

College Station ISD
River Bend Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



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

Mission Statement

Ensuring excellence and unique success for every learner, every day.

Vision

River Bend Elementary is a connected family that nurtures and empowers a diverse community of learners by cultivating a safe environment, maintaining a culture of excellence and celebrating each unique success.

Collective Commitments

As a strong connected community cultivating respect for all, each member of the staff is committed to the following in order to achieve the shared vision of our school:

We will celebrate the unique success of all learners all the time with respect, empathy, and equitable opportunities.

We will continue to grow as experts in instruction with high expectations for all students' success.

We will cultivate an environment for learners to use their voice to advocate for their own learning.

We will communicate with clarity and purpose and we listen with understanding and compassion.

We are learners willing to give and receive support, collaborate as a team, accept challenges, and take risks to achieve success.

We will strive to maintain an empathetic, safe, and positive culture knowing that every mistake is an opportunity for growth.

We will passionately advocate for public education through our words and actions.

We will practice ethical professionalism with positive intent for all learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

River Bend Elementary is one of ten elementary campuses in College Station ISD. River Bend currently serves over 500 students in early childhood (Head Start and PreK) to fourth grade. Our current enrollment is 525 students.

River Bend serves a very diverse population of students with specific supports in place for EB (Emergent Bilinguals, Gift & Talented and Special Education. Student demographics are 47% White, 23% Hispanic, 22% African American, 7% Asian, and 1% other. River Bend is a Title One school with 41% of the student population being economically disadvantaged. There are 21% of students receiving services through the Special Education department.

3rd Grade Math

Breakdown	Total		
Race/Ethnicity	Student Count	Average Score	Performance Distribution
All	91	1533	
A - Asian	2	1820	
T - Two or More Races	4	1514	
B - Black or African American	15	1460	
H - Hispanic/Latino	16	1510	
W - White	54	1550	

3rd Grade ELAR

Breakdown	Total		
Race/Ethnicity	Student Count	Average Score	Performance Distribution
All	91	1514	
A - Asian	2	1715	
T - Two or More Races	4	1531	
B - Black or African American	15	1445	
H - Hispanic/Latino	16	1519	
W - White	54	1523	

4th Grade Math

Breakdown	Total		
Race/Ethnicity	Student Count	Average Score	Performance Distribution
All	95	1553	
T - Two or More Races	4	1553	
A - Asian	7	1612	
B - Black or African American	10	1446	
H - Hispanic/Latino	17	1555	
W - White	57	1564	

4th Grade ELAR

Breakdown	Total		
Race/Ethnicity	Student Count	Average Score	Performance Distribution
All	96	1528	
T - Two or More Races	4	1607	
A - Asian	6	1515	
B - Black or African American	10	1483	
H - Hispanic/Latino	17	1509	
W - White	59	1540	

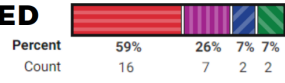
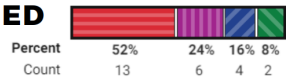
STAAR Math

GR 3

GR 4

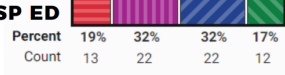
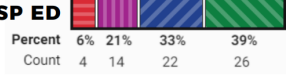
SP ED

SP ED



NON SP ED

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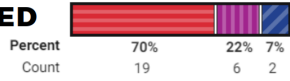
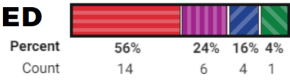
STAAR ELAR

GR 3

GR 4

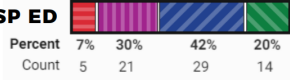
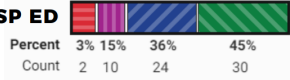
SP ED

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Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	0	0	-	-	-	-	0	-	0	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	28%	39%	55%	-	-	-	-	33%	-	34%	-	-
2023	0	3	0	-	-	-	-	3	3	3	-	3
2024	3	3	2	-	-	-	-	3	4	0	-	3
Academic Achievement Status: Mathematics												
2022	22%	39%	45%	-	-	-	-	28%	-	26%	-	-
2023	2	3	2	-	-	-	-	2	3	3	-	3
2024	1	3	0	-	-	-	-	0	3	0	-	3
Academic Growth Status: RLA												
2022	-	-	54%	-	-	-	-	61%	-	-	-	-
2023	0	3	2	-	-	-	-	3	-	3	-	3
2024	-	3	0	-	-	-	-	0	3	3	-	3
Academic Growth Status: Mathematics												
2022	-	-	43%	-	-	-	-	55%	-	-	-	-
2023	0	2	3	-	-	-	-	2	-	3	-	3
2024	-	0	0	-	-	-	-	0	0	3	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2022	31	42	50	-	-	-	-	36	-	27	-	-
2023	2	3	2	-	3	-	-	1	3	3	3	3
2024	3	3	0	-	0	-	3	3	3	3	3	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2022									4			
2023									4			
2024									4			

Demographics Strengths

- River Bend's Emergent Bilingual population in 3rd and 4th grade performed at high levels on the STAAR Reading assessment.
- 31% of Hispanic students scored at the masters level on both the 3rd grade reading and math STAAR assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. **Root Cause:** Students have not mastered the grade level standards in order to score at the meets level.

Problem Statement 2 (Prioritized): Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. **Root Cause:** Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.

Student Learning

Student Learning Summary

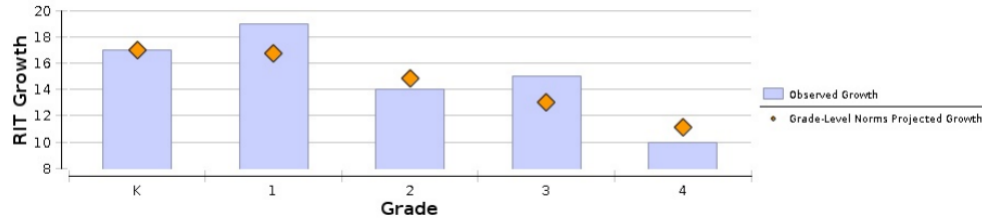
River Bend is committed to ensuring excellence and unique success for all learners as supported by our campus mission statement. River Bend students continue to show academic growth in both nationally normed and state required assessments.

Measures of Academic Progress (MAP) data indicate that while students are making growth they are not meeting their end-of-the-year MAP growth goals.

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	83	143.9	11.0	85	160.7	11.4	82	17	0.8	17.0	-0.08	47	83	46	55	50
1	91	161.4	11.2	68	180.6	12.4	80	19	0.7	16.7	1.00	84	91	64	70	68
2	104	176.9	15.7	71	190.5	14.3	62	14	0.7	14.8	-0.54	29	104	51	49	47
3	89	191.1	14.7	73	206.2	13.4	82	15	0.7	13.1	0.97	83	89	61	69	61
4	89	199.5	16.5	55	209.5	16.9	48	10	0.8	11.1	-0.58	28	89	46	52	48

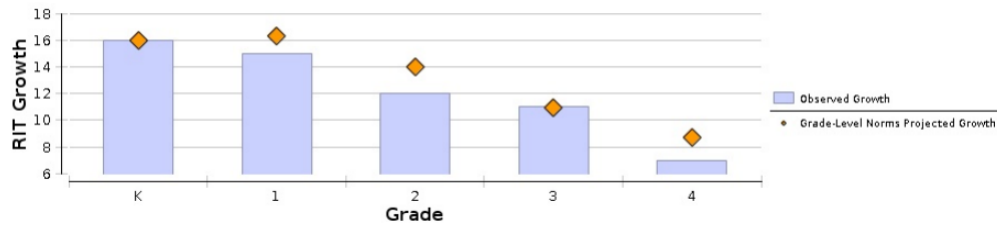
Math: Math K-12



Language Arts: Reading

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	82	140.3	9.3	82	155.9	10.3	77	16	0.8	16.0	-0.17	43	82	41	59	48
1	91	156.8	12.2	67	171.7	11.9	57	15	0.7	16.3	-0.54	29	91	40	44	44
2	104	173.8	15.5	67	185.9	15.0	55	12	0.9	14.0	-0.77	22	104	43	41	33
3	89	191.1	15.5	78	201.8	14.9	76	11	0.9	11.0	-0.13	45	89	50	56	56
4	89	197.2	17.1	58	203.7	16.0	45	7	0.9	8.7	-1.09	14	89	32	36	37

Language Arts: Reading



STAAR

3rd Grade ELAR-ECR Scoring

	Score 0		Score 1-3		Score 4-8		Score 9-10	
	2023	2024	2023	2024	2023	2024	2023	2024
State		39%		22%		35%		4%
District		31%		22%		42%		4%
River Bend	43%	19%	17%	21%	35%	58%	6%	2%

STAAR

4th Grade ELAR-ECR Scoring

	Score 0		Score 1-3		Score 4-8		Score 9-10	
	2023	2024	2023	2024	2023	2024	2023	2024
State		31%		18%		37%		13%
District		27%		19%		37%		11%
River Bend	47%	35%	7%	44%	34%	30%	10%	4%

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	19	32	59.4	30.0	17.8
Growth or Graduation: Chosen Component (Academic Growth Status)	6	24	25.0	50.0	12.5
English Language Proficiency	4	4	100.0	10.0	10.0
School Quality or Student Success: Chosen Component (STAAR Component Only)	12	16	75.0	10.0	7.5
Closing the Gaps Domain Raw Score					48
Closing the Gaps Domain Scale Score					75
Closing the Gaps Domain Letter Score					C

Student Learning Strengths

- 1st and 3rd grade students exceeded their projected growth on math MAP
- 3rd grade students outperformed the district, region and state on the STAAR ELAR (83%) and STAAR Math (82%) tests
- The percentage of 3rd graders earning a score of 0 on the ECR portion of the 2024 STAAR ELAR test decreased to 19% from 43% on the 2023 test.
- 44% of 4th graders earned a score of 1-3 on the ECR portion of the 2024 STAAR ELAR test which was up from 7% on the 2023 test

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades Kindergarten, 2nd and 4th grade did not meet the end of the year projected growth on MAP Math Growth assessments. **Root Cause:** Lack of teacher training on how to effectively use data from MAP reports to fill gaps in student learning.

Problem Statement 2 (Prioritized): Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. **Root Cause:** Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.

Problem Statement 3 (Prioritized): Closing the gaps domain letter score on the 2024 STAAR Test is a C. **Root Cause:** Lack of MTSS structures in place to ensure all students are receiving instruction based mastery/non-mastery of TEKS.

Problem Statement 4 (Prioritized): All grade levels Kindergarten through 4th grade did not meet the end of the year projected growth on the MAP Reading assessment. **Root Cause:** Lack of research based phonics instructional resources beyond what is included in the district provided Tier 1 curriculum.

Problem Statement 5 (Prioritized): African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. **Root Cause:** Students have not mastered the grade level standards in order to score at the meets level.

School Processes & Programs

School Processes & Programs Summary

River Bend's priority is to develop the whole child through providing rich and engaging learning experiences, creating student leadership opportunities and celebrating diversity. We are committed to excellence in providing a safe, loving and risk-free environment that creates a sense of belonging for each child. We recognize the importance of growing students academically and behaviorally. We are devoted to helping every student discover his/her individual strengths through goal setting, celebrating each unique success and maintaining a high level of expectation for all. Technology is available for use within the classroom to enhance the learning experience and provide challenge and choice when designing instruction.

At River Bend we prioritize professional learning communities and vertical team structures to focus on growth within our instructional practices. Our staff embraces and models collaboration and lifelong learning as we all work together to achieve our campus wide learning goals. Our campus Guiding Coalition serves as the model PLC within our school as they continually evaluate campus wide academic and behavior data.

School Processes & Programs Strengths

- We continue to offer student leadership opportunities such as Student Council, Social Media Rangers, Principal Advisory Committee and River Bend Steppers.
- Students are celebrated when they meet their individual learning goals through Growls of Greatness, Beary Best Reading Goals and Learner Led Conferences.
- Staff members are afforded opportunities to participate in learning conferences in various topics concerning technology, MAP testing, PLC and content specific workshops.
- Technology tools, including laptops and iPads, are provided to students on a 1:1 ratio.
- 64% of teachers had their students join at least one Nearpod lesson by May of 2024 which was an increase from 24% in September.
- Teachers are willing to accept feedback and coaching on how to best implement technology into their instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Technology is available but is not being integrated at 100% effectiveness across the campus. **Root Cause:** More coaching is needed for teachers on how to transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Problem Statement 2 (Prioritized): African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. **Root Cause:** Students have not mastered the grade level standards in order to score at the meets level.

Perceptions

Perceptions Summary

River Bend staff members believe that all students can and will learn in an environment where they feel safe and have a sense of belonging. We believe that student success stems from our opportunity to collaborate as a staff through professional learning communities, vertical teams, and team planning. When everyone works together as a professional learning community, best practices are aligned and everyone is accountable for and feels responsible for the success of all our students' results. Relationships are at the center of all that we do, and through the implementation of intentional social-emotional learning, cultural celebrations, and experiences that support a sense of belonging, we are committed to being "all in" for every learner in our building. Parents and community members are encouraged to become a part of the school community and to support and connect with our campus vision and mission as they can.

Perceptions Strengths

- According to responses yielded from the River Bend Parent Engagement Input form sent to parents in May 2024, parents feel very strongly that they receive adequate communication from the school regarding school wide events, procedures, information, etc.
- Parents report that the weekly family newsletter and Facebook posts are the most preferred methods of receiving communication from the school.
- Parents report that school wide events such as Bears, Books, Burgers and Bingo, STEAM Night and Multicultural Night are their favorite events of the school year.
- Parent, staff and student feedback is collected and analyzed to help gain insight into how we can improve our family engagement.
- River Bend teacher leaders serve on campus and district-level leadership committees that help the campus stay informed and participate in decision-making at all levels.

Priority Problem Statements

Problem Statement 1: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests.

Root Cause 1: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Grades Kindergarten, 2nd and 4th grade did not meet the end of the year projected growth on MAP Math Growth assessments.

Root Cause 2: Lack of teacher training on how to effectively use data from MAP reports to fill gaps in student learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Closing the gaps domain letter score on the 2024 STAAR Test is a C.

Root Cause 3: Lack of MTSS structures in place to ensure all students are receiving instruction based mastery/non-mastery of TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All grade levels Kindergarten through 4th grade did not meet the end of the year projected growth on the MAP Reading assessment.

Root Cause 4: Lack of research based phonics instructional resources beyond what is included in the district provided Tier 1 curriculum.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments.

Root Cause 5: Students have not mastered the grade level standards in order to score at the meets level.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: Technology is available but is not being integrated at 100% effectiveness across the campus.

Root Cause 6: More coaching is needed for teachers on how to transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Community surveys and/or other feedback

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

Goals

Revised/Approved: April 16, 2024

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





Performance Objective 1: By the end of the 24-25 school year, all grade level teams will have a system in place for assessing and tracking student's learning of essential grade level standards.

High Priority

Evaluation Data Sources: increased mastery of essential TEKS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide onsite coaching by a Solution Tree PLC Educational Consultant throughout the school year. The Guiding Coalition will share this learning with collaborative teams.</p> <p>Strategy's Expected Result/Impact: Increase in the effectiveness and efficiency of collaborative teams</p> <p>Staff Responsible for Monitoring: Admin and Guiding Coalition members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 2</p> <p>Funding Sources: 6 onsite coaching visits from Solution Tree PLC Educational Consultant - 211 Title I, Part A - \$32,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Vertically aligned SMART goals will be established at the campus, team, teacher and student levels. Goals will be monitored by analyzing common formative assessment and end of unit assessment data on essential learning standards in grades K-4 in ELAR and Math</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and teacher's efficiency in analyzing student data</p> <p>Staff Responsible for Monitoring: Admin, Guiding Coalition, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will create common formative assessments and end of unit assessments with proficiency scales to assess essential standards.</p> <p>Strategy's Expected Result/Impact: increased mastery of essential standards</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators and teachers will participate in professional learning opportunities to support elevated student outcomes.</p> <p>Strategy's Expected Result/Impact: Share learning with guiding coalition and grade level teams to increase student learning</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will track their progress towards learning goals in student data notebooks. Students will be provided with a book from the book vending machine when they reach a learning goal.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting learning goals</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coordinator, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2</p> <p>Funding Sources: Books for students meeting learning goals - 211 Title I, Part A - \$3,442</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p>
Student Learning
<p>Problem Statement 1: Grades Kindergarten, 2nd and 4th grade did not meet the end of the year projected growth on MAP Math Growth assessments. Root Cause: Lack of teacher training on how to effectively use data from MAP reports to fill gaps in student learning.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p> <p>Problem Statement 3: Closing the gaps domain letter score on the 2024 STAAR Test is a C. Root Cause: Lack of MTSS structures in place to ensure all students are receiving instruction based mastery/non-mastery of TEKS.</p> <p>Problem Statement 4: All grade levels Kindergarten through 4th grade did not meet the end of the year projected growth on the MAP Reading assessment. Root Cause: Lack of research based phonics instructional resources beyond what is included in the district provided Tier 1 curriculum.</p> <p>Problem Statement 5: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>
School Processes & Programs
<p>Problem Statement 2: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>

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





Performance Objective 1: By the end of the school year at least 50% of students in each grade level Kinder-4th grade will meet their projected growth in both EOY MAP Reading Growth and MAP Math Growth assessments.

High Priority

HB3 Goal

Evaluation Data Sources: EOY Math Growth data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide training to teachers on how to use MAP reports to make instructional adjustments to better fill the gaps in student's learning as indicated by the learning continuum.</p> <p>Strategy's Expected Result/Impact: Increase in number of students Kinder-4th grade meeting their projected growth</p> <p>Staff Responsible for Monitoring: Admin, Guiding Coalition, classroom teachers, MTSS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: MAP User Conference Training - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide research based phonics instructional materials, such as Really Great Reading, to supplement the Tier 1 curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in number of students Kinder-4th grade meeting their projected growth</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, MTSS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2</p> <p>Funding Sources: Research based phonics instructional materials - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will create common formative assessments and end of unit assessments with proficiency scales to assess essential standards.</p> <p>Strategy's Expected Result/Impact: Increased mastery of essential standards</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

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<p>Problem Statement 1: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p>
Student Learning
<p>Problem Statement 1: Grades Kindergarten, 2nd and 4th grade did not meet the end of the year projected growth on MAP Math Growth assessments. Root Cause: Lack of teacher training on how to effectively use data from MAP reports to fill gaps in student learning.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p> <p>Problem Statement 3: Closing the gaps domain letter score on the 2024 STAAR Test is a C. Root Cause: Lack of MTSS structures in place to ensure all students are receiving instruction based mastery/non-mastery of TEKS.</p> <p>Problem Statement 4: All grade levels Kindergarten through 4th grade did not meet the end of the year projected growth on the MAP Reading assessment. Root Cause: Lack of research based phonics instructional resources beyond what is included in the district provided Tier 1 curriculum.</p> <p>Problem Statement 5: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>
School Processes & Programs
<p>Problem Statement 2: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>

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





Performance Objective 2: By the end of the 24-25 school as indicated by STAAR scores, 50% of 3rd and 4th students receiving Special Education services will earn a score that is approaching grade level or above on ELAR and Math assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Design a master schedule that ensures all students receiving Special Education services campus wide are not pulled during protected Tier 1 instructional time in both ELAR and Math.</p> <p>Strategy's Expected Result/Impact: Increase in ELAR and Math STAAR scores for 3rd and 4th grade students</p> <p>Staff Responsible for Monitoring: Admin, Special Education teachers, General Education teachers, MTSS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education teachers will participate in grade level collaborative team meetings and team planning periods as their schedule allows.</p> <p>Strategy's Expected Result/Impact: Increase in special education student's proficiency of grade level standards</p> <p>Staff Responsible for Monitoring: Admin, special education teachers, general education teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Student learning of grade level standards will be measured by common formative assessments and end of unit assessments. Data will be recorded and analyzed after each assessment.</p> <p>Strategy's Expected Result/Impact: Increase in student learning of grade level standards</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coordinator, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p>
Student Learning
<p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p> <p>Problem Statement 3: Closing the gaps domain letter score on the 2024 STAAR Test is a C. Root Cause: Lack of MTSS structures in place to ensure all students are receiving instruction based mastery/non-mastery of TEKS.</p> <p>Problem Statement 5: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>
School Processes & Programs
<p>Problem Statement 2: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>

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





Performance Objective 3: By the end of the 24-25 school year, as indicated by STAAR assessment results, River Bend will increase their achievement and growth percentages by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We will implement aligned MTSS practices for reading and math that will focus on data analysis and intervention strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement data</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coordinator, Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: MTSS Program Resources - 211 Title I, Part A - \$88,300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will utilize Title 1 academic tutors to provide additional targeted instruction and interventions as identified by MAP and common formative assessment data.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement data</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coordinator, Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Title 1 Academic Tutors - 211 Title I, Part A - \$19,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Student learning of grade level standards will be measured by common formative assessments and end of unit assessments. Data will be recorded and analyzed after each assessment.</p> <p>Strategy's Expected Result/Impact: Increase in student learning of grade level standards</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coordinator, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p>
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<p>Problem Statement 1: Grades Kindergarten, 2nd and 4th grade did not meet the end of the year projected growth on MAP Math Growth assessments. Root Cause: Lack of teacher training on how to effectively use data from MAP reports to fill gaps in student learning.</p> <p>Problem Statement 2: Over 50% of students receiving special education services in both third and fourth grade did not meet grade level expectations on both the STAAR ELAR and Math tests. Root Cause: Students receiving special education services are being pulled from Tier 1 instruction and do not have adequate access to the general education curriculum.</p> <p>Problem Statement 3: Closing the gaps domain letter score on the 2024 STAAR Test is a C. Root Cause: Lack of MTSS structures in place to ensure all students are receiving instruction based mastery/non-mastery of TEKS.</p> <p>Problem Statement 4: All grade levels Kindergarten through 4th grade did not meet the end of the year projected growth on the MAP Reading assessment. Root Cause: Lack of research based phonics instructional resources beyond what is included in the district provided Tier 1 curriculum.</p> <p>Problem Statement 5: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>
School Processes & Programs
<p>Problem Statement 2: African American students in both 3rd and 4th grade had the highest level of not meeting passing standards on both ELAR and Math STAAR assessments. Root Cause: Students have not mastered the grade level standards in order to score at the meets level.</p>

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

Performance Objective 1: By the end of the 24-25 school year, family engagement in school activities will increase by 30% as measured by attendance records at school events, participation rates in learner led conferences and volunteer involvement.





Evaluation Data Sources: Sign-in sheets, parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: We will engage families in school wide events such as STEAM Night, Multicultural Night, Bear Share, movie nights, Papa Bears and BBBB.</p> <p>Strategy's Expected Result/Impact: Increase in family engagement</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: General supplies and materials - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide resources and materials to families in order to support students achieving their academic goals.</p> <p>Strategy's Expected Result/Impact: Increase in family engagement and student achievement</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Funding Sources: learning materials and supplies - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Papa Bears will be invited to partner with the school as a volunteer and as a positive role model for students.</p> <p>Strategy's Expected Result/Impact: Increase the number of male role models for students</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: By the end of the 2024-2025 school year, at least 30% of 3rd and 4th grade students will participate in a student leadership opportunity such as Student Council, Principal's Advisory Committee, RB Steppers and Social Media Rangers.





Evaluation Data Sources: Sign in sheets, student applications

Strategy 1 Details	Reviews			
<p>Strategy 1: A leadership fair will be held so that 3rd and 4th grade students can explore the different student leadership opportunities available to them on campus.</p> <p>Strategy's Expected Result/Impact: Increase in student participation in leadership opportunities</p> <p>Staff Responsible for Monitoring: Admin, student leadership group sponsors</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: By the end of the 24-25 school year, 100% of classroom teachers will use interactive learning platform, Nearpod or Lumio, at a minimum of one time.

Evaluation Data Sources: walkthrough data, digital learning platform usage data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will utilize a Digital Learning Coach to provide ongoing teacher support for integration of digital learning resources for all grade levels and content areas.</p> <p>Strategy's Expected Result/Impact: Increase use of digital learning platforms</p> <p>Staff Responsible for Monitoring: Admin, Digital Learning Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Digital Learning Program Resources - 211 Title I, Part A - \$70,501</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build instructional capacity within our teachers surrounding purposeful usage of digital platforms.</p> <p>Strategy's Expected Result/Impact: Increased use of technology in the classroom</p> <p>Staff Responsible for Monitoring: Admin, Digital Learning Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Technology is available but is not being integrated at 100% effectiveness across the campus. Root Cause: More coaching is needed for teachers on how to transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</p>

Title I

1.1: Comprehensive Needs Assessment

River Bend 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, River Bend 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

River Bend regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our core campus team, including administrators, campus academic and MTSS coaches, and 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

River Bend 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

River Bend 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 Instructional Assistants and Academic Tutors
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

2.5: Increased learning time and well-rounded education

River Bend 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

River Bend 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 and Math
- Instructional Interventions and Extensions in Reading and Math
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

3.1: Annually evaluate the schoolwide plan

River Bend 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 core campus 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, River Bend 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

River Bend offers various family engagement activities, including flexible times and days of the week. In addition, River Bend 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>
Jill Peterson	Digital Learning Coach	Title 1	1
Melanie Winslow	MTSS Coordinator	Title 1	1

Campus Guiding Coalition

Committee Role	Name	Position
Early Childhood Teacher	Starr Shelton	PreK Teacher
Special Education Teacher	Casey Gideon	CASL Teacher
Special Education Teacher	Kevin Bradford	Resource Teacher
Classroom Teacher	Kim Young	4th Grade ELAR/SS Teacher
Classroom Teacher	Kristine Morris	4th Grade Math/Sci Teacher
Classroom Teacher	Alana Conner	3rd Grade ELAR/SS Teacher
Classroom Teacher	Robin Haas	3rd Grade Math/Sci Teacher
Classroom Teacher	Amy Schorlemmer	2nd Grade ELAR/SS Teacher
Classroom Teacher	Kim Labar	2nd Grade Math/Sci Teacher
Classroom Teacher	Zoe Cobb	1st Grade Teacher
Classroom Teacher	Katie Kruger	1st Grade Teacher
Classroom Teacher	Cara McQueen	Kindergarten Teacher
Support Staff	Jill Peterson	Digital Learning Coach
Administrator	Lisa Bishop	Counselor
Support Staff	Laura Gage	Math/Sci Instructional Coach
Support Staff	Felicia Neville	ELAR/SS Instructional Coach
Support Staff	Melanie Winslow	MTSS Coordinator
Administrator	Lauren Guest	Assistant Principal
Administrator	Heather Sherman	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	6 onsite coaching visits from Solution Tree PLC Educational Consultant		\$32,500.00
1	1	5	Books for students meeting learning goals		\$3,442.00
2	1	1	MAP User Conference Training		\$500.00
2	1	2	Research based phonics instructional materials		\$5,000.00
2	3	1	MTSS Program Resources		\$88,300.00
2	3	2	Title 1 Academic Tutors		\$19,500.00
3	1	1	General supplies and materials		\$1,000.00
3	1	2	learning materials and supplies		\$1,000.00
4	1	1	Digital Learning Program Resources		\$70,501.00
Sub-Total					\$221,743.00
Budgeted Fund Source Amount					\$221,743.00
+/- Difference					\$0.00
Grand Total Budgeted					\$221,743.00
Grand Total Spent					\$221,743.00
+/- Difference					\$0.00

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

**River Bend Elementary School
2024-2025 Professional Development Plan Template**

Assessment & Intervention						
Professional Learning Activity	Participants	CIP / DIP Goal & Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Analyze student data to make instructional decisions for students (MAP Growth, Common Formative Assessments, STAAR)	Professional Staff	Specific Results 1.1, 2.1, 2.2, 2.3	Campus Admin Instructional Coaches MTSS Coordinator C&I Content Coordinators Gen Ed/SPED teachers	Tier 1, 2, 3 student data MAP data STAAR data	General Budget	\$0
Analyze data to address gaps in performance of underperforming student populations and plan interventions accordingly.	Professional Staff	Specific Results 1.1, 2.1, 2.2, 2.3	Campus Admin Instructional Coaches MTSS Coordinator Gen Ed/SPED teachers	Tier 1, 2, 3 student data MAP data STAAR data	General Budget	\$0
Deepen understanding on effectively using data from different assessment types to support students in achieving personalized learning goals	Professional Staff	Specific Results 1.1, 2.1, 2.2, 2.3	Campus Admin C&I Content Coordinators Instructional Coaches MTSS Coordinator Gen Ed/SPED teachers	Tier 1, 2, 3 student data MAP data STAAR data	Title 1 Budget	\$500

Curriculum & Instruction

Professional Learning Activity	Participants	CIP / DIP Goal & Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Design learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus, and district data by using the depth and complexity model	Professional Staff	Specific Results 1.1, 2.1, 2.2, 2.3	Enrichment Specialist Instructional Coaches Digital Learning Coach	Tier 1, 2, 3 student data MAP data STAAR data	General Budget	\$0
Implement the CSISD core curriculum in lesson design and instruction	Professional Staff	Specific Results 1.1, 2.1, 2.2, 2.3	Campus Admin Instructional Coaches MTSS Coordinator Gen Ed/SPED teachers	Tier 1, 2, 3 student data MAP data STAAR data	General Budget	\$0
Campus guiding coalition will participate in onsite coaching with a Solution Tree consultant	Guiding Coalition	Specific Results 1.1, 2.1, 2.2, 2.3	Solution Tree Consultant Campus Admin Guiding Coalition	Tier 1, 2, 3 student data MAP data STAAR data	Title 1 Budget	\$32,500

Technology

Professional Learning Activity	Participants	CIP / DIP Goal & Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Provide training opportunities on digital resources that support effective teaching practices and provide evidence of learning.	Professional Staff	Specific Result 4.1	Digital Learning Coach Instructional Coaches DLA	Tier 1, 2, 3 student data MAP data STAAR data	General Budget Title 1 Budget	\$0

Campus Climate & Culture

Professional Learning Activity	Participants	CIP / DIP Goal & Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Utilize individual strengths as identified by the Clifton Strengths Assessment to develop high performing collaborative teacher teams.	Paraprofessional Staff	Specific Result 1.1	Director of School Improvement Campus Admin	Staff feedback	Title 1 Budget	\$100
Provide ongoing support and strategies for behavioral interventions in Tier 1 through implementation of Character Strong SEL Program	Professional Staff	Specific Result 3.2	Counselor Campus Admin	Student Discipline Data	General Budget	\$0
Deepen understanding on effectively using data from different assessment types to support students in achieving personalized learning goals	Professional Staff	Specific Result 1.1	Campus Admin Instructional Coaches MTSS Coordinator Gen Ed/SPED teachers	Tier 1, 2, 3 student data MAP data STAAR data	Title 1 Budget	\$150