College Station ISD

Pecan Trail Intermediate School

2024-2025 Campus Improvement Plan

Accountability Rating: A

Mission Statement

Our mission is to cultivate a nurturing and inclusive community where students develop integrity, grit, and empathy. We empower every student to grow as compassionate leaders, equipped to persevere and positively impact the world. Our school is dedicated to fostering personal growth and inspiring a lifelong love of learning.

Vision

All our actions and decisions will be guided by our shared mission. We will identify and create opportunities that challenge students to excel in developing integrity, grit, and empathy. We will promote and recognize actions aligned with our core values while modeling consistency and fairness. We will hold each other accountable to accomplish these goals.

Motto

Be Kind, Be Wise, Be True, Repeat.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following data points were reviewed to determine our campus' 2024-2025 focus areas.

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- NWEA Measure of Academic Progress (MAP)
- District Benchmarks
- Campus Assessments

Parent/Community Data

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

After all data were reviewed and feedback interpreted, it was determined that there needs to be a focus on social emotional/behavior, small group instruction for reading and math, as well as differentiated instruction 2024-2025 school year. The campus needs assessment and campus improvement plan will be reviewed and revised throughout the year by the campus advisory team.

Demographics

Demographics Summary

Pecan Trail Intermediate School embodies purposeful exploration, benefiting from the active engagement of community partners who contribute as invested stakeholders and volunteers. Within our student-centered environment, students, parents, faculty, and staff collaborate to nurture self-esteem and cultivate a commitment to lifelong learning. The school fosters a supportive culture that embraces constructive risk-taking and cultivates responsible citizenship. Continuous professional development is prioritized for faculty and staff, who serve as positive role models across the campus. Our guiding motto remains: Be Kind, Be Wise, Be True, Repeat.

Pecan Trail is a diverse school located in the College Station Independent School district, serving approximately 800 students. Student demographics are 61% White, 14% Hispanic, 12% African American, and 10% Asian.

The attendance data shows that the attendance rate during the 2023-24 school year improved slightly from the prior year.

During this school year, the number office referrals decreased from the prior year. However, it was concluded from the data that students are still in need of social skills learning. In addition to this, teachers also need additional strategies that foster social skills.

Demographics Strengths

Our students are able to showcase their unique successes in a variety of ways beyond test scores, especially through the extracurricular and cocurricular activities. Our students experience success in competing at local and regional levels in all areas of music with statewide recognition in the area of Theatre and Art.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **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 2 (Prioritized): The 2023-2024 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **Root Cause:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Student Learning

Student Learning Summary

Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those identified as low-SES, and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our Campus STAAR data as well. Additionally, the number of students receiving special education services (18%) and being served through Section 504 services (13%) continues to grow, leading to a need for increased staffing. The emergent bilingual student population (5%) also continues to grow, along with the percentage of students who are economically disadvantaged (25%).

Overall STAAR data shows that students are continue to grow from the 2023-2024 school year. However, our goal is to continue to grow across all sub-populations of students in the areas of math, reading and science. To reach this goal we must increase values in the areas of School Progress: Student Achievement and Academic Growth as well as Closing the Gaps. A larger amount of students who meets and masters on STAAR will have the greatest impact on our overall rating. Improvements in Student Achievement will positively impact School Progress and Closing the Gaps. A large number of our Special Education and African America Learners who did not receive a passing score showed limited growth.

Our focus areas this year is to continue to close the gap with a laser focus on our special populations. The percentage of students currently served in Special Education who Meet or above grade level is 16% on STAAR Math and 21% on STAAR reading. The percentage of African American students who Meet or are above grade level is 33% on STAAR reading and 21% on STAAR math.

Student Learning Strengths

The overall percentage of students at Pecan Trail Intermediate that scored at or above grade level on STAAR math increased from 65% (2023) to 67% (2024). The overall percentage of students at Pecan Trail Intermediate that scored at or above grade level on STAAR Reading increased from 70% (2023) to 71% (2024).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **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.

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School Processes & Programs

School Processes & Programs Summary

Our instructional programs and processes consist of many components. This year we will implement Professional Learning Communities in the form of Collaborative Teams. We will facilitate effective Collaborative team sessions two times a week for core contents. This focus is to support teachers in using data to drive instruction by identifying student academic needs and to collaboratively develop quality lesson plans and interventions. Leaders conduct observations to ensure quality Tier I instruction is being delivered. Targeted feedback and coaching is provided to teachers to ensure implementation of instructional best practices is occurring. Additionally, there is a concerted effort by all staff to monitor student data and use said data to effectively track student progress.

Other programs implemented are Character Strong, this is a component of our SEL (social emotional learning initiative), PBIS, MTSS, and Mentor Teachers to ensure that our teachers new to education are supported. These programs and supports will create an excellent cultural environment to retain Highly Effective Qualified Teachers who will desire to remain on campus for the following year. In addition, by the end of the academic year the Leadership Team will engage in conversations with teachers requesting feedback as necessary to adjust and prepare for the 2025-2026 school year. The Leadership Team's capacity will be refined and will reflect expectations and or campus priorities for the upcoming year.

School Processes & Programs Strengths

Our school community is strong and thriving because of our diverse population and programs. It is the goal of all Pecan Trail teachers and staff to create a school where every student and family feels they belong. We will continue to recognize, celebrate, and acknowledge all cultures of our students and families and use every opportunity to connect with our community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause:** When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. The lack of solid Tier 1 instruction that allows the students time to practice for mastery.

Problem Statement 2 (Prioritized): Instructional planning time is not being used effectively as it relates to analyzing student data **Root Cause:** Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

Perceptions

Perceptions Summary

Pecan Trail Intermediate School works to create an atmosphere where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, and social media (Facebook, Twitter, and Instagram). However, it was expressed by some parents that they would like more advance notices of school events and programs. Parents also expressed a need for more informational documents and graded work to be sent home. In order to support and partner with our parents, we offer a variety of events throughout the school year.

Perceptions Strengths

Our mission is to cultivate a nurturing and inclusive community where students develop integrity, grit, and empathy. We empower every student to grow as compassionate leaders, equipped to persevere and positively impact the world. Our school is dedicated to fostering personal growth and inspiring a lifelong love of learning. By doing whatever it takes, we at Pecan Trail ensure that our students are provided with the necessary tools to succeed beyond our walls.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause:** We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback.

Priority Problem Statements

Problem Statement 1: The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.

Root Cause 1: 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 1 Areas: Demographics - Student Learning

Problem Statement 2: The 2023-2024 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.

Root Cause 2: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Instructional planning time is not being used effectively as it relates to analyzing student data

Root Cause 3: Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

Root Cause 4: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. The lack of solid Tier 1 instruction that allows the students time to practice for mastery.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

Root Cause 5: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback.

Problem Statement 5 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)
- 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
- Federal Report Card and accountability data

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
- 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

Student Data: Behavior and Other Indicators

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

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

Goals

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

Performance Objective 1: During the 2024-2024 school year, our student attendance will increase from 96% to 98%

High Priority

Evaluation Data Sources: Power School Reports, OnData Suite

Strategy 1 Details	Reviews			
Strategy 1: Review attendance percentages weekly for all grade levels with Pecan Trail administration. Attendance clerk and administration will monitor students with attendance issues to provide support as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Pecan Trail will reach it's yearly attendance goal for the year 2024-2025. **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Administration **Problem Statements:** School Processes & Programs 2	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Administration will meet weekly with students that have attendance issues and have them sign contracts as warnings as well create Attendance Intervention Plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Pecan Trail will reach it's yearly attendance goal for the year 2024-2025. **Staff Responsible for Monitoring:** Attendance Clerk, Administration **Problem Statements:** School Processes & Programs 2	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: We will complete home visits and offer incentives on a school wide basis, monthly, to students with attendance greater than 97%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Pecan Trail will reach it's yearly attendance goal for the year 2024-2025. **Staff Responsible for Monitoring:** Administration, Counselors	**Nov**	**Jan**	**Mar**	**June**

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Instructional planning time is not being used effectively as it relates to analyzing student data and interpret data to inform their instruction in a collaborative setting (PLC).   **Root Cause**: Teachers have limited scope on how to analyze

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

Performance Objective 1: After the Spring 2025 STAAR administration, the percentage of students in all grade levels scoring "Meets" of Masters" in ELA/ Reading STAAR will increase
from 71% to 78%.

High Priority

Evaluation Data Sources: NWEA MAP assessment reports, campus assessment data, Interim STAAR data reports

Strategy 1 Details	Reviews			
Strategy 1: Students will communicate literacy concepts through reading, writing (with sentence stems), and speaking daily using academic vocabulary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be given feedback during lessons and after formative and summative assessments, allowing for reflection of mastery and needed areas of support. Students will also increase literacy, cooperative, and critical thinking skills. Academic vocabulary will be applied and practiced. **Staff Responsible for Monitoring:** ELA Teacher and Co-Teachers Fundamentals Teachers ELA Department Chair ELA Instructional Coach ELA Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will check for understanding and prior knowledge before, during and after each lesson. Data from checkpoints and exit tickets will be used for small group instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be given feedback during lessons and after formative and summative assessments, allowing for reflection of mastery and needed areas of support. Students will also increase literacy, cooperative, and critical thinking skills. Academic vocabulary will be applied and practiced. **Staff Responsible for Monitoring:** ELA Teacher and Co-Teachers Fundamentals Teachers ELA Department Chair ELA Instructional Coach ELA Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 3 Details				**Reviews**			
Strategy 3: After grade-level common assessments, teachers will analyze data and develop an intervention/enrichment plan.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be given feedback during lessons and after formative and summative assessments, allowing for reflection of mastery and needed areas of support. Students will also increase literacy, cooperative, and critical thinking skills. Academic vocabulary will be applied and practiced. **Staff Responsible for Monitoring:** ELA Teacher and Co-Teachers Fundamentals Teachers ELA Department Chair ELA Instructional Coach ELA Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details				**Reviews**			
Strategy 4: Before the MAP assessment is given, teachers will meet with students individually to update and review learning goals and expectations.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be given feedback during lessons and after formative and summative assessments, allowing for reflection of mastery and needed areas of support. Students will also increase literacy, cooperative, and critical thinking skills. Academic vocabulary will be applied and practiced. **Staff Responsible for Monitoring:** ELA Teacher and Co-Teachers Fundamentals Teachers ELA Department Chair ELA Instructional Coach ELA Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **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.

Demographics
Problem Statement 2: The 2023-2024 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Student Learning
Problem Statement 1: The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **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.
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School Processes & Programs
Problem Statement 1: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. The lack of solid Tier 1 instruction that allows the students time to practice for mastery.
Problem Statement 2: Instructional planning time is not being used effectively as it relates to analyzing student data **Root Cause**: Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

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

Performance Objective 2: After the Spring 2025 STAAR administration, the percentage of students in all grade levels scoring "Meets" or "Masters" in Math STAAR will increase from 66%
to 71%.

    High Priority

    Evaluation Data Sources: NWEA MAP assessment reports, campus assessment data, Interim STAAR data reports

Strategy 1 Details	Reviews			
Strategy 1: Using 2024 STAAR scores, MAP BOY, scores, teachers will conduct a goal-setting conference with all students and set annual learning goals.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Through targeted intervention and acceleration plans, students proficiency in math skills (problem solving and computations) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in math classrooms supports all learners and the school's writing initiatives. **Staff Responsible for Monitoring:** Math Teacher and Co-Teachers Fundamentals Teachers Math Department Chair Math Instructional Coach Math Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Students in Tiers 2 and 3 will be assigned specific intervention pathways. Students in Tier 1 will be assigned extension pathways. Tier 2 students will receive small group instruction at least once a week.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Through targeted intervention and acceleration plans, students proficiency in math skills (problem solving and computations) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in math classrooms supports all learners and the school's writing initiatives. **Staff Responsible for Monitoring:** Math Teacher and Co-Teachers Fundamentals Teachers Math Department Chair Math Instructional Coach Math Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Tier 3 students will receive targeted small group instruction at least twice a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Through targeted intervention and acceleration plans, students proficiency in math skills (problem solving and computations) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in math classrooms supports all learners and the school's writing initiatives.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Teacher and Co-Teachers Fundamentals Teachers Math Department Chair Math Instructional Coach Math Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Tier 3 students will attend morning or after school tutorials to improve math computations and problem solving at least once a week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through targeted intervention and acceleration plans, students proficiency in math skills (problem solving and computations) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in math classrooms supports all learners and the school's writing initiatives. **Staff Responsible for Monitoring:** Math Teacher and Co-Teachers Fundamentals Teachers Math Department Chair Math Instructional Coach Math Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 5 Details	Reviews			
Strategy 5: All math classrooms will utilize visual learning strategies, including word walls, anchor charts, and student work products and will incorporate math literacy skills, with the use of sentence stems.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through targeted intervention and acceleration plans, students proficiency in math skills (problem solving and computations) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in math classrooms supports all learners and the school's writing initiatives. **Staff Responsible for Monitoring:** Math Teacher and Co-Teachers Fundamentals Teachers Math Department Chair Math Instructional Coach Math Department Administrator Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **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.
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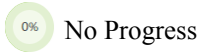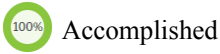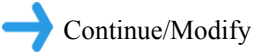| School Processes & Programs |
|---|
| **Problem Statement 1**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. The lack of solid Tier 1 instruction that allows the students time to practice for mastery.

Problem Statement 2: Instructional planning time is not being used effectively as it relates to analyzing student data **Root Cause**: Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC). |

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 number of parents/guardians attending campus meetings and events, such as Welcome to the Trail, Open House, and ARD/504 Meetings will increase by 10% from 82% to 88%.

    Evaluation Data Sources: Surveys, Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Regularly update the school website and social media with district & campus updates and relevant campus information in both English and Spanish to meet student & family needs (e.g. upcoming events & performances, food/supply distributions, PTOs, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Families and communities will be regularly updated on campus events and news.
    Staff Responsible for Monitoring: Principal
Assistant Principals
 	
    Problem Statements: Perceptions 1				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause**: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback.

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.
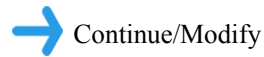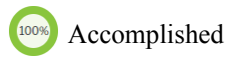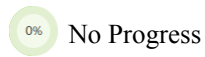
Performance Objective 1: By the end of the 2024-2025 school year, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA,
Math, Science, Social Studies).

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers, instructional coaches, and administrators will monitor data for all student groups to ensure that the achievement gap is closing for all student groups.		**Formative**			**Summative**
1) Identify at risk and eligible students.		**Nov**	**Jan**	**Mar**	**June**
2) Provide students with supplemental services/extended Learning, and accelerated learning and monitor progress to include summer learning. 3) Materials/services include: manipulatives, literacy materials, accelerated instruction, Before, During, After school tutorials, Summer Enrichment/Accelerated Instruction					
Strategy's Expected Result/Impact: Monitor student growth through formative assessment. Collaborate with MTSS committee and classroom teachers to monitor student growth and dismiss or increase services based on student's needs.					
Staff Responsible for Monitoring: Teachers, Instructional Coaches, MTSS committee, Leadership Committee, Digital Learning Coordinator					
Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2					
Strategy 2 Details		Reviews			
Strategy 2: Utilize PLC's to provide collaboration time for teachers to plans strategies for teaching based on student data and specific interventions needed for all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement and improved teacher quality.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches Administrators Team Leads					
Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2					

Strategy 3 Details	Reviews			
Strategy 3: All teachers participate in quarterly data meetings to reflect upon student performance, analyze and identify strengths and deficits, as well as identify next steps for improvement. Specific attention will be given to performance of all student groups, as well as overall performance toward GROWTH, MEETS and MASTERS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in teachers' abilities to analyze data and reflect on effects of teaching on student performance; increase student performance across all student groups; identify areas for improvement; increased student performance over the course of the school year. **Staff Responsible for Monitoring:** Instructional Coaches Administrators Team Leads **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **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 2: The 2023-2024 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

Student Learning
Problem Statement 1: The 2023-2024 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **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 2: The 2023-2024 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.   **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

School Processes & Programs
Problem Statement 1: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.   **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. The lack of solid Tier 1 instruction that allows the students time to practice for mastery.

School Processes & Programs
Problem Statement 2: Instructional planning time is not being used effectively as it relates to analyzing student data   **Root Cause**: Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

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

Performance Objective 2: All teachers will integrate technology applications and/or tools in at least 8 lessons per nine week as indicated through classroom walkthroughs and lesson plans.

    Evaluation Data Sources: Edmentum, Walk-Throughs, TTESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase technology integration in lesson design and delivery.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coaches, Campus Technology Facilitator				
Problem Statements: School Processes & Programs 2				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Instructional planning time is not being used effectively as it relates to analyzing student data   **Root Cause**: Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

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

Addendums

Pecan Trail Intermediate School
2024-2025 Professional Development Plan

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

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

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

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

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

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

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