

College Station ISD
Greens Prairie Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Our purpose is to maximize every student's academic growth.

Vision

Students First - Passionate, Empowered, Prepared for their world and future

Value Statement

1. We value that the learning environment is safe for all.
2. We value decision making based on what is in the best interest of all students.
3. We value that all staff members will have high expectations for all students.
4. We value that in order to grow professionally and provide engaging, enriching learning experiences for our students, we must take risks and be innovative.
5. We value collaboration with a growth mindset.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2023-2024 school year, student enrollment averaged 556 students (50.7% male and 49.3% female). Greens Prairie Elementary serves students from PK - Fourth Grade. The PreK and Early Childhood Special Education classrooms served 33 students, 6.33% of the school population. We provide two resource programs, two life skills programs, one early childhood special education classroom, dyslexia services, ESL support services, and speech services for identified students. Student program percentages: 4.41% Dyslexia, 4.21% Section 504, 22.22% SPED, 4.02% Emergent Bilingual, 3.83% ESL, 9.39% Identified GT. 14.75% of our student population were economically disadvantaged. 13.22% received free meals while 1.53% received reduced priced meals. The average class size is approximately 22:1. Last year third grade averaged 23:1 student enrollment. Student groups consisted of 7.2% Asian, 5.4% African American, 11.3% Hispanic, and 75% Caucasian. Our average attendance rate for 2023-2024 was 96.3%. Staff information: 15.38% administrative support, 63.08% professional teachers, 21/54% paraprofessionals.

Demographics Strengths

The success of our students at Greens Prairie is due to the outstanding faculty. GP is comprised of an experienced staff with strong teacher leaders. The staff is focused on student learning and achievement. Teachers are intentional to foster positive relationships with their students. The staff are eager to learn new best practices demonstrating a growth mindset. As we interview potential staff members, we are clear as we share our vision, mission, and staff expectations. Effective procedures, routines, a strong behavior framework (Conscious Discipline, Restorative Practices, Save and Civil Schools - CHAMPS), and onboard of new staff with these areas support a positive, productive, safe learning environment. In addition, we strive to balance academic instruction and enrichment providing opportunities for students to apply the skills/concepts they are learning in engaging, real-world applications. GP staff members collectively strive to build a culture of excellence.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identified GT students are not academically growing one full year. **Root Cause:** Designated intervention time during the school day can be redesigned to provide rigorous intervention and enrichment to grow our GT students.

Problem Statement 2 (Prioritized): Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 3: According to the 2024 accountability STAAR report, 3rd and 4th grade students had difficulty fully responding to the extended constructed responses, ECR. **Root Cause:** Students had difficulty restating and fully answering the question and providing supporting evidence.

Problem Statement 4 (Prioritized): Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Student Learning

Student Learning Summary

MAP Data:

Math Growth from Fall 2023-Spring 2024 - All Students:

27% Greater than 80th Percentile; 22% 61st to 80th Percentile; 19% 41st-60th Percentile; 18% 21st-40th Percentile; 14% 1st-20th Percentile

1st Grade had the greatest growth measure of 44% greater than 80th percentile. Kindergarten had the lowest growth measure of 14% greater than 80th percentile.

MAP Growth for Identified Tier 3 Students: 3rd Grade Math Students 57.1% Met Projected Growth; 4th Grade Math Students 22.2% Met Projected Growth

Reading Growth from Fall 2023-Spring 2024 - All Students:

20% Greater than 80th Percentile; 19% 61st to 80th Percentile; 22% 41st-60th Percentile; 21% 21st-40th Percentile; 18% 1st-20th Percentile

2nd Grade had the greatest growth measure of 33% greater than 80th percentile. 1st Grade had the lowest growth measure of 10% greater than 80th percentile.

MAP Reading Fluency:

Kindergarten Strengths: Picture Vocabulary with 88% of our students exceeding expectations. Phonics and word recognition was our lowest foundation skill performance level with 48% of our students scoring on a Level 4.

First Grade Strengths: Listening Comprehension & Picture Vocabulary with 100% of our students meeting expectations. Phonological awareness was our lowest foundational skill performance level with 73% of our students scoring on Level 4.

STAAR Data Third Grade:

Math:

14% Did Not Meet; 86% Approaches and Above; 63% Meets and Above; 30% Masters

66% - Numerical Representation and Relationships; 65% Computations and Algebraic Relationships; 59% Geometry; 58% Data Analysis and Personal Financial Literacy

3rd Grade Tier 3 Students: 7 Total Students; 2 Did Not Meet Expectations; 5 Scored Approaches

4th Grade Tier 3 Students: 8 Total Students; 5 Did Not Meet Expectations; 3 Scored Approaches

Reading:

15% Did Not Meet; 85% Approaches and Above; 57% Meets and Above; 19% Masters

57% Reporting Category 1 Reading; 53% Reporting Category 2 Writing

3rd Grade Tier 3 Students: 4 Total Students; 1 Did Not Meet Expectations; 2 Scored Approaches, 1 Met Expectations

4th Grade Tier 3 Students: 7 Total Students; 2 Did Not Meet Expectations; 4 Scored Approaches; 1 Met Expectations

STAAR Data Fourth Grade:

Math

29% Did Not Meet; 71% Approaches and Above; 50% Meets and Above; 28% Masters

66% - Numerical Representation and Relationships; 51% Computations and Algebraic Relationships; 50% Geometry; 73% Data Analysis and Personal Financial Literacy

54% Did not demonstrate growth; 36% Gained some growth; 10% Gained a large amount of growth

Reading:

9% Did Not Meet; 91% Approaches and Above; 67% Meets and Above; 35% Masters

63% Reporting Category 1 Reading; 61% Reporting Category 2 Writing

27% Did not demonstrate growth; 61% Gained some growth; 12% Gained a large amount of growth

Tier 3 Identified Students Receiving Math Intervention:

First Grade - 1 Student; Second Grade - 3 Students; Third Grade - 5 Students; Fourth Grade - 5 Students

Tier 3 Identified Students Receiving Reading Intervention:

First Grade - 5 Students; Second Grade - 3 Students; Third Grade - 2 Students; Fourth Grade - 5 Students

Tier 3 Identified Students Receiving Both Math and Reading Intervention:

Kindergarten - 2 Students; First Grade - 2 Students; Second Grade - 3 Students; Third Grade - 3 Students; Fourth Grade - 3 Students

4545 Students:

4th graders needing both reading and math accelerated instruction: 8 Students

4th graders needing reading accelerated instruction: 5 Students

4th graders needing math accelerated instruction: 5 Students

9 out of 12 4545 Math students did not meet expectations on STAAR

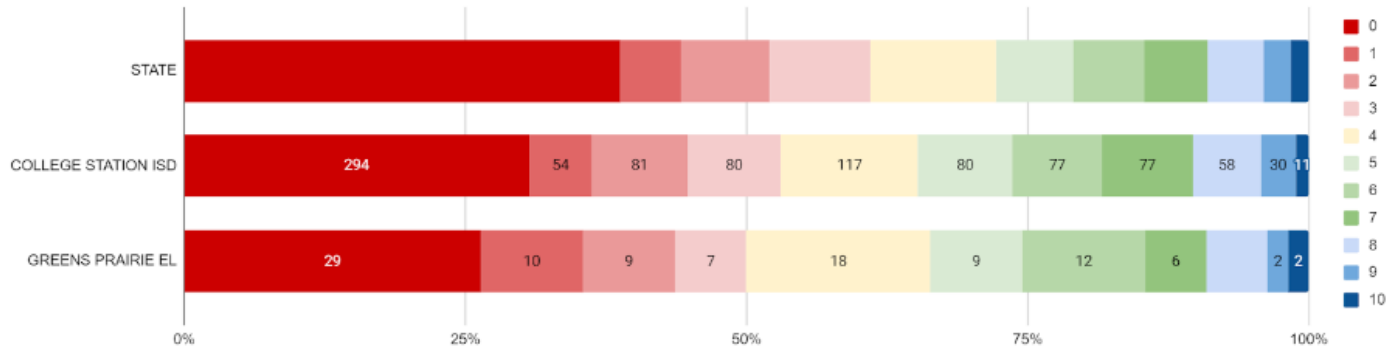
7 out of 12 4545 Reading students did not meet expectations on STAAR

Summer School Intervention:

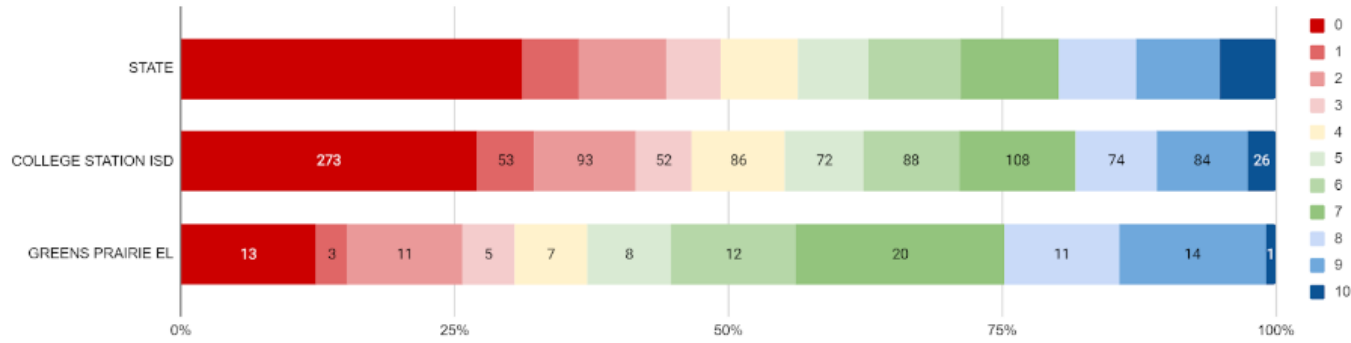
Kindergarten - 1 Student; First Grade - 3 Students; Second Grade - 4 Students; Third Grade - 5 Students; Fourth Grade - 2 Students

GP STAAR Meets & Masters - 4th Math		GP STAAR Meets & Masters - 4th Reading	GP Reading Subgroups	Third Grade	Fourth Grade
2021	55.30%	51.10%	At Risk	52% (14 Tests)	24% (8 Tests)
2022	63.70%	77.80%	Econ	33% (4)	22% (2)
2023	66.90%	75.20%	SPED	48% (11)	36% (8)
2024	50.00%	66.60%	504	44% (4)	
GP STAAR Meets & Masters - 3rd Math		GP STAAR Meets & Masters - 3rd Reading	African American		43% (3)
2021	68.80%	65.20%	ESL	29% (2)	
2022	80.10%	76.70%			
2023	57.80%	62.30%	GP Math Subgroups		
2024	62.70%	57.30%	At Risk	41% (11)	48% (16)
MAP Growth - 4th Math		MAP Growth - 4th Reading	Econ	25% (3)	56% (5)
CSISD 2024	42%	38%	SPED	52% (12)	68% (15)
GP 2024	35%	35%	504	22% (2)	22% (2)
MAP Growth - 3rd Math		MAP Growth - 3rd Reading	African American		71% (5)
CSISD 2024	51%	39%	ESL	14% (2)	
GP 2024	48%	38%			

3rd grade STAAR Reading - ECR Results



4th grade STAAR Reading - ECR Results



Math MAP Growth Fall 2023-Spring 2024

Math: Math K-12

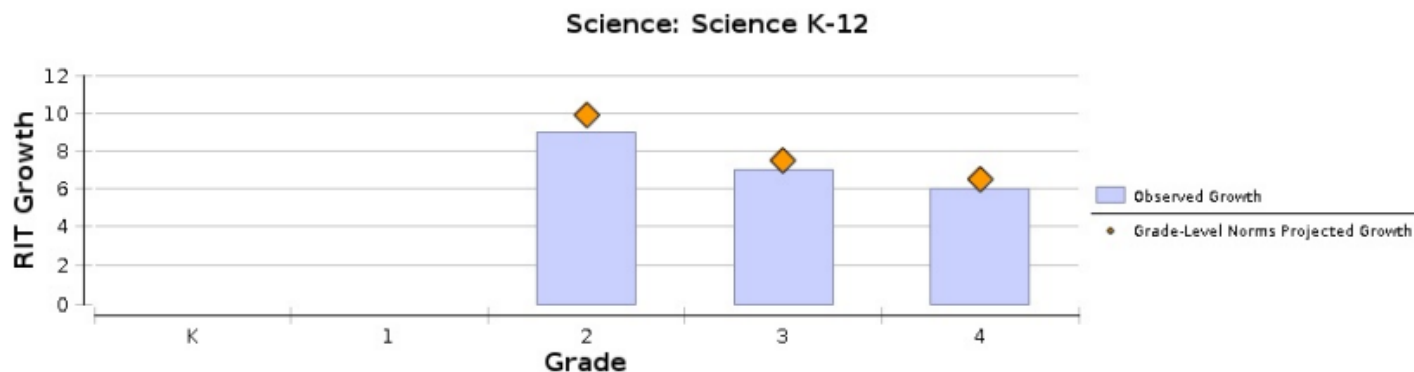


Reading MAP Growth Fall 2023-Spring 2024

Language Arts: Reading



Science MAP Growth Fall 2023-Spring 2024



Student Learning Strengths

The Greens Prairie faculty continues to commit to ensuring that all students are demonstrating growth. In addition to academic achievement, the faculty works diligently to foster a safe and positive learning environment. The teachers are responsive to student progress by analyzing data and determining next steps of instruction and/or intervention. This year, GP established Round Up which was a designated schoolwide intervention and enrichment time. During this time, students worked with the teacher in small intervention groups and worked on menu choice boards to practice skills. Round Up was supported by the GT Enrichment Specialist to provide appropriate challenge for students. Classroom teachers had weekly protected instructional planning time during their conference period. This was supported by the attendance of our instructional coach and at times the GT Enrichment Specialist.

Third Grade Math STAAR: The majority of our students are meets/masters (69 out of 110 total third graders); Overall highest category for math - Numerical Representation and Relationships. Overall lowest category - Data Analysis and Personal Financial Literacy

Fourth Grade Math STAAR: Overall highest category for math - Data Analysis and Personal Financial Literacy. Overall lowest category - Geometry

Reading STAAR:

Take always that will impact Tier 1 instruction based on data:

Focus on finding evidence that supports claims/statements throughout the year. * Have students answer statements, questions, etc. * Consider using more paired passages, ask students how they are alike and different, author's point of view, and purpose. * Focus more on short constructed responses. Targeted areas for current fourth graders: Restate and answer the question and providing supporting evidence.

From third grade to fourth grade, our student made huge improvements in the written extended response. 11 students scored 8's; 12 scored 9's; 1 scored a 10. State average on ECR 3.7/10. Region 6 average on ECR 3.79/10. Campus average on ECR 5.19/10. Many students who scored a 0 copied the first few sentences from the passage, not original thoughts. 13 students scored a 0. Targeted areas for fourth graders going into fifth grade: restate and answer the question and providing supporting evidence.

Kindergarten and first graders are building a strong phonetic foundation with 2 kindergarten students and 0 first grade students recommended dyslexia testing based on the dyslexia screening process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Identified GT students are not academically growing one full year. **Root Cause:** Designated intervention time during the school day can be redesigned to provide rigorous intervention and enrichment to grow our GT students.

Problem Statement 2: According to the 2024 accountability STAAR report, 3rd and 4th grade students had difficulty fully responding to the extended constructed responses, ECR. **Root Cause:** Students had difficulty restating and fully answering the question and providing supporting evidence.

Problem Statement 3 (Prioritized): Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4 (Prioritized): While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

Problem Statement 5 (Prioritized): Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

School Processes & Programs

School Processes & Programs Summary

Through intentional social and emotional learning, SEL, and supports by the staff, students feel connected to their school (Panorama Survey 2023). Critical concerns such as campus safety, the effects of trauma, and response to behavior concerns are addressed through the leadership of the SEL campus team, implementation fidelity of campus structures such as Conscious Discipline, Safe and Civil Schools, and Restorative Practices, and continued support and intervention of the campus counselor prioritizing students' emotional well being. These campus based programs have reduced student discipline and cultivated positive teacher to student relationships.

Because of the positive school culture, Greens Prairie is able to recruit strong teachers who are passionate educating students, have expertise in best practices and instructional teaching methods, and exhibit leadership in education. New teachers to the profession are supported through the districts New Teacher University, NTU, and a NTU coach. Our NTU coach meets monthly with new teachers to share their concerns, answer questions, offer emotional support, and explain district and campus procedures and programs. To foster professional growth, coaching is provided to all teachers. Technology is regularly integrated during instruction with the support of our Digital Learning Ambassador, DLA. The DLA provides ongoing staff development, classroom support, and challenges for teachers to engage as they learn new programs and applications to engage student learning. Professional development focused on depth and complexity has supported learning at a higher level of application for our students. The use of depth and complexity icons throughout planning and instruction provide rigorous and enriching application of concepts and skills. Our fine arts department connects classroom instruction in the arts. Providing opportunities for connections and expression for each of our students. Musicals, art shows, 3D printing projects, and coding robots to play music all challenge our students while providing classroom skill connections. Regular PLCs allow for collaboration, reflection, and growth steps for teachers. In addition, leadership capacity is fostered through opportunities at the campus and district level.

To support student learning, we have instituted protected instructional planning time where grade level teachers meet to plan. This time is supported by our instructional coach. In addition, our enrichment specialist and DLA attended these meetings to support instructional planning to meet the diverse needs of our students. The MTSS process is also an opportunity to discuss the progress of each student that may be struggling academically and/or socially/emotionally. These meetings take place monthly to discuss student data, teacher observations, set goals, and monitor progress to ensure every student demonstrates growth.

The district also supports the campus faculty and student programs through professional development opportunities, curriculum coordinators guidance, ongoing curriculum development responsive to student academic growth, feedback from campus visits, and availability to problem solve for campus improvement.

School Processes & Programs Strengths

The strength of Greens Prairie Elementary is the positive, inclusive, and school family environment that promotes a safe, supportive learning environment for our students. Response to behavior disruptions are aligned across campus utilizing campus structures. Across the grade levels teachers utilize the strategies and relationship building tools provided in campus based programs such as Restorative Practices and Character Strong. Character Strong is a newly adopted district character building program. Character Strong is taught weekly in all classroom. In addition, our daily Morning Assembly foster a positive school environment and reinforces the behavior structures and programs we have adopted.

Teachers are continuous learners. Campus specialists, the counselor, administrator and central office curriculum & instruction coordinators support the professional needs of the staff. Teachers have been encouraged through novel approaches such as Tech Challenges to learn about technology applications while creating an artifact that was used in the classroom

with students. Example: A Nearpod activity. This year we focused on our strengths by using the Gallop Poll strengths survey. Teachers, grade level teams and the campus identified top strengths to improve our work collaboration and team effectiveness. Professional development also centered on the focus on student strengths vs weaknesses. As we identified strengths, we also learned about the concept of Row where each team member is instrumental in the success of the team. Combined, these areas of focus targeted our collective strengths as we focused on student learning.

Communication was strengthened with our families through a monthly principal's newsletter. This newsletter provided necessary, helpful information to parents while also sharing positive successes across the campus. This communication fostered positive school relationships, increased attendance at school functions, and provided an another avenue to keep parents informed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

Problem Statement 2 (Prioritized): Professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause:** Instructional coaching has not been established as a growth mindset culture for professional learning.

Perceptions

Perceptions Summary

At Greens Prairie Elementary, school family is at the heart of our school focus drawing teachers, students, and families in to create a positive, welcoming learning place to call home. Our campus continuously has a high standard for academic achievement, impactful social/emotional learning, and high expectations for problem solving promoting positive behavior practices.

Seeking parental and community involvement is essential for the success of the school. The PTO is active and has a dynamic influence on the school environment. Through their efforts, learning is enriched by supporting field trips, hosting family nights and school events, promoting reading through Book Fairs, providing supplies and infrastructure such as a playground, and building our community through a schoolwide rodeo. The Watch D.O.G.S. program is another vehicle to encourage parent participation. This program is so popular with our dads and grandparents that every day is scheduled. These dads are our school ambassadors spreading the word about our school and public education. Dads also contribute to the positive learning environment by hosting a pancake breakfast, volunteering for the dunking booth at the rodeo, and other fun opportunities. Most importantly, our dads are involved in the day to day learning in the classrooms.

A passionate staff, involved parents, and a supportive community all contribute to the success of Greens Prairie Elementary.

Perceptions Strengths

The primary strength of Greens Prairie Elementary is the strong parent, community, and school partnerships that we have cultivated all working together to support student success. An example of this partnership is the active involvement of our dads through the Watch D.O.G.S. program. Another example would be the active involvement and support of the PTO. Attendance at campus events such as Frosty's Snowbash (500+ attendees) and GP Mustang Rodeo (1,000+ attendees and volunteers) provides additional evidence of a healthy family, community, and school partnership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perceptions of the school community, staff and parents, is difficult to gauge with limited feedback. **Root Cause:** Besides attendance at campus events, there is not currently a system to collect feedback and perceptions of the school.

Priority Problem Statements

Problem Statement 1: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention.

Root Cause 1: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention.

Root Cause 2: Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

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

Problem Statement 3: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels.

Root Cause 3: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development.

Root Cause 4: Instructional coaching has not been established as a growth mindset culture for professional learning.

Problem Statement 4 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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 10, 2024

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

Performance Objective 1: By the end of the 2024-2025 school year, professional staff members will cultivate effective planning practices focusing on collaboration to improve instructional practices, identify essential standards, and create ongoing assessment measures to target student growth.





High Priority

Evaluation Data Sources: Collaborative Team Agendas and Meeting Notes; At Least 1 Unpacked Essential Standard (Math & Reading) For Each Grade Level ; Assessment Measures Developed By Each Grade Level

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus cohort will participate in foundational professional learning through six sessions during the school year provided by Solution Tree.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness and efficiency in grade level planning and collaborative team meetings.</p> <p>Staff Responsible for Monitoring: Guiding Coalition Members; Instructional Coaches; Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math/Science and Reading/Social Studies instructional coaches will support teacher growth, collaboration, and professional development as they participate in weekly collaborative team meetings and facilitate coaching opportunities for at least 50% of the teachers (individually and/or small groups).</p> <p>Strategy's Expected Result/Impact: Effective and impactful teaching practices to support student growth.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 199 General Fund, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The CSISD Framework for Success will continued to be incorporated focusing on the phases of Explore, Inspire, Engage, and Connect. Focus: Small group instruction, differentiation, use of story, making real world connections, students asking questions, communication, and collaboration</p> <p>Strategy's Expected Result/Impact: Incorporating the four phases will connect student learning, address the learning/interest needs of students, and foster student ownership of their learning.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus principal will participate in Solution Tree professional development, Elementary Principals PLC at Work Embedded Coaching, to support effective team collaboration and instructional coaching.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness and efficiency in grade level planning and collaborative team meetings. Support the work of the instructional coaches to impact classroom instruction to ensure student achievement and growth.</p> <p>Staff Responsible for Monitoring: Campus Principal, C& I Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.</p>
Student Learning
<p>Problem Statement 4: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. Root Cause: Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.</p>
<p>Problem Statement 5: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.</p>
School Processes & Programs
<p>Problem Statement 1: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. Root Cause: Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.</p>
<p>Problem Statement 2: Professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. Root Cause: Instructional coaching has not been established as a growth mindset culture for professional learning.</p>


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


Performance Objective 1: At least 20% more of our students in each grade K-4th, will achieve a full year's growth in MAP reading, math and science.


High Priority

Evaluation Data Sources: BOY, MOY, and EOY MAP reading, math and science assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and coaches will utilize the MAP Learning Continuum to target Tier 2 and Tier 3 small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During Tier 2 and Tier 3 intervention time and Tier 1 small group instruction, teachers will provide targeted intervention which may include direct teaching, opportunities for spiraling of previously taught skills, online program Edmentum, choice boards with targeted lesson activities, and rigorous activities to grow students.</p> <p>Strategy's Expected Result/Impact: Increased in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Student Learning

Problem Statement 3: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.





Problem Statement 5: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

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

Performance Objective 2: By the end of the 24-25 school year, the percentage of students in 3rd and 4th grade will increase achievement in math and reading STAAR by 10%.

Evaluation Data Sources: STAAR Results, BOY/MOY/EOY MAP Assessments, STAAR Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade level will have a targeted time for intervention and extensions within the school day.</p> <p>Strategy's Expected Result/Impact: Increase in students achievement (approaches, meets/masters) on math and reading STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To address short and extended constructive responses required on the STAAR, K-2nd grade teachers will focus on constructive responses by students restating the question and providing evidence verbally (2nd grade written responses - 2nd semester). 3rd & 4th grade teachers will collaborate to identify effective strategies and progress monitor students responses with a collective constructive response rubric.</p> <p>Strategy's Expected Result/Impact: Increase in students achieving meets/masters on math and reading STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math/Science and Reading/Social Studies instructional coaches will support teacher collaboration and professional development as they participate in weekly collaborative team meetings to focus on unpacking essential standards and assessment measures to support student learning.</p> <p>Strategy's Expected Result/Impact: Increase in students achieving meets/masters on math and reading STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Campus Guiding Coalition, Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: K-2nd grade teachers will utilize the CSISD K-2 Writing Focus to plan for writing instruction in the areas of informational text and publishing correspondence.</p> <p>Strategy's Expected Result/Impact: Achievement of End of Year Goals for K-2nd CSISD Writing Focus</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 5</p> <p>Funding Sources: - 199 General Fund</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 2: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.</p> <p>Problem Statement 4: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.</p>

Student Learning

Problem Statement 3: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

Problem Statement 5: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.





School Processes & Programs

Problem Statement 1: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

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

Performance Objective 3: By the end of the 24-25 school year, student sub group populations (SPED, 504, At-Risk, Economically Disadvantaged) will increase achievement on math and reading STAAR by 10%.

Evaluation Data Sources: STAAR Results, BOY/MOY/EOY MAP Assessments, STAAR Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten, first grade and second grade reading instruction will incorporate comprehension and inferencing skills along with the phonetic foundational skills to support student readers.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students meeting MAP growth and increased student scores on STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During the collaborative team weekly meetings, math teachers will focus on aligning the curriculum, assessment measures, Eureka lessons, spiraling of previously taught skills, and best practices to increase the effectiveness of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Students will perform at least 10% more on their STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Math Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund, - 255 Title II, Part A</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 3 Problem Statements:

Demographics

Problem Statement 4: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Student Learning

Problem Statement 4: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

Problem Statement 5: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.





School Processes & Programs

Problem Statement 1: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

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

Performance Objective 4: The MTSS process will be ongoing to identify and progress monitor students needing Tier 2 and Tier 3 intervention.

Evaluation Data Sources: MTSS Meeting Logs, Student's Progress Monitoring Results, MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers along with other campus stakeholders will set a SMART goal for each student along with assessment measures to chart progress in Tier 2 or Tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Students will no longer need targeted Tier 2 and/or Tier 3 intervention.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will be supported by the instructional coaches to provide differentiated, targeted intervention including appropriate assessments to monitor progress.</p> <p>Strategy's Expected Result/Impact: Students will no longer need targeted Tier 2 and/or Tier 3 intervention.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund</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 4 Problem Statements:

Demographics

Problem Statement 2: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Student Learning

Problem Statement 3: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.

School Processes & Programs

Problem Statement 1: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. **Root Cause:** Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.





Problem Statement 2: Professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause:** Instructional coaching has not been established as a growth mindset culture for professional learning.

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, 85% of 3rd and 4th grade students surveyed will report that they have a sense of belonging and connection to the school community.

Evaluation Data Sources: Student and Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be offered a survey at the beginning, middle, and end of the year to gain feedback in the areas of safety, student connection, academics, and communication.</p> <p>Strategy's Expected Result/Impact: Feedback from surveys will guide school improvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Character Strong program will be integrated in classroom instruction to promote student social/emotional well being.</p> <p>Strategy's Expected Result/Impact: Positive school and classroom environment; Positive social/emotional health of students</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 5</p> <p>Funding Sources: - 199 General Fund, - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Two family schoolwide events will be scheduled each semester to foster family involvement and connection.</p> <p>Strategy's Expected Result/Impact: Increased attendance at schoolwide events; Positive connections and rapport with GP families</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Student Learning 5</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.</p>
Student Learning
<p>Problem Statement 5: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.</p>

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

Performance Objective 2: Through professional development and schoolwide events, faculty members will strengthen relationships to cultivate a dynamic, professional school family.

Evaluation Data Sources: Professional Development Agendas; Social Committee Event Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff members will participate in the Gallup Teach With Your Strengths professional development. Strategy's Expected Result/Impact: Identify strengths of each team member Staff Responsible for Monitoring: Jeff Mann, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 4 - School Processes & Programs 1, 2 Funding Sources: - 199 General Fund</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:

Student Learning
<p>Problem Statement 4: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. Root Cause: Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.</p>
School Processes & Programs
<p>Problem Statement 1: While protected instructional planning time was incorporated weekly, a need for collaborating in the areas of the TEKS to increase understanding, identifying essential TEKS, and short term data conversations on student progress will strengthen instructional delivery and target intervention. Root Cause: Limited planning time promoting the collaboration of teachers, discussion of research-based instructional strategies and building teacher efficacy.</p>
<p>Problem Statement 2: Professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. Root Cause: Instructional coaching has not been established as a growth mindset culture for professional learning.</p>

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

Performance Objective 1: Teachers will integrate technology to support student achievement. 80% of classroom teachers will provide feedback indicating that they are proficient utilizing the technology available on campus.

Evaluation Data Sources: Increased student performance on MAP Growth, STAAR, and grade level assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: With the support of the campus Digital Learning Ambassador, teachers will build capacity to integrate digital learning resources for grade level and content areas.</p> <p>Strategy's Expected Result/Impact: Integration of instructional technology</p> <p>Staff Responsible for Monitoring: Digital Learning Ambassador, DLA, Instructional Coaches, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 5 - School Processes & Programs 2</p> <p>Funding Sources: - 199 General Fund, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will utilize the Edmentum platform to identify specific skills to support instruction by students completing the online lessons.</p> <p>Strategy's Expected Result/Impact: Increased student performance on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 5</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Student Learning

Problem Statement 3: Students identified for Tier 2 and Tier 3 are not achieving a year's growth while remaining in tiered intervention. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 5: Sub group student populations (SPED, 504, Economically Disadvantaged, At-Risk, African American, & ESL) are not performing at the Approaches, Meets, or Masters STAAR achievement levels. **Root Cause:** Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

School Processes & Programs

Problem Statement 2: Professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause:** Instructional coaching has not been established as a growth mindset culture for professional learning.

Site Based Decision Making Committee

Committee Role	Name	Position
Business Rep	Anthony Amoroso	Business Member
Community Rep	Rebecca Lewis	Community Member
Community Rep	Randy Seagraves	Community Member
Parent Rep	Lara Leikam	Parent
Parent Rep	Bryce Golden	Parent
Central Office Rep	Shelly Rice	Early Childhood Director
Central Office Rep	Lauryn Fiechtner	Technology Instructional Coordinator
Paraprofessional At Large Rep	Jenna Young	Paraprofessional
Professional At Large Rep	Tracy Brice	Assistant Principal
Professional At Large Rep	Amanda Simmons	Counselor
Specialist At Large Rep	Jennie Fortner	Teacher
Fine Arts At Large Rep	Lorie Suter	Teacher
SPED Rep	Ruso Koym	Teacher
Specialist Rep	Amy Eppes	Teacher
Fourth Grade Rep	Brandy Lackey	Teacher
Third Grade Rep	Michel Piscacek	Teacher
Second Grade Rep	Tami Seagraves	Teacher
First Grade Rep	Jamee Brick	Teacher
Kinder Rep	Elizabeth Simpson	Teacher

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00

255 Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	3	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$0.00
+/- 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

Greens Prairie Elementary School 2024-2025 Professional Development Plan

Curriculum & Instruction						
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
Implement the CSISD core curriculum in lesson planning and instruction.	Classroom Teachers CAMP Teachers SPED Teachers	CSISD Curriculum Schoology	Campus Administration Instructional Coaches	Lesson Plans Collaborative Team Meetings Agendas/Notes Walkthroughs	Goal 1.1.2	General Fund
Incorporate Design Elements: Inspire Explore, Engage, Connect in lesson planning and classroom instruction.	Teachers (Classroom CAMP, Specialists, SPED)	Weekly Instructional Planning Sessions	Campus Administration Instructional Coaches	Collaborative Team Meetings Agendas/Notes Walkthroughs	Goal 1.1.3	General Fund
Building a PLC Community	All Staff	Solution Tree Resources & PD	Guiding Coalition, Administration	Collaborative Team Agendas & Logs	Goal 1.1.1; Goal 1.1.2; Goal 2.2.3; Goal 3.3.2	General Fund; 255 Title II, Part A



Collaborative Team Meetings - Unpacking Standards & Assessments	Administration, Instructional Coaches, Classroom Teachers	Solution Tree Resources & PD	Guiding Coalition, Administration, Instructional Coaches	Collaborative Team Agendas & Logs	Goal 1.1.1; Goal 1.1.2; Goal 2.2.3; Goal 3.3.2	General Fund; 255 Title II, Part A
Incorporate depth & complexity during lesson design and instruction.	Enrichment Specialist, Classroom Teachers, SPED Teachers, CAMP Teachers	6 Hour GT Training	Enrichment Specialist	Walkthroughs Collaborative Team Agendas & Logs	Goal 1.1.3; Goal 2.1.2; Goal 2.2.1; Goal 2.2.3	General Fund

Assessment & Intervention						
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
Analyzing student data to make instructional decisions for students (MAP Growth, Formative Assessments, TX-KEA) during	Classroom Teachers, Instructional Coaches, Administration	Collaborative Team Meetings Instructional Coaches	Campus Administration, Instructional Coaches, Classroom Teachers	Progress Monitoring of Students Student Data (MAP Data)	Goal 2.1.2; Goal 2.4.2	General Fund



Collaborative Team Meetings..						
Differentiate instruction and target Tier 2 and Tier 3 intervention.	Classroom Teachers Counselor, SPED Teachers, Instructional Coaches	Data & SIT Meetings, Administration, Counselor, Instructional Coaches, Campus SPED Staff, C&I & Central SPED Staff	Campus Administration, Counselor	Progress Monitoring of Students	Goal 2.1.2; Goal 2.2.1; Goal 2.4.2	General Fund
Refine the MTSS process to include effective documentation practices and intervention.	Classroom Teachers, Counselor, Interventionists, SPED Teachers	Data & SIT Meetings, Campus Administration, Counselor, SPED Staff, C&I & Central SPED Staff	Campus Administration, Counselor, SPED Teachers	Progress Monitoring of Students in MTSS Process	Goal 2.4.1; Goal 2.4.2	General Fund

Student Groups						
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
GT 6 Hour Update	All Professional Staff	C&I - Special Programs Coordinator,	Campus Administration, Enrichment	Sign In Sheets, Agenda Items, Walkthroughs	Goal 2.1.2; Goal 2.2.1	General Fund



		6 Hours PD	Specialist			
Differentiated & Small Group Instruction	Classroom Teachers	C&I Staff, CSISD Curriculum, Student Data	Instructional Coach, Specialists (ESL, GT, Dyslexia)	Progress Monitoring Data, Data Team & SIT Meeting Notes, Walkthroughs	Goal 2.1.1; Goal 2.1.2; Goal 2.2.1	General Fund
Targeted classroom interventions to promote academic growth of each student	Classroom Teachers	C&I Staff, CSISD Curriculum	Instructional Coach, Specialists (ESL, GT, Dyslexia)	Progress Monitoring Data	Goal 2.1.1; Goal 2.1.2; Goal 2.2.1	General Fund

School Professional Culture & Teacher Retention						
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
NTU and NTU follow up sessions	New Teaching Staff	C&I Director of Instruction, Campus NTU Coach	C&I Director of Instruction, GP NTU Teacher	Certificate of Completion	Goal 1.1.2	255 Title II, Part A
Coaching Support	Classroom Teachers	C&I Staff, Campus Administration, Coaching	Campus Instructional Coaches	Professional Goals Walkthroughs, Summative	Goal 1.1.2; Goal 2.2.3; Goal 3.2.1	255 Title II, Part A



		Opportunities		Conferences		
Focusing on Our Strengths & Teams	All Staff	Gallup Strengths Survey Books for New Staff	Jeff Mann	Completed Surveys	Goal 3.2.1	General Fund

Technology						
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
Teacher support for integration of digital learning resources for grade levels and content areas	Professional Staff	Technology Applications, Schoology, SAMR Model, Technology Tools , Collaborative Team Meetings	Campus Administration, CSISD Digital Learning Ambassador, & Coach, Campus DLA	Classroom Walkthrough Data, Teacher Surveys	Goal 4.1.1	General Fund



Social and Emotional Learning

PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
SEL Training Tier 1 for all campus staff including Conscious Discipline, Safe & Civil Schools (CHAMPS), & Restorative Practice (2 Minute Connection, Get to Know You Circles, Treatment Agreement & Pulse Meter)	Professional Staff	CSISD Director of School Improvement, CSISD Director of Student Services, Restorative Practices, Conscious Discipline, Safe & Civil Schools,	Campus Administration, Counselor	Office Referrals, Parent & Student Surveys, Teacher Feedback	Goal 3.1.1; Goal 3.1.2	General Fund
Character Strong	All Staff	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Character Strong Curriculum	Principal, Assistant Principal, Counselor, Classroom Teachers	Parent and Student Surveys	Goal 3.1.1; Goal 3.1.2	General Fund



Implement MTSS processes	Classroom Teachers	CSISD C&I and SPED Staff, CSISD MTSS Handbook, Data & SIT Meetings	Campus Administration, Counselor	Referrals, Data Team & SIT Monitoring Notes, Progress Monitoring	Goal 2.4.1; Goal 2.4.2	General Fund
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Mandated Training						
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result	Funding Sources
Mental Health First Aide Training	All Staff	State Training	Chrissy Hester, Student Services Director	Survey	Goal 3.1.2	State Funded
FERPA	All Staff	Comp Time	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund
Child Abuse Responsibilites	All Staff	Comp Time	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund
Child Abuse Awareness	All Staff	August PD (1 Hour)	Counselor	Sign In Sheet	Goal 3.1.2	General Fund
Bloodborne Pathogens, Severe Allergy Management,	All Staff	Comp Time 2 Hours	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund



Anaphylaxis						
Bullying & Suicide Prevention	All Staff	Comp Time 2 Hours	Eduhero	Certificate of Completion	Goal 3.1.2	GenGeneral Funderal Fund
Stop the Bleed	Professional Staff	Faculty Meeting (1 Hour)	C&I Director of Instruction	Sign In Sheet	Goal 3.1.2	General Fund
Cybersecurity	Professional Staff	Faculty Meeting	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund
Human Trafficking Awareness	Professional Staff	Faculty Meeting	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund
Drug & Alcohol Prevention (Substances)	Professional Staff	Faculty Meeting	Counselor Nurse	Sign In Sheets	Goal 3.1.2	General Fund
Trauma Informed Care	Professional Staff	Faculty Meeting	Counselor	Sign In Sheets	Goal 3.1.2	General Fund
T-TESS Updates	Professional Staff	August PD (1 Hour)	Campus Administration	Sign In Sheets	Goal 3.1.2	General Fund
Sexual Harassment for Educators	Paraprofessional Staff	August PD (1 Hour)	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund
Student Crisis Response Team	Paraprofessional Staff	August PD (1 Hour)	Campus Administration Counselor	Sign In Sheets	Goal 3.1.2	General Fund



			Nurse			
Seizure management	Paraprofessional Staff	August PD (1 Hour)	Campus Administration Nurse	Sign In Sheets	Goal 3.1.2	General Fund
Science Safety Training	Selected Teachers	1 Hour	Eduhero	Certificate of Completion	Goal 3.1.2	General Fund
Unlicensed Diabetic Care Assistance	Campus Team	½ Day PD	District Training	Sign In Sheets	Goal 3.1.2	General Fund
Seizure/Epilepsy Awareness Training	Campus Team	August PD	District Training	Sign In Sheets	Goal 3.1.2	General Fund
Seizure Training	Campus Team	1 Hour	District Training	Sign In Sheets	Goal 3.1.2	General Fund
AED/CPR Response Team	Campus Team	½ Day	District Training	Sign In Sheets	Goal 3.1.2	General Fund
Threat Assessment Team Training	Campus Team	½ Day	District Training	Sign In Sheets	Goal 3.1.2	General Fund
LPAC Team Training	Campus Team	½ Day	District Training	Sign In Sheets	Goal 3.1.2	General Fund

