

**College Station ISD**  
**Cypress Grove Intermediate School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: B**

**Reflect**



# Mission Statement



## Vision

**School Vision Statement:**

*Cypress Grove and its*

**Cypress Grove and its  
community unite to create a  
safe and inclusive environment  
that builds resilient students  
and advances them toward  
their own unique opportunities  
for success.**



## **Value Statement**

### **The Foundation of Cypress Grove Intermediate 2023-2024**

**Our Mission:** Together we prepare our learners for their own unique success – each one... each day... each hour.

**Our Vision:** Cypress Grove and its community unite to create a safe and inclusive environment that builds resilient students and advances them toward their own unique opportunities for success.

**As a Result of That Commitment:**

- The staff focuses on research based instructional practices to support student learning.
- Students are provided a guaranteed and viable curriculum that is delivered based on knowledge of the essential learning outcomes.
- Daily formative assessments in the classroom and team-developed common formative assessments for each unit are used to drive student instruction.
- The school is characterized by a collaborative culture of responsibility as a PLC and has systems in place to ensure that evidence of student learning is used to—
  - Provide timely, diagnostic, and directive support for students who are struggling
  - Enrich and extend learning for students who demonstrate they are highly proficient
  - Inform individual educators through student data collection regarding their instructional strengths and weaknesses in helping students to learn at high levels
  - Alert a collaborative team to areas of concern in student learning that warrant the attention of the entire team

**Our Collective Commitments:** In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each member of the staff commits to the following—

- face problems head on and directly by discussing it with the team in a collegial conversation.
- monitor and adjust instructional practices to meet the needs of OUR students.

- seek solutions and be receptive to feedback.
- demonstrate effective collaboration, open-mindedness, commitment, trust, and vulnerability.
- being intentional in planning, monitoring, and assessing each student's learning on an ongoing basis through classroom as well as team developed formative assessments.

**Our School Wide Goals:** We will monitor the following indicators to mark our progress—

- We will reduce the failure rate in each grade level in our school by growing our students.
- We will Increase the percentage of students pursuing and being successful in the most rigorous curriculum in each program.
- We will Increase student achievement on district, state, and national high-stakes assessments.
- We will intentionally plan, assess, and adapt common formative assessments to help us measure as well as reflect upon student learning achievements.

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# Comprehensive Needs Assessment

Revised/Approved: August 14, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

In preparation for the 2024-2025 school year, feedback in the form of meetings and surveys were obtained from a Campus Leadership Team. Members of the team included department heads, team leads, instructional coaches, administrators, a SPED representative, parent representatives, community member, and counselor. The Campus Leadership Team met monthly throughout the school year to review the data points below in order to determine our campus focuses for the 2024-25 school year. A SWOT analysis was also utilized to guide our focus areas.

### Improvement Planning Data

- District and Campus Improvement Plan from the previous year
- Site Based Decision Making Committee data
- State and federal planning requirements

### Student Assessment Data:

- District required assessment data
- STAAR current and longitudinal results
- NWEA MAP Universal Screener data
- Grades that measure student performance based on standards
- Special Programs data
- At-risk population data
- Race and ethnicity population data
- Economically disadvantaged
- Section 504 data

### Student Data: Academic, Behavior, and Other Indicators

- Attendance data
- Discipline data
- School Safety data
- RTI data (academic and behavior)

### Staff Data

- Professional Learning Community data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

- Evaluations of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- PTO member Feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation and evaluation
- Budgets and expenditures data

After all the the data was reviewed and feedback interpreted, it was determined that there needs to be a focus on social emotional/behavioral learning, small group differentiated instruction, student goal setting implementation, data informed instructional practices, and strengthening parent/community involvement. The campus needs assessment and campus improvement plan will be reviewed, evaluated, and revised (if needed) throughout the year. The campus needs assessment, campus improvement plan, family engagement policy and compact will be available to parents as well as community members. The locations of the documents will be communicated to Cypress Grove Intermediate parents during the annual Title 1 meeting and through campus newsletters.



# Demographics

## Demographics Summary

Projected enrollment for 24-25 is 541 students. The current 23-24 data is below. 22% of our campus is classified as SPED. 47% are Economically Disadvantaged. 14% are classified as G/T. Average gen ed classroom is 22/1.

Building Description Gr			Asian	Black	Hispani	Multi-Ethnic	White	Hawian acific Islande	Americz Indian	At Risk	Not At Risk	Eco Dis	Not Eco Dis	LEP	Not LEP	Not Sped	Sped	Not CT	ESL	Not ESL	GT	Not GT	Total
202	Cypres: Grove Interme	5	13	44	46	15	143	2		92	171	126	137	17	246	194	69	263	7	256	37	226	263
		6	21	46	47	7	137	2	3	113	150	122	141	18	245	214	49	263	8	255	35	228	263
<b>Total</b>			<b>34</b>	<b>90</b>	<b>93</b>	<b>22</b>	<b>280</b>	<b>4</b>	<b>3</b>	<b>205</b>	<b>321</b>	<b>248</b>	<b>278</b>	<b>35</b>	<b>491</b>	<b>408</b>	<b>118</b>	<b>526</b>	<b>15</b>	<b>511</b>	<b>72</b>	<b>454</b>	<b>526</b>

## Demographics Strengths

We had 57% of students in advanced courses on campus (ELA and Math) in 23-24. For 24-25 we have 60% enrolled in these courses.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our current African American population students only had 46% passing rate on all STAAR 2024 assessments. Additionally, our student population of Two or More Races only had an overall passing rate of 59%. **Root Cause:** Educators were not proficient in their ability to differentiate instruction and provide culturally responsive teaching strategies to meet the various abilities and needs of our students in these specific populations.

**Problem Statement 2 (Prioritized):** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

# Student Learning

## Student Learning Summary

The data below shows the STAAR student achievement data from the 2023-2024 school year.

	Approaches Grade Level %	Meets Grade Level %	Masters Grade Level %
All Subjects	77	50	20
Math 5th Grade	81	49	20
Math 6th Grade	76	43	12
Reading 5th Grade	79	55	25
Reading 6th Grade	81	57	20
Science 5th Grade	59	30	16

## 23-24 STAAR Comparison Data

STAAR Subject	Campus Student Count	State Average Scale Score	District Average Scale Score	Campus Average Scale Score
Math 5th Grade	243	1640	1661	1645
Math 6th Grade	245	1716	1803	1731
Reading 5th Grade	251	1606	1622	1600
Reading 6th Grade	250	1643	1688	1641
Science 5th Grade	250	3690	3913	3745
ALT 2 5th Grade Math	11	n/a	n/a	n/a
ALT 2 6th Grade Math	5	n/a	n/a	339
ALT 2 5th Grade Reading	11	n/a	n/a	n/a
ALT 2 6th Grade Reading	5	n/a	n/a	333
ALT 2 5th Grade Science	11	n/a	n/a	351

See other data below based on our campus SWOT Analysis and NWEA Universal Screener data.

[SWOT Analysis](#)

[NWEA MAP Student Achievement & Growth Summary](#)

### **NWEA Growth and Achievement Percentile Results:**

Reading Grade 5 Growth: 37th at EOY

Reading Grade 5 Achievement: 59th (Fall) 52nd (Spring)

Reading Grade 6 Growth: 39th at EOY

Reading Grade 6 Achievement: 68th (Fall) 59th (Spring)

Math Grade 5 Growth: 44th at EOY

Math Grade 5 Achievement: 65th (Fall) 57th (Spring)

Math Grade 6 Growth: 59th at EOY

Math Grade 6 Achievement: 63rd (Fall) 65th (Spring)

Science Grade 5 Growth: 61st at EOY

Science Grade 5 Achievement: 77th (Fall) 79th (Spring)

Science Grade 6 Growth: 58th at EOY

Science Grade 6 Achievement: 77th (Fall) 75th (Spring)

### **Student Learning Strengths**

Based on the 23-24 STAAR data, there were successful achievements made in the areas of 5th grade math and 6th grade reading. Based on our Spring NWEA MAP data overall, students are performing at or above normed median achievement and growth percentiles, according to MAP 2020 normative data.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The 2023-24 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 38th, which falls below the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 37th% and 6th in the 39th%. **Root Cause:** Teachers do not have an extensive understanding of how to differentiate instruction using effective data driven practices.

**Problem Statement 2 (Prioritized):** The 2023-24 STAAR assessment data reveals that Special Education students continue to score significantly below other student groups in reading, math, and science with an overall 56% percent at approaches grade level standard or above. **Root Cause:** 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.

**Problem Statement 3 (Prioritized):** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

# School Processes & Programs

## School Processes & Programs Summary

Through our PLC and collaborative team meetings we will focus on identifying priority standards, establishing learning targets, backwards planning of assessment to match all intended learning outcomes, and using convergent assessment data to design high leverage instructional practices to meet the needs of all learners.

Based on the data collected and reviewed, it was determined that funding will be used to help meet our goals and performance objectives for all student groups. It will include personnel costs for an MTSS Coordinator and academic tutors during the school day, materials and supplies to support interventions in reading and math from programs/intervention supply vendors such as: *Really Great Reading*, *Lead4ward*, *EAI Education*, *Didax*, and *All Access* to support math instruction. Materials and supplies funds will also be used to purchase Technology Equipment to support campus Title I initiatives, reading materials for professional development, and professional development materials and supplies to support campus Title I initiatives. Funding for other miscellaneous operating costs will be used to cover travel costs for campus employees to attend professional development that will directly supports campus Title I initiatives. Parent Family Engagement funds will be used to provide extra-duty Pay for current campus professionals to conduct and/or support PFE activities/events, to purchase reading materials such as "We both read" by Treasure Bay books to use with or provide to families at PFE events, and other miscellaneous supplies to support our PFE family night events. These programs and resources will be evaluated by the Site Based Decision Making Team throughout the year using teacher walk-through data, student assessment and intervention data, parent involvement participation data, and survey results.

We will continue to use the SAMR model to evaluate our technology integration. Professional Development and support will be provided to our staff by our campus Technology facilitators.

We will continue to focus on SEL strategies through our campus wide "Village" partnerships with other students and staff to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We will also continue to utilize the Character Strong program as well as our school wide CHAMPS behavior matrix as part of our PBIS plan.

## School Processes & Programs Strengths

At Cypress Grove Intermediate, the staff are committed to ensuring all students are successful. Students and staff are provided with many opportunities to be involved on campus such as: Village leaders, campus spirit and cultural committees, as well as various clubs and organizations. Our staff are led by dedicated school improvement teams including, the Guiding Coalition, Site Based Decision making Team, and MTSS Team who use data informed decisions to meet the needs of all students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction.

**Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

# Perceptions

## Perceptions Summary

At Cypress Grove Intermediate, we have established processes to support the recruitment and retention of outstanding staff members. In addition to the CSISD new teacher and teacher leadership academies, new to campus CG teachers receive a campus mentor to help support their growth and development. All teachers will also participate in coaching sessions with Instructional Coaches, MTSS Coordinator and other Admin support staff. All core content teachers are provided with a department/team planning daily time in addition to their conference time. This time was strategically built into the Master Schedule so teachers have adequate time to collaborate in structured data analysis and instructional planning time.

## Perceptions Strengths

Cypress Grove is committed to meeting the needs of all students by collecting valuable feedback from parents and students throughout the year. Parent, student, and staff surveys are utilized throughout the school year to help us evaluate our programs, processes and practices. Our yearly SWOT analysis allows us to collect information from all stakeholders regarding student achievement, culture and climate, technology, family/community involvement, and student SEL.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to parent and staff 2023-24 survey data, academic communication between school and families needs improvement. **Root Cause:** There was a lack of consistent structures in place for sharing academic information across content areas.

**Problem Statement 2 (Prioritized):** 2024-24 campus discipline and student survey data indicates there are not consistent procedures in place to promote positive behavior supports to bolster character development and a collective responsibility to ensure student ownership of learning. **Root Cause:** There was not a clear and consistent behavioral management system in place to support teachers and students.

**Problem Statement 3 (Prioritized):** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

# Priority Problem Statements

**Problem Statement 1:** Our current African American population students only had 46% passing rate on all STAAR 2024 assessments. Additionally, our student population of Two or More Races only had an overall passing rate of 59%.

**Root Cause 1:** Educators were not proficient in their ability to differentiate instruction and provide culturally responsive teaching strategies to meet the various abilities and needs of our students in these specific populations.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The 2023-24 STAAR assessment data reveals that Special Education students continue to score significantly below other student groups in reading, math, and science with an overall 56% percent at approaches grade level standard or above.

**Root Cause 2:** 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.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The 2023-24 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 38th, which falls below the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 37th% and 6th in the 39th%.

**Root Cause 3:** Teachers do not have an extensive understanding of how to differentiate instruction using effective data driven practices.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction.

**Root Cause 4:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5:** According to parent and staff 2023-24 survey data, academic communication between school and families needs improvement.

**Root Cause 5:** There was a lack of consistent structures in place for sharing academic information across content areas.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** 2024-24 campus discipline and student survey data indicates there are not consistent procedures in place to promote positive behavior supports to bolster character development and a collective responsibility to ensure student ownership of learning.

**Root Cause 6:** There was not a clear and consistent behavioral management system in place to support teachers and students.

**Problem Statement 6 Areas:** 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, 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
- 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
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals

Revised/Approved: April 16, 2024





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

**Performance Objective 1:** Increase the number of staff trained in using data to drive student learning goals including, discussion of data from common formative and summative assessments, identification of essential learning standards, and implementation of student goal setting from 75% to 90% of staff by May of 2025.

**High Priority**

**Evaluation Data Sources:** Collaborative Team Agendas, Teacher Self-Reflection Rubrics , Common Summative and Formative Assessments, NWEA MAP data, District Benchmarks, Campus Walk Through Data, T-TESS Goal Setting Meetings/Evaluation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide extensive, aligned professional learning to the staff PLC within collaborative team settings, after school meetings, district, and outside led conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teaching strategies implemented and data based decision making used to increase student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 3</p> <p><b>Funding Sources:</b> Professional Development- Attendance/Travel - 211 Title I, Part A - 6411 - \$6,000, Professional Development-Reading Material - 211 Title I, Part A - 6329 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase access to ePLC resources from Lead4ward to support all educators during their collaborative team time and support the campus PLC process by using formative feedback and assessment data to reflect on our practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teaching strategies implemented across the core contents based on various data points to impact learning and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 3</p> <p><b>Funding Sources:</b> Instructional Materials &amp; Supplies - 211 Title I, Part A - 6399 - \$4,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a process for student individual goal setting and progress monitoring for students to engage in self-monitoring practices to reflect on their learning growth as well achievements to share with their parents as partners in their education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student ownership of learning and increase student academic growth as well as achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes &amp; Programs 1 - Perceptions 1, 3</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

**Problem Statement 2:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

### Student Learning

**Problem Statement 1:** The 2023-24 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 38th, which falls below the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 37th% and 6th in the 39th%. **Root Cause:** Teachers do not have an extensive understanding of how to differentiate instruction using effective data driven practices.

**Problem Statement 2:** The 2023-24 STAAR assessment data reveals that Special Education students continue to score significantly below other student groups in reading, math, and science with an overall 56% percent at approaches grade level standard or above. **Root Cause:** 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.

**Problem Statement 3:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

### School Processes & Programs

**Problem Statement 1:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

### Perceptions

**Problem Statement 1:** According to parent and staff 2023-24 survey data, academic communication between school and families needs improvement. **Root Cause:** There was a lack of consistent structures in place for sharing academic information across content areas.

**Problem Statement 3:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.





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

**Performance Objective 1:** By the end of the 2024-2025 school year, Cypress Grove Intermediate will reduce the performance gap for our SPED, African American, and Two or More Races student groups by 8% on STAAR assessments.

**High Priority**

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a comprehensive Multi-Tiered System of Supports (MTSS) Program to support data analysis and decision making processes to address academic and behavior needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance gap will decrease by 2% for our SPED and African American students on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 3</p> <p><b>Funding Sources:</b> MTSS Program Resources - 211 Title I, Part A - 6118 - \$77,531, Student Materials/Resources for Intervention - 211 Title I, Part A - 6399 - \$6,462</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students and families with social emotional support by continuing character education curriculum Character Strong that promotes positive relationships among students, staff and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnerships with students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire academic tutors to provide supplemental support and targeted interventions for our SPED and African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve at the approaches level or higher on the STAAR Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> 2 Academic Tutors - 211 Title I, Part A - 6128 - \$15,469</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

**Problem Statement 1:** Our current African American population students only had 46% passing rate on all STAAR 2024 assessments. Additionally, our student population of Two or More Races only had an overall passing rate of 59%. **Root Cause:** Educators were not proficient in their ability to differentiate instruction and provide culturally responsive teaching strategies to meet the various abilities and needs of our students in these specific populations.

**Problem Statement 2:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

## Student Learning

**Problem Statement 1:** The 2023-24 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 38th, which falls below the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 37th% and 6th in the 39th%. **Root Cause:** Teachers do not have an extensive understanding of how to differentiate instruction using effective data driven practices.

**Problem Statement 2:** The 2023-24 STAAR assessment data reveals that Special Education students continue to score significantly below other student groups in reading, math, and science with an overall 56% percent at approaches grade level standard or above. **Root Cause:** 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.

**Problem Statement 3:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

## School Processes & Programs

**Problem Statement 1:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

## Perceptions

**Problem Statement 1:** According to parent and staff 2023-24 survey data, academic communication between school and families needs improvement. **Root Cause:** There was a lack of consistent structures in place for sharing academic information across content areas.

**Problem Statement 2:** 2024-24 campus discipline and student survey data indicates there are not consistent procedures in place to promote positive behavior supports to bolster character development and a collective responsibility to ensure student ownership of learning. **Root Cause:** There was not a clear and consistent behavioral management system in place to support teachers and students.

**Problem Statement 3:** Instructional collaboration time is not being used effectively as it relates to analyzing student data which drives small group tiered instruction. **Root Cause:** Teachers within our PLC collaborative team settings have limited scope on how to analyze and interpret data to inform their instruction.

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

**Performance Objective 1:** Cypress Grove will increase parental engagement and participation in all school wide activities, events, and committees from the beginning of the school year to the end of the year by 15%.

**High Priority**

**Evaluation Data Sources:** Parent Sign in Sheets, Parent participation in surveys, Title 1 sign in sheets of all parental/community offerings of participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide at least two opportunities for parents to be involved and engaged in their student's achievement through events addressing math, reading, and science .</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator. Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> PFE-Supplemental Reading Materials - 211 Title I, Part A - 6329 - \$500, PFE-Extra duty pay - 211 Title I, Part A - 6118 - \$1,500, PFE-light snacks - 211 Title I, Part A - 6499 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> According to parent and staff 2023-24 survey data, academic communication between school and families needs improvement. <b>Root Cause:</b> There was a lack of consistent structures in place for sharing academic information across content areas.</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:** Increase the availability of classroom sets of devices by 5% to be available by January 2025.

**High Priority**

**Evaluation Data Sources:** The number of campus devices available in January.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase additional classroom devices.  <b>Strategy's Expected Result/Impact:</b> Increased access to digital devices to support learning.  <b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2  <b>Funding Sources:</b> Technology Equipment - 211 Title I, Part A - 6397 - \$56,553</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 1:</b> The 2023-24 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 38th, which falls below the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 37th% and 6th in the 39th%. <b>Root Cause:</b> Teachers do not have an extensive understanding of how to differentiate instruction using effective data driven practices.</p>
<p><b>Problem Statement 2:</b> The 2023-24 STAAR assessment data reveals that Special Education students continue to score significantly below other student groups in reading, math, and science with an overall 56% percent at approaches grade level standard or above. <b>Root Cause:</b> 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.</p>





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


**Performance Objective 2:** Increase the number of staff trained and utilizing Nearpod from 45% to 75% to enhance formative assessment and student reflection by the end of May 2025.


**Evaluation Data Sources:** Nearpod usage reports and student formative and reflective data results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide extensive, aligned professional learning in technology integration specifically in the Nearpod learning platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced student learning reflections and increased academic progress on student formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Campus Digital Learning Ambassador, Campus Tech Teacher Cohort</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> The 2023-24 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 38th, which falls below the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 37th% and 6th in the 39th%. <b>Root Cause:</b> Teachers do not have an extensive understanding of how to differentiate instruction using effective data driven practices.</p> <p><b>Problem Statement 2:</b> The 2023-24 STAAR assessment data reveals that Special Education students continue to score significantly below other student groups in reading, math, and science with an overall 56% percent at approaches grade level standard or above. <b>Root Cause:</b> 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.</p>

# Title I

## **1.1: Comprehensive Needs Assessment**

Cypress Grove Intermediate conducted our annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data was utilized from various sources including STAAR, TELPAS, NWEA MAP, student grades on Progress Reports and Report Cards, behavior and discipline data, attendance of students and staff, and parental engagement at targeted events to identify campus strengths and opportunities for growth across demographics, campus programs, and grade levels. Agendas, minutes, and sign-in sheets from Comprehensive Needs Assessment development meetings are maintained in Title I Crate for documentation.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Given the district-defined goals from our Strategic Plan and the opportunities for growth prioritized during our Campus Needs Assessment (CNA) process, Cypress Grove Intermediate Site Based Decision-Making Team developed a key number of performance objectives and specific strategies (action steps) to be highlighted in our CIP for the current year. Our CIP development process incorporates opportunities for input and feedback from parents and other stakeholders such as teachers, campus administration, paraprofessionals, support staff, and community stakeholders. Agendas, minutes, and sign-in sheets from CIP development meetings are maintained in Title I Crate for documentation.

## **2.2: Regular monitoring and revision**

Cypress Grove Intermediate regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our Site Based Decision-Making Team, including administrators, campus academic Instructional Coaches and MTSS Coordinator, as well as support staff are tasked with monitoring the implementation and progress of our CIP. Agendas, minutes, and sign-in sheets from monitoring meetings are maintained in Title I Crate for documentation.

## **2.3: Available to parents and community in an understandable format and language**

Cypress Grove Intermediate ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CSISD and Campus Website and available upon request in printed copy.

## **2.4: Opportunities for all children to meet State standards**

Cypress Grove Intermediate implements reform strategies to address campus needs, including opportunities for all students and

student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and targeted interventions which may include:

- In-Class Small Group Instruction
- Pull-Out Support and Push-In Support from Academic Tutors
- School-Wide Intervention Time from Grade-Level Teachers

### **2.5: Increased learning time and well-rounded education**

Cypress Grove Intermediate utilizes a variety of strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provide students with an enriched and accelerated curriculum.

### **2.6: Address needs of all students, particularly at-risk**

Cypress Grove Intermediate addresses all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Instructional Best Practices
- Small Group Instruction in Reading, Math and Science
- Instructional Interventions and Extensions in Reading, Math, and Science
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

### **3.1: Annually evaluate the schoolwide plan**

Cypress Grove Intermediate conducted its annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by parents and other stakeholders including teachers, campus administration, paraprofessionals, support staff, and community stakeholders. In addition, the campus reviewed our campus Mission and Vision, our use of funds, and available school resources. During our periodic formative reviews of our CIP, the Site Based Decision-Making Team evaluates our Title I Schoolwide Plan as defined in the Campus Improvement Plan and documents any updates or adjustments that may need to be considered.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, Cypress Grove Intermediate jointly developed/revised our written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. Our Parent and Family Engagement Policy is posted on our campus website in Spanish and English and is reviewed with families at our Annual Title I Meetings. Agendas, minutes, and sign-in sheets from PFE Policy development/review meetings are maintained in Title I Crate for documentation.

## **4.2: Offer flexible number of parent involvement meetings**

Cypress Grove Intermediate offers various family engagement activities, including flexible times and days of the week. In addition, the Cypress Grove Intermediate Campus distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kiesha Shepard	MTSS Coordinator		1

# Guiding Coalition

Committee Role	Name	Position
Fine Arts Leader	Kelly Montgomery	Band
SPED Leader	Amy Mason	ELA Fundamentals/Coteach
Team Leader	Kandi Anderson	6th SCI Teacher
Team Leader	Brandon Ernst	6th SS Teacher
Department Head	Becky Lapaglia	5th ELA Teacher
Department Head	Amber Friedrich	5th Math Teacher
ELA/SS Content Coach	Michelle Dalton	Instructional Coach
Math/Sci Content Coach	Kimberly House	Instructional Coach
Data Leader	Kiesha Shepard	MTSS Coordinator
Consultant	Dana Schultea	Counselor
Admin Leader	Juan Perez	Assistant Principal
Admin Leader	Piper Cameron	Principal

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Department Head	Becky Lapaglia	5th ELA
SS Team Leader	Brandon Ernst	6th SS
Fine Arts Leader	Kelly Montgomery	Band
Office Staff Rep	Jan Decoste	Attendance Clerk
Classroom Teacher	Amber Friedrich	Math Lead
Classroom Teacher	Kandi Anderson	Science Lead
SPED Rep	Amy Mason	SPED
Community Rep	Drew DeCuir	Non-Classroom Professional
Parent	Megan Svajda-Hardy	Parent
Math/SCI Content Lead	Kimberly House	Math/SCI Instructional Coach
ELA/SS Content Lead	Michelle Dalton	ELA/SS Instructional Coach
MTSS Data Rep	Kiesha Shepard	MTSS Coordinator
Counselor	Dana Schulte	Counselor
Admin Rep	Juan Perez	Assistant Principal
Admin Rep	Piper Cameron	Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development- Attendance/Travel	6411	\$6,000.00
1	1	1	Professional Development-Reading Material	6329	\$5,000.00
1	1	2	Instructional Materials & Supplies	6399	\$4,100.00
2	1	1	Student Materials/Resources for Intervention	6399	\$6,462.00
2	1	1	MTSS Program Resources	6118	\$77,531.00
2	1	3	2 Academic Tutors	6128	\$15,469.00
3	1	1	PFE-Extra duty pay	6118	\$1,500.00
3	1	1	PFE-light snacks	6499	\$1,000.00
3	1	1	PFE-Supplemental Reading Materials	6329	\$500.00
4	1	1	Technology Equipment	6397	\$56,553.00
<b>Sub-Total</b>					\$174,115.00
<b>Budgeted Fund Source Amount</b>					\$173,646.00
<b>+/- Difference</b>					<b>-\$469.00</b>
<b>Grand Total Budgeted</b>					\$173,646.00
<b>Grand Total Spent</b>					\$174,115.00
<b>+/- Difference</b>					<b>-\$469.00</b>



# 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