

**College Station ISD**  
**Forest Ridge Elementary School**  
**2024-2025 Campus Improvement Plan**



**Board Approval Date:** September 17, 2024  
**Public Presentation Date:** September 17, 2024

# Mission Statement

All Falcons Learn at High Levels

## Vision

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

## Collective Commitments

### Climate:

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

### Extra Time and Support:

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

### Leadership:

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

### Instruction:

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

### Culture:

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

### Assessment:

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Forest Ridge Elementary is devoted to fostering a safe, inclusive, and nurturing environment where students from diverse backgrounds, interests, and aspirations can learn to their fullest potential. We are led by a team of dedicated and passionate educators who focus on developing student strengths and are committed to preparing students for a successful future. Through innovative teaching, engaging learning opportunities, and a strong sense of community, we strive to live our mission each and every day. All Falcons Learn at High Levels.

Our campus improvement team, composed of staff and community members, is highly committed to identifying opportunities and campus needs by reviewing key areas such as demographics, student learning, school processes and programs, and perceptions. Our team reviewed multiple data points and feedback to craft key areas of continued growth for the 2024 - 2025 school year.

# Demographics

## Demographics Summary

Forest Ridge is one of ten elementary schools in College Station ISD. Forest Ridge currently serves approximately 481 students in Early Childhood through 4th grade with diverse backgrounds and needs. Our student population summary includes: African American at 11.4%, Hispanic at 17%, Caucasian at 58.9%, Asian at 12.6% and American Indian at 0.4%. Our demographics are further disaggregated by Economically Disadvantaged at 27.04%, LEP/EB at 10.48%, Gifted and Talented at 11.85% and Special Education at 20.13%. The diversity represented at Forest Ridge provides a necessity for practical, research-based, community building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.

## Demographics Strengths

- ELL students received the max points in growth shown on TELPAS for the 2023 - 2024 school year. We will continue to foster collaboration between our ESL teacher and all general education teachers.
- We had a 100% passing rate for all students who took the STAAR Alt Assessment in the 2023 - 2024 school year.
- All demographic groups were above the 50th percentile for both achievement and growth on the NWEA MAP assessment for Mathematics in the 2023 - 2024 school year.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. **Root Cause:** Students lack academic vocabulary which is a current obstacle to their growth in reading development.

# Student Learning

## Student Learning Summary

Forest Ridge is committed to ensuring that all students learn at high levels through research based best practices and meaningful learning experiences that engage our learners in meeting their fullest potential. Forest Ridge continues to exceed the district and national mean RIT scores in achievement for all grade levels and content areas on the NWEA MAP Assessment. In mathematics, all grade levels exceeded projected growth for the school year. In reading, our 2nd and 4th grade levels did not meet the projected growth (2nd grade by a tenth of a point and 4th grade by 2.4 points). We will continue to prioritize the closing of achievement gaps of underperforming student groups by providing tiered levels of support.

Our 2023 - 2024 STAAR achievement data indicates continued mastery and meeting of grade level expectations in both reading and mathematics. Our overall student achievement is a 92. The 3rd grade had an overall passing rate of 90% in reading and 91% in mathematics. 4th grade had an overall passing rate of 89% in reading and 86% in mathematics. With this data there was an increase in overall passing rates from the previous testing year.

## Student Learning Strengths

- Forest Ridge exceeded the district and national mean RIT scores across all grade levels and content areas for MAP Growth in the 2023-2024 school year.
- Projected growth was exceeded by all grade levels in mathematics on the NWEA MAP Growth Assessment during the 2023 - 2024 school year.
- Kindergarten exceeded yearly projected growth in reading, with it being the highest growth trend in the last 4 years of the MAP test administration.
- There was an increase in students achieving masters on the STAAR mathematics assessment in the 2023 - 2024 school year. (38% to 45%)
- The overall campus passing percentage for the RLA STAAR assessment increased from the previous testing year from 85% to 90%. In addition, there was an increase in students achieving Masters (38% to 41%).
- ECR scores increased in both 3rd and 4th grade. 3rd grade from 3.23 to 5.1 and 4th grade from 4.15 to 5.04.
- Our 4th grade students increased their ECR average score from 3.23 in 3rd grade to 5.04 in 4th grade.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 35.29% of classrooms had an overall growth below the 50th percentile in reading based on the 2023-2024 NWEA MAP Growth Assessment.

**Root Cause:** Lack of clarity in how to respond to individual student data when designing instruction for intervention and extension.

**Problem Statement 2 (Prioritized):** State assessment average score on the 4th grade ECR increased from 3.23 in 3rd grade to 5.04 in 4th grade; although we are above the district average, our students missed the campus goal of a 2 point increase by .19 of a point. **Root Cause:** Lack of consistent command of development and organization of ideas in response to a prompt.

**Problem Statement 3 (Prioritized):** Based on 2023-2024 STAAR assessment results, we had a slight decrease in the overall campus passing percentage on the STAAR Math test from (92% to 88%). **Root Cause:** While some customization is possible, the structure of the primary Tier 1 resource did not perfectly align with the needs of our student population.

**Problem Statement 4 (Prioritized):** Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year

according to our NWEA MAP Assessment data. **Root Cause:** Students lack academic vocabulary which is a current obstacle to their growth in reading development.

**Problem Statement 5 (Prioritized):** Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process. **Root Cause:** High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.

**Problem Statement 6 (Prioritized):** 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction. **Root Cause:** Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.

**Problem Statement 7 (Prioritized):** We need to make a shift in how we frame feedback questions in order to include how campus activities, experiences, and events impact student learning for all stakeholders. **Root Cause:** Questions included in feedback surveys provided limited data to understand stakeholders perceptions of student learning outcomes in connection with campus-wide activities, experiences, and events.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

## School Processes & Programs Strengths

- Decrease in reported behavior incidents across nine week periods over the course of the 2023 - 2024 school year (BOY - 21 to EOY - 6).
- Implemented Character Strong program into morning meetings across the school and reinforced social skills daily on morning announcements.
- Consistent communication through classroom, schoolwide, and staff newsletters to keep all stakeholders informed and engaged in school processes and programs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process. **Root Cause:** High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.

**Problem Statement 2 (Prioritized):** 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction. **Root Cause:** Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.



# Perceptions

## Perceptions Summary

Forest Ridge maintains a welcoming, positive, and safe environment where staff members are highly invested in our families and students. We live our mission daily, that All Falcons Learn at High Levels. Forest Ridge recruits strong staff members who are mostly proficient or higher on T-TESS evaluations. Teacher retention is high on our campus with only three new classroom teachers added to our roster for the 2024 - 2025 school year. All staff members engage in professional goals and learning through collaborative teams. These opportunities build leadership capacity and allow staff to gather information and problem solve together to meet student needs.

Forest Ridge has overall strong parental support and elicits frequent feedback to best serve our diverse community of learners. This year we will continue to foster relationships through the use of social media platforms, school-wide communications, and onsite events. We will continue to partner with parents, community leaders, and organizations to build a network of support.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We need to make a shift in how we frame feedback questions in order to include how campus activities, experiences, and events impact student learning for all stakeholders. **Root Cause:** Questions included in feedback surveys provided limited data to understand stakeholders perceptions of student learning outcomes in connection with campus-wide activities, experiences, and events.

# Priority Problem Statements

**Problem Statement 1:** Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process.

**Root Cause 1:** High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** State assessment average score on the 4th grade ECR increased from 3.23 in 3rd grade to 5.04 in 4th grade; although we are above the district average, our students missed the campus goal of a 2 point increase by .19 of a point.

**Root Cause 2:** Lack of consistent command of development and organization of ideas in response to a prompt.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Based on 2023-2024 STAAR assessment results, we had a slight decrease in the overall campus passing percentage on the STAAR Math test from (92% to 88%).

**Root Cause 3:** While some customization is possible, the structure of the primary Tier 1 resource did not perfectly align with the needs of our student population.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 35.29% of classrooms had an overall growth below the 50th percentile in reading based on the 2023-2024 NWEA MAP Growth Assessment.

**Root Cause 4:** Lack of clarity in how to respond to individual student data when designing instruction for intervention and extension.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data.

**Root Cause 5:** Students lack academic vocabulary which is a current obstacle to their growth in reading development.

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 6:** 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction.

**Root Cause 6:** Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.

**Problem Statement 6 Areas:** Student Learning - School Processes & Programs

**Problem Statement 7:** We need to make a shift in how we frame feedback questions in order to include how campus activities, experiences, and events impact student learning for all stakeholders.

**Root Cause 7:** Questions included in feedback surveys provided limited data to understand stakeholders perceptions of student learning outcomes in connection with campus-wide activities, experiences, and events.

**Problem Statement 7 Areas: Student Learning - Perceptions**

# Comprehensive Needs Assessment Data Documentation

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
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

# Goals

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

**Performance Objective 1:** By the end of the school year, 100% of professional staff will demonstrate their understanding of PLC processes by supporting and engaging in collaborative team planning, identifying essential standards, and analyzing data in order to support instructional improvement and student growth and achievement.

**High Priority**

**Evaluation Data Sources:** Campus Professional Development Sessions (Documented in Professional Learning System)





Walk Through Data

Coaching Logs

Collaborative Meeting Agendas and Notes

Student Achievement Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Administrators, Instructional Coaches, and Guiding Coalition members participate in foundational professional learning on Professional Learning Communities from Solution Tree to build shared knowledge and support elevated student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> The professional learning moves to action in order to improve student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Guiding Coalition, All Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to enhance the depth and complexity of all staff's understanding of the PLC framework in order to build sound instructional and professional practices that focus on the 3 Big Ideas, The 4 Pillars of a PLC, and the 4 Critical Questions.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of all staff will engage in collaborative team planning and in professional learning of the PLC framework.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Guiding Coalition, Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will have opportunities to engage in Tiered levels of coaching support through coaching conversations and cycles to facilitate goal attainment, personalized professional learning, and feedback to make data-informed refinements to improve student learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teaching staff will receive Tiered levels of coaching support through collaborative meetings, small groups, and/or individual sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 5:</b> Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process. <b>Root Cause:</b> High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process. <b>Root Cause:</b> High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.</p>

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

**Performance Objective 2:** By the end of the first nine weeks, teachers guide students to set goals based on student learning data and implement a system for tracking progress over time.

**High Priority**

**Evaluation Data Sources:** Assessment Data (MAP Data, CFA's, District Benchmark Data)  
FR Data Binder  
Progress Monitoring Documents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collect and organize data from multiple data points and assessments to facilitate student goal setting to support success and achievement of those goals (MAP, state, district, and campus assessments).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be supported by teachers in analyzing their own data and explaining their results to foster student ownership of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers learn about our students' backgrounds and find culturally relevant resources to teach academic vocabulary and content to minimize achievement gaps in student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student use of academic vocabulary as it applies to reading comprehension and written expression in all content.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Guiding Coalition, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**



### Demographics

**Problem Statement 1:** Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. **Root Cause:** Students lack academic vocabulary which is a current obstacle to their growth in reading development.

### Student Learning

**Problem Statement 1:** 35.29% of classrooms had an overall growth below the 50th percentile in reading based on the 2023-2024 NWEA MAP Growth Assessment. **Root Cause:** Lack of clarity in how to respond to individual student data when designing instruction for intervention and extension.

**Problem Statement 2:** State assessment average score on the 4th grade ECR increased from 3.23 in 3rd grade to 5.04 in 4th grade; although we are above the district average, our students missed the campus goal of a 2 point increase by .19 of a point. **Root Cause:** Lack of consistent command of development and organization of ideas in response to a prompt.

**Problem Statement 3:** Based on 2023-2024 STAAR assessment results, we had a slight decrease in the overall campus passing percentage on the STAAR Math test from (92% to 88%). **Root Cause:** While some customization is possible, the structure of the primary Tier 1 resource did not perfectly align with the needs of our student population.

**Problem Statement 4:** Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. **Root Cause:** Students lack academic vocabulary which is a current obstacle to their growth in reading development.

**Goal 2:** CSISD will elevate academic outcomes of historically underperforming student groups.

**Performance Objective 1:** Teachers will meet in weekly collaborative team meetings to develop a systematic process in which teachers work together interdependently to design instruction, analyze data, and adjust practice accordingly to improve learning for all students.





**High Priority**

**Evaluation Data Sources:** Learning Plans

Assessment Data

Walk Through Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In an effort to move from individual to team decisions, teachers will meet together in weekly collaborative team meetings to determine priorities and essential standards for Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> To determine a subset of grade specific standards that all students will master.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> After identifying essential learning targets, teams will design aligned and accurate formative and end of the unit assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitor student mastery of essential learning targets.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition, Instructional Coaches, Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will participate in collaborative team meetings to review assessment data as evidence of student learning, and will use the data to drive instruction in both Tier 1 (reteaching) and Tier 2 (intervention/ extension), while also monitoring the effectiveness of instructional practices and student feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. <b>Root Cause:</b> Students lack academic vocabulary which is a current obstacle to their growth in reading development.</p>
Student Learning
<p><b>Problem Statement 1:</b> 35.29% of classrooms had an overall growth below the 50th percentile in reading based on the 2023-2024 NWEA MAP Growth Assessment. <b>Root Cause:</b> Lack of clarity in how to respond to individual student data when designing instruction for intervention and extension.</p>
<p><b>Problem Statement 2:</b> State assessment average score on the 4th grade ECR increased from 3.23 in 3rd grade to 5.04 in 4th grade; although we are above the district average, our students missed the campus goal of a 2 point increase by .19 of a point. <b>Root Cause:</b> Lack of consistent command of development and organization of ideas in response to a prompt.</p>
<p><b>Problem Statement 3:</b> Based on 2023-2024 STAAR assessment results, we had a slight decrease in the overall campus passing percentage on the STAAR Math test from (92% to 88%). <b>Root Cause:</b> While some customization is possible, the structure of the primary Tier 1 resource did not perfectly align with the needs of our student population.</p>
<p><b>Problem Statement 4:</b> Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. <b>Root Cause:</b> Students lack academic vocabulary which is a current obstacle to their growth in reading development.</p>
<p><b>Problem Statement 5:</b> Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process. <b>Root Cause:</b> High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Additional learning and training is needed to fully implement high performing collaborative teams through the PLC process. <b>Root Cause:</b> High quality TEAM training from Solution Tree has not been available to our campus until the summer of 2024.</p>

**Goal 3:** CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

**Performance Objective 1:** By the end of the 2024-2025 school year, the rate of recidivism of students with repeated behavior incidents will reduce by 20%.

**Evaluation Data Sources:** Behavior Data Logs  
 Discipline referrals in Eschool  
 Behavior Solutions Team

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Design and implement needed Tier 1 behavior preventions using Character Strong curriculum, daily social skills instruction, and strategies such as GTKY circles and classroom treatment agreements.</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinated and consistent teaching of the identified essential behavior standards</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Solutions Team, Counselor, Teachers</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to reinforce Tier 1 shared language and practices of a Falcon Leader centered on "power skills" that focus on key traits such as grit, perseverance, flexibility, creativity, teamwork, and problem solving campus-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinated and consistent teaching of the identified essential behavior standards</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition, Counselor, Teachers</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Behavior Solutions team (a subset of the Guiding Coalition) will establish a system for reviewing behavior data in order to identify students who need Tier 2 behavior intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent response to Tier 2 behavior intervention</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Solutions Team, Campus Administration, Teachers</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Begin to develop a formalized targeted behavior intervention structure (Behavior Academies) that teach replacement behaviors for essential life skills for school and beyond.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will generalize replacement behaviors taught into productive behavior habits.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition, Behavior Solutions Team, Teachers</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction. <b>Root Cause:</b> Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction. <b>Root Cause:</b> Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.</p>


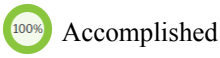
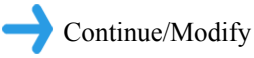

**Goal 3:** CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

**Performance Objective 2:** Analyze stakeholder feedback from at least three major school-wide events to identify areas of improvement that can enhance student learning outcomes.

**Evaluation Data Sources:** Survey Data  
Event Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Empower student learners and leaders by facilitating opportunities for community involvement, outreach, service, and reflection including but not limited to:</p> <p>FLIP Clothing and toiletries drive for Chrissy's Closet Food for Families Food Drive (Fall &amp; Spring) American Heart Association Kids Heart Challenge</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student leadership and service minded mentality <b>Staff Responsible for Monitoring:</b> FLIP Sponsors, American Heart Association Sponsor, Food Drive Sponsors</p> <p><b>Problem Statements:</b> Student Learning 7 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate stakeholder feedback following school-wide events to gain input into fostering a family atmosphere and a positive school culture.</p> <p>Examples of Events:            Meet the Teacher            Parent Conference Day            Falconpalooza            Sing-A-Longs (Fall &amp; Spring)            Grandparents' Day            Book Fairs (Fall &amp; Spring)            Spirit Nights (Monthly)            Multicultural Celebrations            Grade Level Celebrations and Highlights            Talent Show            Field Day            Dogs with Dads            STEAM Night</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of communication in the purpose of school-wide events  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Problem Statements:</b> Student Learning 7 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June





**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 7:</b> We need to make a shift in how we frame feedback questions in order to include how campus activities, experiences, and events impact student learning for all stakeholders. <b>Root Cause:</b> Questions included in feedback surveys provided limited data to understand stakeholders perceptions of student learning outcomes in connection with campus-wide activities, experiences, and events.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> We need to make a shift in how we frame feedback questions in order to include how campus activities, experiences, and events impact student learning for all stakeholders. <b>Root Cause:</b> Questions included in feedback surveys provided limited data to understand stakeholders perceptions of student learning outcomes in connection with campus-wide activities, experiences, and events.</p>

**Goal 4:** CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

**Performance Objective 1:** Teachers in all classrooms will use digital learning platforms to close learning gaps identified through NWEA MAP and other assessment data.

**Evaluation Data Sources:** Edmentum  
MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build instructional capacity within our teachers through purposeful usage of existing digital platforms.  <b>Strategy's Expected Result/Impact:</b> Use technology as a resource to support Tier 1 and Tier 2 instruction.  <b>Staff Responsible for Monitoring:</b> Digital Learning Ambassador, Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will use Edmentum 40 minutes a week in both math and reading as required by the district.  <b>Strategy's Expected Result/Impact:</b> Students accessibility to differentiated learning paths  <b>Staff Responsible for Monitoring:</b> Digital Learning Ambassador, District Director of Digital Learning</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. <b>Root Cause:</b> Students lack academic vocabulary which is a current obstacle to their growth in reading development.</p>



## Student Learning

**Problem Statement 1:** 35.29% of classrooms had an overall growth below the 50th percentile in reading based on the 2023-2024 NWEA MAP Growth Assessment. **Root Cause:** Lack of clarity in how to respond to individual student data when designing instruction for intervention and extension.

**Problem Statement 2:** State assessment average score on the 4th grade ECR increased from 3.23 in 3rd grade to 5.04 in 4th grade; although we are above the district average, our students missed the campus goal of a 2 point increase by .19 of a point. **Root Cause:** Lack of consistent command of development and organization of ideas in response to a prompt.

**Problem Statement 3:** Based on 2023-2024 STAAR assessment results, we had a slight decrease in the overall campus passing percentage on the STAAR Math test from (92% to 88%). **Root Cause:** While some customization is possible, the structure of the primary Tier 1 resource did not perfectly align with the needs of our student population.

**Problem Statement 4:** Our Hispanic student group had an overall growth percentile below the 50th percentile (47th) in reading for the 2023 - 2024 school year according to our NWEA MAP Assessment data. **Root Cause:** Students lack academic vocabulary which is a current obstacle to their growth in reading development.

# Campus Improvement Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Staff Member	Mariana Viana	Instructional Coach
Staff Member	Alyssa Johnson	Instructional Coach
Staff Member	Pam Beard	ESL Specialist
Staff Member	Roxane Hord	Counselor
Staff Member	Magen Lanfear	Special Education Teacher
Staff Member	Olena Stuart	Fine Arts Teacher
Staff Member	Heather Anz	Fourth Grade Teacher
Staff Member	Hillarie Rollins	Fourth Grade Teacher
Staff Member	Amy Burns	Third Grade Teacher
Staff Member	Abby Goehring	Third Grade Teacher
Staff Member	Angie Sasse	Enrichment Specialist
Staff Member	Stephanie Weaver	First Grade Teacher
Staff Member	Jody Rodriguez	First Grade Teacher
Staff Member	Skye Day	Kindergarten Teacher
Staff Member	Riley Dickson	Early Childhood Teacher
Staff Member	Lauren Given	Assistant Principal
Staff Member	Terresa Katt	Principal
Parent Representative	Camille Blundell	PTO President
Community Representative	Farrah Spears	Realtor
Business Representative	Mike Newkham	Management HEB

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024