping during core instruction to extend learning for Gifted and Talented students.

Strategy's Expected Result/Impact: Growth of Gifted and Talented students on MAP assessments.

Staff Responsible for Monitoring: Core teachers, Administration, Instructional Coaches

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

TEA Priorities: Connect high school to career and college

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

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

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, increase the percentage of African American students achieving Meets Grade Level standard or above in reading from 38% to 50%.

Evaluation Data Source: Common Summative Assessments, Formative Assessments, MAP data

Strategy 1

During weekly planning sessions, teacher teams will analyze reading assessment data to identify specific gaps among African American students and collaboratively plan differentiated small group instruction to address these gaps.

Strategy's Expected Result/Impact: African American students will demonstrate increased reading achievement as evidenced by MAP growth, formative assessment data, and STAAR performance. Teacher teams will use ongoing data analysis to adjust instruction, monitor progress, and provide timely interventions to improve student outcomes and reduce performance gaps.

Staff Responsible for Monitoring: Admin, Instructional Coaches

Problem Statements: Demographics 2 - Student Learning 2

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

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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, increase the percentage of African American students achieving Meets Grade Level standard or above in math from 27% to 50%.

Evaluation Data Source: Common Summative Assessments, Formative Assessments, MAP data

Strategy 1

Implement a math intervention program where African American students receive targeted instruction based on their individual needs. This could be done during a designated intervention time or during math centers, with progress monitored regularly to adjust instruction as needed.

Strategy's Expected Result/Impact: Targeted math interventions and ongoing progress monitoring will increase math growth for African American students by addressing individual skill gaps, improving mastery of grade-level standards, and reducing achievement gaps.

Staff Responsible for Monitoring: Admin, Instructional Coaches

Problem Statements: Demographics 2 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, increase the math performance of Special Education students achieving Meets Grade Level standard or above from 29% to 50% as measured by state assessments.

Evaluation Data Source: Common Summative Assessments, Formative Assessments, MAP data, IEP Goals

Strategy 1

Schedule weekly collaborative planning sessions between special education and general education teachers to design differentiated math instruction tailored to the needs of Special Education students.

Strategy's Expected Result/Impact: Through consistent co-planning and data-driven instructional decisions, teachers will implement effective accommodations, modifications, and differentiated strategies that improve math outcomes for Special Education students. Student progress data will demonstrate increased mastery of essential standards and progress toward closing achievement gaps.

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

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide professional development workshops focused on differentiation strategies and inclusive teaching practices for all staff, ensuring that teachers are equipped to meet the diverse needs of Special Education students.

Strategy's Expected Result/Impact: Staff will demonstrate increased implementation of effective differentiation, accommodations, and inclusive instructional practices as evidenced through classroom observations, student work, and instructional planning. Special Education students will show increased progress toward grade-level standards and improved performance on campus and state assessments.

Staff Responsible for Monitoring: Admin, Instructional Coaches, SPED Case Managers

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, increase the reading performance of Special Education students achieving Meets Grade Level standard or above from 29% to 50% as measured by state assessments.

Evaluation Data Source: Common Summative Assessments, Formative Assessments, MAP data, IEP Goals

Strategy 1

Schedule weekly collaborative planning sessions between special education and general education teachers to design differentiated reading instruction tailored to the needs of Special Education students.

Strategy's Expected Result/Impact: Through consistent co-planning and data-driven instructional decisions, teachers will implement effective reading interventions, accommodations, and differentiation strategies. Special Education students will demonstrate increased progress toward grade-level reading expectations and improved performance on campus and state assessments, contributing to the reduction of achievement gaps.

Staff Responsible for Monitoring: Admin, Instructional Coaches, SPED Case Managers

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Utilize data from formative assessments to identify reading gaps among Special Education students and create targeted small group instruction plans to address these gaps during designated intervention times.

Strategy's Expected Result/Impact: Data-driven small group reading instruction will provide targeted support for Special Education students, resulting in improved reading skills, increased mastery of grade-level standards, and accelerated academic growth.

Staff Responsible for Monitoring: Admin, Instructional Coaches, Case Managers

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 5 ☑ High Priority

Increase Academic Growth performance from 50% of available Closing the Gaps (CTG) points to at least 75% of available CTG points by Spring 2027.

Evaluation Data Source: Common Summative Assessments, Formative Assessments, MAP data, IEP Goals

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Establish a protocol for MTSS meetings that emphasizes the use of multiple data sources, including formative assessments and student work samples, to identify specific academic gaps rather than relying solely on grades.

Strategy's Expected Result/Impact: MTSS meetings will result in more precise identification of student academic needs and targeted interventions by using multiple sources of evidence, including formative assessment data and student work samples. Staff will be able to identify specific skill gaps, align interventions to those needs, and monitor student progress more effectively, resulting in increased student growth and achievement, particularly for students receiving Tier 2 and Tier 3 support.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Counselors

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

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 2

Implement a targeted intervention program where students receive instruction based on their identified academic gaps. This could be done during a designated intervention block or through pull-out sessions, with progress monitored through regular assessments.

Strategy's Expected Result/Impact: Students will receive targeted, standards-aligned intervention based on their specific academic needs, resulting in improved mastery of identified skill gaps. Regular progress monitoring will allow staff to adjust instruction and interventions based on student response, leading to increased academic growth and achievement, particularly for students receiving Tier 2 and Tier 3 support.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Counselors

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

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	At least 20-25% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By May 2027, Pecan Trail Intermediate will increase the percentage of parents providing feedback through campus surveys and engagement opportunities by at least 10% from the previous year through the implementation of varied communication methods, including electronic surveys, newsletters, family events, and targeted parent engagement opportunities.

Evaluation Data Source: Surveys, Sign-In Sheets

Strategy 1

Implement electronic surveys at the beginning, middle and end of year that are accessible via multiple platforms (email, school website, and social media) to increase convenience for parents.

Strategy's Expected Result/Impact: By providing beginning-, middle-, and end-of-year electronic surveys through multiple communication platforms, Pecan Trail will increase parent feedback participation and use survey data to identify areas of strength and opportunities for growth. Survey results will guide campus improvement efforts and strengthen two-way communication between families and the school.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 3 - Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Distribute monthly newsletters that include a section dedicated to upcoming surveys and feedback opportunities, highlighting the importance of parental input and how it will be used to improve the school environment.

Strategy's Expected Result/Impact: Monthly newsletters will increase awareness and participation in parent feedback opportunities, resulting in stronger family engagement, improved two-way communication, and increased stakeholder involvement in campus improvement efforts.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 3 - Perceptions 1

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

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Pecan Trail has strong family participation in campus events, parent response rates for surveys and feedback opportunities remain low, limiting the campus's ability to gather broad stakeholder input to guide continuous improvement.	The campus needs to expand and strengthen systems for two-way communication by providing families with more frequent, accessible, and varied opportunities to provide feedback and by communicating the impact of their input on campus decisions.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Pecan Trail has strong family participation in campus events, parent response rates for surveys and feedback opportunities remain low, limiting the campus's ability to gather broad stakeholder input to guide continuous improvement.	The campus needs to expand and strengthen systems for two-way communication by providing families with more frequent, accessible, and varied opportunities to provide feedback and by communicating the impact of their input on campus decisions.

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 May 2027, 90% percent of teachers will effectively use data to inform differentiated instruction.

Evaluation Data Source: Edmentum, Walk-Throughs, TTESS Evaluations, CTM Agendas

Strategy 1

Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.

Strategy's Expected Result/Impact: Increase technology integration in lesson design and delivery.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Campus Technology Facilitator

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Schedule regular data review sessions during planning periods where teachers can analyze formative assessment data and adjust their instructional plans to address identified student learning gaps.

Strategy's Expected Result/Impact: Regular data review sessions will increase teacher capacity to make data-driven instructional decisions, resulting in targeted support, improved student mastery of standards, and increased academic growth for all learners.

Staff Responsible for Monitoring: Admin, Instructional Coaches, Guiding Coalition

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

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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
2	The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

3	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 2 ☑ High Priority

By May 2027, 95% of teachers will integrate instructional technology to enhance data-driven instruction, as evidenced by lesson plans and classroom observations.

Evaluation Data Source: Edmentum, Study Island, Walk-Throughs, TTESS Evaluations, CTM Agendas

Strategy 1

Establish a technology integration team to support teachers in using technology to analyze data and tailor instruction to meet diverse student needs.

Strategy's Expected Result/Impact: Increased integration of instructional technology will strengthen data-driven instructional practices, resulting in more targeted instruction, improved student engagement, and increased academic growth for all learners.

Staff Responsible for Monitoring: Admin, Instructional Coaches, Guiding Coalition

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

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

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Strategy 2

Schedule regular technology workshops where teachers can share best practices and explore new tools for data-driven instruction.

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Student data is collected and reviewed; however, data analysis is not consistently resulting in differentiated instructional practices that address individual student needs and accelerate academic growth.	Teachers need additional support and collaborative opportunities to strengthen their ability to analyze data, identify learning gaps, and use data to design targeted instruction, interventions, and enrichment opportunities.

State Compensatory Education

State Compensatory

Budget for Pecan Trail Intermediate School

Total SCE Funds: $3,880.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Pecan Trail Intermediate will utilize State Compensatory Education (SCE) funds to provide targeted academic support for students identified as at-risk and/or not performing satisfactorily on state assessments. Academic tutors in reading and mathematics will provide small group instruction and intervention support based on student needs identified through STAAR data, MAP data, formative assessments, and progress monitoring. Tutors will collaborate with classroom teachers to reinforce essential skills, address learning ga and provide additional opportunities for students to achieve academic growth. Student progress will be monitored regularly to ensure interventions are effective and adjusted as needed to support improved student outcomes.

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,880.00
				+/- Difference	**$3,880.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Officers & Security Personnel	Superintendent, School Board	

Addendums

Pecan Trail Intermediate School
2024-2025 Professional Development Plan

ELA					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Depth & Complexity Training	Teachers	**Resources:** Question Stems **Duration:** Ongoing	GT, Teacher Leads, Administration	Walkthroughs, Evaluations	1.1 Student Achievement
Analyzing Student Data	Teachers	**Resources:** MAP Scores, Classroom assessments **Duration:** Ongoing	Instructional Coaches, Administrators	MAP Growth Reports, Classroom Assessments, Student Growth Data	2.1 Student Success
Small Group Instruction Based on MAP Data	Teachers, Paraprofessional	**Resources:** MAP data **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs, Evaluations, MAP Growth Reports	2.1 Student Success
MTSS System of Support	Teachers	**Resources:** District MTSS Handbook **Duration:** Ongoing	Instructional Coaches, Administrators, Counselors	Walkthroughs, Evaluations, SPED referrals	2.1 Student Success
Formative Assessment Training	Teachers	**Resources**: Professional Development Sessions (in person and virtual) **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs	1.4 Student Achievement

Professional Learning Community Training	Teachers	**Resources:** Learning by Doing **Duration:** Ongoing	Instructional Coaches, Administrators	Collaborative Meetings	1.2 Professional Learning

MATH					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Depth & Complexity Training	Teachers	**Resources:** Question Stems **Duration:** Ongoing	GT, Teacher Leads, Administration	Walkthroughs, Evaluations	1.1 Student Achievement
Analyzing Student Data	Teachers	**Resources:** MAP Scores, Classroom assessments **Duration:** Ongoing	Instructional Coaches, Administrators	MAP Growth Reports, Classroom Assessments, Student Growth Data	2.1 Student Success
Small Group Instruction Based on MAP Data	Teachers, Paraprofessional	**Resources:** MAP data **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs, Evaluations, MAP Growth Reports	2.1 Student Success
MTSS System of Support	Teachers	**Resources:** District MTSS Handbook **Duration:** Ongoing	Instructional Coaches, Administrators, Counselors	Walkthroughs, Evaluations, SPED referrals	2.1 Student Success
Formative Assessment Training	Teachers	**Resources**: Professional Development Sessions (in person and virtual) **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs	1.4 Student Achievement
Professional Learning Community Training	Teachers	**Resources:** Learning by Doing **Duration:** Ongoing	Instructional Coaches, Administrators	Collaborative Meetings	1.2 Professional Learning

SCIENCE					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Depth & Complexity Training	Teachers	**Resources:** Question Stems **Duration:** Ongoing	GT, Teacher Leads, Administration	Walkthroughs, Evaluations	1.1 Student Achievement
Analyzing Student Data	Teachers	**Resources:** MAP Scores, Classroom assessments **Duration:** Ongoing	Instructional Coaches, Administrators	MAP Growth Reports, Classroom Assessments, Student Growth Data	2.1 Student Success
Small Group Instruction Based on MAP Data	Teachers, Paraprofessional	**Resources:** MAP data **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs, Evaluations, MAP Growth Reports	2.1 Student Success
Inquiry Based Science Instruction	Teachers	**Resources:** Program Materials, Virtual Training, Substitutes **Duration:** Ongoing	District Content Coordinators, Instructional Coaches	Walkthroughs, Evaluations, MAP Growth Reports	2.2 Student Success
Formative Assessment Training	Teachers	**Resources**: Professional Development Sessions (in person and virtual) **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs	1.4 Student Achievement
Professional Learning Community Training	Teachers	**Resources:** Learning by Doing **Duration:** Ongoing	Instructional Coaches, Administrators	Collaborative Meetings	1.2 Professional Learning

SOCIAL STUDIES					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Depth & Complexity Training	Teachers	**Resources:** Question Stems **Duration:** Ongoing	GT, Teacher Leads, Administration	Walkthroughs, Evaluations	1.1 Student Achievement
Analyzing Student Data	Teachers	**Resources:** MAP Scores, Classroom assessments **Duration:** Ongoing	Instructional Coaches, Administrators	MAP Growth Reports, Classroom Assessments, Student Growth Data	2.1 Student Success
Small Group Instruction Based on MAP Data	Teachers, Paraprofessional	**Resources:** MAP data **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs, Evaluations, MAP Growth Reports	2.1 Student Success
Junior Great Books	Teachers	**Resources:** Program Materials, Virtual Training, Substitutes **Duration:** Ongoing	Consultants, Instructional Coaches	Walkthroughs, Evaluations, MAP Growth Reports	2.2 Student Success
Formative Assessment Training	Teachers	**Resources**: Professional Development Sessions (in person and virtual) **Duration:** Ongoing	Instructional Coaches, Administrators	Walkthroughs	1.4 Student Achievement
Professional Learning Community Training	Teachers	**Resources:** Learning by Doing **Duration:** Ongoing	Instructional Coaches, Administrators	Collaborative Meetings	1.2 Professional Learning

TEACHER DEVELOPMENT					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Year 1 and 2 Teacher Development	1st and 2nd Year Teachers	**Resources:** 1st Year Teacher Workbook and Resources, Substitutes **Duration:** Ongoing	District coordinator, mentors, Mentors, Instructional Coaches	Walkthroughs, Evaluations, Survey	1.2 Teacher Retention
Mentor Training	Mentor	**Resources:** Mentor Handbook, Substitutes **Duration:** Ongoing over two years.	District coordinator,Administration, Instructional Coaches	Walkthroughs, Evaluations, Survey	1.2 Improving Leadership and Instruction on Campus
Professional Learning Community Training	Teachers	**Resources:** Learning by Doing **Duration:** Ongoing	Instructional Coaches, Administrators	Collaborative Meetings	1.2 Professional Learning
Behavior Solutions	Teachers	**Resources:** Behavior Solutions **Durations:** Ongoing	Administrators, Behaviors Solutions Team, Instructional Coaches	Collaborative Meetings, Discipline Data, Survey	2.1 Student Success