

**College Station ISD**  
**Rock Prairie Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

The mission of Rock Prairie Elementary is to ensure the learning and well-being of ALL students.

## Vision

- Work collaboratively to monitor and foster the academic, social, and emotional growth of each student.
- Creating a supportive environment where risk-taking and growth mindsets are encouraged for all.
- Provide opportunities for connections between the school and the community.
- Intentionally creating a safe, nurturing, and structured school environment where appropriate behaviors are taught and positively reinforced.

## Collective Commitments

- Work in vertical and lateral teams to seek deeper understandings of the curriculum and the students' growth
- Create personal and team goals for our learning
- Help our community to partner in the education of the students
- Use common structures and practices to help students understand expectations
- Model the behaviors we want our students to display- growth mindsets, understanding our emotions, and showing empathy for those around us
- Commit to change OUR approaches rather than the students
- Seek to broaden OUR knowledge and understandings as we try to do the same for the students

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

A school of approximately 530 students in 24-25, Rock Prairie is a proud and diverse campus. Multiple cultures and languages are represented. Here is a breakdown of the campus demographics:

#### Ethnicity

White- 33%

African-American- 29%

Hispanic- 23%

Asian- 11%

American Indian 2%

Two or more races- 1%

Special Education- 27%

Free/Reduced Lunch- 62%

Gifted/Talented-- 6%

ESL/LEP- 7%

RP hosts a branch of the district's Life Skills program.

The RP staff is a very talented and widely experienced group, with a blend of veteran and newer teachers. Almost all grades reached or exceeded their MAP Growth projections in Math, and most did in Reading as well. We have a strong student enrichment program, with a Student Council made up of 3rd and 4th graders and multiple after-school clubs. Our positivity project enhanced the culture of the school in 23-24, and will be expanded upon this year.

RP began the use of PLCs last year in order to increase time spent in Professional Development. We have a good structure in place, and will continue to

utilize it to strengthen tier I instruction.

The campus continued to make family connections a focal point for the 23-24 school year, with events scattered throughout the year both at school and out in the community. These were very well received, and attendance at these increased year over year.

There were 154 behavioral referrals written in 23-24, accounting for 53 different students. The ethnicities of these were fairly representative of the school population at large.

### **Demographics Strengths**

- Many cultures and languages (16) represented on our campus
- The staff has a very rich range of experience and longevity
- Students enjoy being on campus

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The percentage of students in Special Education programs have consistently increased over the last four years, with the current rate at 27% **Root Cause:** Many students are presenting academic and behavioral needs that are beyond the scope of Tier I

**Problem Statement 2 (Prioritized):** 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number **Root Cause:** Students lacking the skills and capacity to be respond to different emotional inputs

# Student Learning

## Student Learning Summary

STAAR Results

District Assessments Growth Comparison for 2023 - 2024											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Ec Di
<b>All</b>											
Percent of Tests											
% at Approaches GL Standard or Above	72%	52%	65%	80%	80%	93%		72%	65%	86%	63%
% at Meets GL Standard or Above	42%	22%	24%	53%	80%	83%		28%	35%	70%	32%
% at Masters GL Standard	18%	6%	6%	23%	40%	48%		11%	14%	32%	13%
Number of Tests											
# at Approaches GL Standard or Above	286	45	55	132	4	37	0	13	198	38	170
# at Meets GL Standard or Above	169	19	20	88	4	33	0	5	107	31	86
# at Masters GL Standard	72	5	5	39	2	19	0	2	43	14	34
Total Tests	400	87	84	166	5	40	0	18	306	44	
<b>Reading</b>											
Percent of Tests											
% at Approaches GL Standard or Above	76%	58%	81%	81%	67%	90%		67%	69%	86%	69%
% at Meets GL Standard or Above	43%	27%	26%	53%	67%	80%		22%	35%	73%	33%
% at Masters GL Standard	17%	7%	5%	22%	33%	50%		11%	13%	27%	12%
Number of Tests											

**District Assessments Growth Comparison for 2023 - 2024**

# at Approaches GL Standard or Above	153	26	34	67	2	18	0	6	107	19	94
# at Meets GL Standard or Above	87	12	11	44	2	16	0	2	54	16	45
# at Masters GL Standard	35	3	2	18	1	10	0	1	20	6	17
Total Tests	202	45	42	83	3	20	0	9	155	22	

**Mathematics**

Percent of Tests

% at Approaches GL Standard or Above	67%	45%	50%	78%	100%	95%		78%	60%	86%	57%
% at Meets GL Standard or Above	41%	17%	21%	53%	100%	85%		33%	35%	68%	31%
% at Masters GL Standard	19%	5%	7%	25%	50%	45%		11%	15%	36%	13%

Number of Tests

# at Approaches GL Standard or Above	133	19	21	65	2	19	0	7	91	19	76
# at Meets GL Standard or Above	82	7	9	44	2	17	0	3	53	15	41
# at Masters GL Standard	37	2	3	21	1	9	0	1	23	8	17
Total Tests	198	42	42	83	2	20	0	9	151	22	

[MAP EOY and Growth Data- Math](#)

[MAP EOY and Growth Data- Reading](#)

[MAP EOY and Growth Data- Science](#)



## TELPAS Composite

Grades Tested: KG, 1, 2, 3

Tests Taken: 41 Date Last Taken: 03/26/2024



Percent	5%	41%	32%	22%
Count	2	17	13	9



## TELPAS Alternate Composite

Grades Tested: 3

Tests Taken: 1 Date Last Taken: 03/07/2024



Percent	100%
Count	1

### Performance Levels



**No Rating Available :**

No Rating Available



**Beginning :**

Students are in the beginning stages of learning English.



**Intermediate :**

Students use common, basic academic English, but need considerable support.



**Advanced :**

Students understand and use academic English with some support.



**Advanced High :**

Students use academic English with little support.



TELPAS	1	TELPAS 2024	10	n/a	 Percent 10% 20% 30% 40% Count 1 2 3 4
TELPAS	2	TELPAS 2024	12	n/a	 Percent 8% 25% 67% Count 1 3 8
TELPAS	3	TELPAS 2024	11	n/a	 Percent 82% 18% Count 9 2
TELPAS	KG	TELPAS 2024	8	n/a	 Percent 38% 63% Count 3 5

### Student Learning Strengths

- Grades 3 and 4 are showing excellent amounts of growth on their MAP assessments in all areas
- Science scores in all grades are extremely high
- Our Hispanic sub-group is overperforming their district and state peers on STAAR
- Multiple perfect scores on the ECR on the ELA STAAR in 4th grade

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. **Root Cause:** A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.

**Problem Statement 2 (Prioritized):** Special Education students are also underperforming other groups on STAAR. **Root Cause:** Multiple students are working mainly at below-level curriculum

**Problem Statement 3 (Prioritized):** ECR scores in grades 3 and 4 showed almost 50% of our students scored a zero on these quesitons. **Root Cause:** Students may not understand the prompts well enough

**Problem Statement 4 (Prioritized):** 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number **Root Cause:** Students lacking the skills and capacity to be respond to different emotional inputs

# School Processes & Programs

## School Processes & Programs Summary

Rock Prairie has over 75 instructional staff members.

## School Processes & Programs Strengths

- Strong processes for identifying students in need of interventions of any kind
- Behavioral coach and assistant providing strong tiered support in social/emotional learning
- PLC/Collaborative planning processes put in place two years ago, now fully phased into the collaborative team format

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. **Root Cause:** A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.

**Problem Statement 2 (Prioritized):** Special Education students are also underperforming other groups on STAAR. **Root Cause:** Multiple students are working mainly at below-level curriculum

**Problem Statement 3:** The percentage of students in Special Education programs have consistently increased over the last four years, with the current rate at 27% **Root Cause:** Many students are presenting academic and behavioral needs that are beyond the scope of Tier I

**Problem Statement 4 (Prioritized):** 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number **Root Cause:** Students lacking the skills and capacity to be respond to different emotional inputs

**Problem Statement 5:** Teachers seek a more organized and learning-based planning time **Root Cause:** Lack of consistency and clarity between grades and classes

# Perceptions

## Perceptions Summary

There are many different opportunities for our families to participate in events on and off campus that include Literacy, Math, Science concepts and that allow us opportunities for us to come together as a community.

The Guiding document- including a new school mission, vision, and collective commitments was created last year and has been implemented this year.

## Perceptions Strengths

- Our RP at the park events have been well attended and we have received a great deal of positive feedback.
- Our Veteran's program engages our families in a positive way.
- Our Parents Matter event provides opportunities for our families to learn from our staff members which impacts the growth of our students and deepens the relationships with our families.
- Our STEAM night is one of our highest attended events. Families are given a variety of opportunities to experience Science, Technology, Engineering, Art and Math in an engaging and memorable way.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Families can be engaged and aware of their child's education even more **Root Cause:** Timing, communication breakdowns, transportation, child care, understanding of the curriculum

# Priority Problem Statements

**Problem Statement 1:** Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages.

**Root Cause 1:** A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.

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

**Problem Statement 2:** Special Education students are also underperforming other groups on STAAR.

**Root Cause 2:** Multiple students are working mainly at below-level curriculum

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** ECR scores in grades 3 and 4 showed almost 50% of our students scored a zero on these quesitons.

**Root Cause 3:** Students may not understand the prompts well enough

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number

**Root Cause 4:** Students lacking the skills and capacity to be respond to different emotional inputs

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

**Problem Statement 5:** Families can be engaged and aware of their child's education even more

**Root Cause 5:** Timing, communication breakdowns, transportation, child care, understanding of the curriculum

**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
- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Prekindergarten Self-Assessment Tool

## 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
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: April 16, 2024





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

**Performance Objective 1:** We will implement professional learning communities school-wide.

**High Priority**

**Evaluation Data Sources:** Campus Admin., Guiding Coalition

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create schedule for collaborative planning  <b>Strategy's Expected Result/Impact:</b> Dedicated time focused on planning  <b>Staff Responsible for Monitoring:</b> Campus Admin, ICs, MTSS Coordinator</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop meaningful content to process student data  <b>Strategy's Expected Result/Impact:</b> Student growth  <b>Staff Responsible for Monitoring:</b> Campus Admin., ICs, MTSS Coordinator, staff</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train staff on the meaning and formats of collaborative planning and continuously model and practice it</p> <p><b>Strategy's Expected Result/Impact:</b> More data-driven planning and questioning</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Coaches, MTSS Coordinators</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number <b>Root Cause:</b> Students lacking the skills and capacity to be respond to different emotional inputs</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. <b>Root Cause:</b> A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.</p>
<p><b>Problem Statement 2:</b> Special Education students are also underperforming other groups on STAAR. <b>Root Cause:</b> Multiple students are working mainly at below-level curriculum</p>
<p><b>Problem Statement 3:</b> ECR scores in grades 3 and 4 showed almost 50% of our students scored a zero on these quesitons. <b>Root Cause:</b> Students may not understand the prompts well enough</p>
<p><b>Problem Statement 4:</b> 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number <b>Root Cause:</b> Students lacking the skills and capacity to be respond to different emotional inputs</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. <b>Root Cause:</b> A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.</p>
<p><b>Problem Statement 2:</b> Special Education students are also underperforming other groups on STAAR. <b>Root Cause:</b> Multiple students are working mainly at below-level curriculum</p>
<p><b>Problem Statement 4:</b> 150 behavioral reports were written in 23-24. This is in line with other years, but still a large number <b>Root Cause:</b> Students lacking the skills and capacity to be respond to different emotional inputs</p>







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

**Performance Objective 1:** We will increase the percentage of African-American students scoring in the "approaches" category by 50%, the "meets" category by 10%, and the "masters" category by 5% across all STAAR tests

**High Priority**

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will increase the use of Tier 2 and Tier 3 intervention times for all students while not sacrificing Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning on all fronts</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Coaches, MTSS coordinator, All instructional staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Academic Tutor - 211 Title I, Part A - \$10,000, MTSS Program Resources - 211 Title I, Part A - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. <b>Root Cause:</b> A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. <b>Root Cause:</b> A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.</p>

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

**Performance Objective 2:** We will increase the percentage of students in Special Education scoring in the "approaches" category by 50%, the meets category by 10%, and the master's category by 5% across all STAAR tests

**High Priority**

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a school-wide student intervention and enrichment time focusing on Tiers 2 and 3 as well as enrichment</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance by students on state assessments, less time lost of Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, SPED staff, Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Special Education students are also underperforming other groups on STAAR. <b>Root Cause:</b> Multiple students are working mainly at below-level curriculum</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Special Education students are also underperforming other groups on STAAR. <b>Root Cause:</b> Multiple students are working mainly at below-level curriculum</p>

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

**Performance Objective 1:** RP will increase parent participation in school-wide events by 25% by May of 2025 as measured by sign-in sheets, conference forms, and survey data.

**Evaluation Data Sources:** Survey data, sign-in sheets for events, conference forms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RP will host additional school-wide events and communicate these through multiple avenues</p> <p><b>Strategy's Expected Result/Impact:</b> More families will feel connected to the school and feel comfortable interacting with the staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Guiding Coalition</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 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:**


Perceptions
<p><b>Problem Statement 1:</b> Families can be engaged and aware of their child's education even more <b>Root Cause:</b> Timing, communication breakdowns, transportation, child care, understanding of the curriculum</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:** We will utilize Edmentum in classrooms 40 minutes a week for each subject taught school-wide.


**Evaluation Data Sources:** Edmentum report data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train staff on how to utilize Edmentum in their classroom.  <b>Strategy's Expected Result/Impact:</b> Academic student growth  <b>Staff Responsible for Monitoring:</b> Campus Admin., District Technology Director, DLA</p> <p><b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our African American population scores significantly lower than other sub groups on campus in STAAR and MAP assessments. They are also lagging behind district averages. <b>Root Cause:</b> A lack of systemic, coordinated MTSS interventions in place, and students not exposed to TIER 1 instruction.</p>
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# Title I

## 1.1: Comprehensive Needs Assessment

Rock Prairie 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, **XYZ Campus** 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

Rock Prairie 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

Rock Prairie 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

Rock Prairie 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
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

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

Rock Prairie 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**

Rock Prairie 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**

Rock Prairie 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, Rock Prairie 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**

Rock Prairie offers various family engagement activities, including flexible times and days of the week. In addition, the school 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>
Kristen Reynolds	MTSS Coach		1
Stacey Comer	Behavioral Assistant		1
Terri Barnett	Behavior Coach		1

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$57,229.00
<b>+/- Difference</b>					\$57,229.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Academic Tutor		\$10,000.00
2	1	1	MTSS Program Resources		\$60,000.00
<b>Sub-Total</b>					\$70,000.00
<b>Budgeted Fund Source Amount</b>					\$263,810.00
<b>+/- Difference</b>					\$193,810.00
<b>Grand Total Budgeted</b>					\$321,039.00
<b>Grand Total Spent</b>					\$70,000.00
<b>+/- Difference</b>					\$251,039.00



# 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

**2024-2025 Professional Development Plan  
Rock Prairie Elementary School**

Content Area / Focus Area						
PD Strategies	Participants	Staff Responsible & Presenters	Evaluation Tool to measure success	CIP / DIP Goal	Funding Source	Funding Amount
Analyzing student data to make instructional decisions for students (MAP Growth, classroom formative and summative assessments)	Classroom Teachers	Campus Administration  MTSS Coach  Coaches  Classroom Teachers	Tier 1, II & III Student Data  Progress Monitoring of Students  Student Data	Goals 2.1, 2.2		
Analyze data to address gaps in performance of underperforming student populations	Classroom Teachers	Campus Administration  MTSS Coach  Coaches  Classroom Teachers	Student Data (MAP, AVMR, Running Records, Classroom Assessments)	Goals 2.1, 2.2		
Refining the MTSS process to include	Classroom Teachers	Campus Administration	Progress Monitoring of Students in RTI	Goals 2.1, 2.2		

effective documentation practices and intervention	Counselor	Counselor Coaches	Process			
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**Curriculum & Instruction**

PD Strategies	Participants	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective	Funding Source	Funding Amount
Train and implement Collaborative Planning Time each week	Professional Staff	Campus Administration  Counselor  MTSS Coach  Coaches	Lesson Plans  Collaborative Planning Agenda and Conversations  Walkthroughs	Goals 2.1, 2.2		
Provide on-going training for staff on ELA Best Practices in word study	ELA Teachers	Campus Administration  MTSS Coach  Literacy Interventionist  C&I ELA Coordinator	Lesson Plans  Walkthroughs	Goals 2.1, 2.2		
Required staff will participate in the TEA Science of Teaching Reading Academy.	Identified Staff Members	District Coordinator, Region VI	Final Assessment	Goal 2.2		
Train teachers and administrators to design learning	Administrators	C&I Staff  Campus	Lesson Plans  Walkthroughs	Goals 1.1 2.1, 2.2		

experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus, and district data.		Administration MTSS Coach Coaches	Data Team & SIT Meeting Notes MAP Data			
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**Student Groups**

PD Strategies	Participants	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective	Funding Source	Funding Amount
GT 6 Hour Update	All Professional Staff	Campus Administration  Enrichment Specialist	Sign In Sheets  Agenda Items  Lesson Plans  Walkthroughs	Goals 2.2		
Targeted classroom interventions to promote academic growth of each student	Classroom Teachers	MTSS Coach  Coaches  Specialists (ESL, GT, Dyslexia)	Progress Monitoring Data	Goals 2.1, 2.2		

**Technology**

PD Strategies	Participants	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective	Funding Source	Funding Amount
Technology Integration-training in Nearpod	Professional Staff	Campus Administration  CSISD Digital Learning Specialist  Campus DLA	Classroom Walkthrough Data	Goals 2.1, 2.2, 4.1		
Training on implementation of Edmentum (Exact Path and Study Island)	Professional Staff	Campus Administration  CSISD Digital Learning Specialist  Campus DLA	Classroom Walkthrough Data	2.1, 2.2, 4.1		



Social & Emotional Learning						
PD Strategies	Participants	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective	Funding Source	Funding Amount
SEL Training Tier 1 for all campus staff through Solution Tree Behavior methods	Professional Staff	Campus Administration Counselor Behavior Coach	Office Referrals Teacher Feedback Classroom Walkthrough Data	Goals 2.1, 2.2, 3.3		
Provide training in goal setting for Tier II and III for Data Team and SIT to effectively monitor student progress which includes training for effective documentation	Classroom Teachers	Campus Administration Counselor Behavior Coach	Office Referrals Teacher Feedback Classroom Walkthrough Data Data Team & SIT Monitoring Notes	Goals 2.1, 2.2		

**Mandated Training**

PD Strategies	Participants	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
FERPA	All Staff	Eduhero	Certificate of Completion	
Child Abuse Responsibilites	All Staff	Eduhero	Certificate of Completion	
Child Abuse Awareness	All Staff	Counselor	Sign In Sheet	
Bloodborne Pathogens, Severe Allergy Management, Anaphylaxis	All Staff	Eduhero	Certificate of Completion	
Bullying & Suicide Prevention	All Staff	Eduhero	Certificate of Completion	
Stop the Bleed	Professional Staff	C&I Director of Instruction	Sign In Sheet	
6 Hour GT Updates	Professional Staff	Campus Administration Enrichment Specialist	Sign In Sheets	
Cybersecurity	Professional Staff	Eduhero	Certificate of Completion	
Human Trafficking Awareness	Professional Staff	Eduhero	Certificate of Completion	
Drug & Alcohol Prevention (Substances)	Professional Staff	Counselor Nurse	Sign In Sheets	
Trauma Informed Care	Professional Staff	Counselor	Sign In Sheets	
T-TESS Updates	Professional Staff	Campus Administration	Sign In Sheets	

Sexual Harassment for Educators	Paraprofessional Staff	Eduhero	Certificate of Completion	
Student Crisis Response Team	Paraprofessional Staff	Campus Administration Counselor Nurse	Sign In Sheets	
Seizure management	Paraprofessional Staff	Campus Administration Nurse	Sign In Sheets	
Science Safety Training	Selected Teachers	Eduhero	Certificate of Completion	
Unlicensed Diabetic Care Assistance	Campus Team	District Training	Sign In Sheets	
Seizure/Epilepsy Awareness Training	Campus Team	District Training	Sign In Sheets	
Seizure Training	Campus Team	District Training	Sign In Sheets	
AED/CPR Response Team	Campus Team	District Training	Sign In Sheets	
Threat Assessment Team Training	Campus Team	District Training	Sign In Sheets	
LPAC Team Training	Campus Team	District Training	Sign In Sheets	