

College Station Independent School District



**Annual District Improvement Plan
2015-16**

Executive Summary

The District Wide Educational Improvement Council considered a great deal of student performance data, results of the [2013-14 Texas Academic Performance Report](#) and other data as we crafted the new District Improvement Plan (DIP). The committee reviewed STAAR performance by student group and compared CSISD scores to overall state scores. We also examined the [CSISD Community Based Accountability system](#) which looks at data beyond standardized scores.

When we compared CSISD performance with our peers across the state, we met or surpassed the state on nearly every standard. In some areas, African American and Economically disadvantaged students performed below their state peers.

Students in grades 3-8 are assessed on the STAAR in the following subjects: reading (3-8), math (3-8), writing (4&7), science (5&8) and social studies (8). CSISD students outperformed their peers at the state level in nearly every subject and grade level in the All Students, Hispanic, and White student groups. CSISD economically disadvantaged students scored equal to or higher than economically disadvantaged students statewide on all subjects except science and social studies. However, African American students in some grade levels scored lower than their peers across the state and higher in others.

Another major focus of the district plan is ensuring that all student groups are not overrepresented or underrepresented in many of our educational programs. To that end we looked at the percentage of students in each student group (1) in advanced courses, (2) nominated for gifted and talented testing, and (3) referred for and receiving special education services. In advanced course participation, the percentage of Hispanic students, Economically Disadvantaged and African American students remained steady since last year. The percentage of students who are eligible for special education and are African American increased slightly from 28.1% in 2012-13 to 29.5% in 2013-14. The committee felt the district needs to continue making improvements in these areas, so they were included in the 2015-16 District Improvement Plan.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace. 2. Support the needs of diverse learners as they engage in rigorous coursework. 3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.
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Activities	Person(s) Resp	Resources	Timeline
A. Continue the alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas (with an emphasis on science).	- C&I Directors	- Staff Time - Local funds	July-June
B. Provide staff development for teachers that focuses on best instructional practices (such as the UDL, Principles of Learning, the Workshop Approach, AVID and differentiated instruction models) with an emphasis on student learning/ effective teaching.	-C&I Directors -Campus Principals	-Title II Part A - Local funds -Title III -State ESL/Bilingual	July-June
C. Support campus staff in the SIT & RTI processes	- Dir of Instruction - Dir of Special Svcs	- Staff Time	July-June
D. The district will improve ease-of-use with the online student data repository and reporting system to support Response-to-Intervention.	- Dir of Technology	- Staff Time	July-June
E. Provide additional support for the bilingual program on Title I Campuses through the use of bilingual instructional coaches .	Director of Special Programs	Title I Funds- \$140,000	Aug.-May

Evaluation	<p>Texas Academic Performance Report and Community-Based Accountability items (below) at the following link:</p> <ul style="list-style-type: none"> - Percentage of students passing (by group) 5th and 8th grade science STAAR; improve performance for ESL students - Reduce achievement gaps between white students and African American, Hispanic, and economically disadvantaged students. - Reduce disproportionality of African American students in special education - Graduation rates meet or exceed state rates - SAT/ACT scores for college readiness - Advanced placement and dual credit - Certification and licensures for students - Increased number of students with disabilities served in general education classrooms
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Goal 2 Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.

Objective(s)

1. Provide opportunities for students to become fluent in and adapt to a variety of technologies.
2. Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce.
3. Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student.

Activities		Person(s) Resp	Resources	Timeline
	A. Provide staff development for teachers that focuses on best instructional & learning practices including but not limited to: UDL, Principles of Learning, technology, the Workshop Approach, AVID and differentiated instruction models.	- C&I Directors	- Staff Time - Local funds	July-June
	B. The district will provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities and technical schools.	- Director of Student Services	- Staff Time - Local funds	July-June
	C. The district will provide students with the flexibility to customize their learning and maximize opportunities and options by offering the Foundation Plan with endorsements.	- Dept Superintendent for C&I	- Staff Time - Local funds	July-June
	D. Place importance on the use of instructional technology by providing all teachers with technology training (professional development in August).	-Director of Instruction and Instructional Technology Coordinator	-Local funds -Staff Time	August; additional sessions offered year-round

Evaluation

- Students participating in extra- and co-curricular activities
- Number and variety of endorsements offered and student certifications earned
- Enrollment in PBL & Flipped courses, clubs and organizations
- Implementation of the workshop model for ELA and Math instruction
- Number and variety of professional development opportunities for staff
- See the links for the staff development calendar [here](#) and to CBA [here](#)

Goal 3	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all CSISD employees meet the social/emotional needs of our students. 2. Ensure that the school environment is safe and conducive to learning. 3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally. 4. Nurture relationships among staff to promote personal and professional growth. 5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.
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Activities	Person(s) Resp	Resources	Timeline
A. Support <u>social-emotional learning</u> through district and campus teams, training, and resources.	- Director of Instruction	-Staff Time, Title 2 Funds	August-June
B. Continue provision of monthly Crisis Prevention Institute training to ensure that staff have adequate instruction on de-escalation techniques and appropriate management of crisis situations.	- Exec Director of Special Svcs	- Staff Time - Local funds	August-June
C. The district will continue to update the district crisis management plan to comply with NIMS (National Incident Management System) guidelines	- Director of Facilities	- Staff Time	August-June
D. Each campus safety team will review and change (if needed) its Emergency Operations Plan at least annually	- Director of Facilities	- Staff Time	August-June
E. Review Safety Audit recommendations and implement as appropriate	- Director of Facilities	- Staff Time	August-June
F. District and campus administrators will review data at the end of each six weeks based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, number of placements in the LEAP program, reasons for placements in the LEAP program, and number of physical restraints	- Director of Student Services	- Staff Time	Sept 2015
G. CSISD will be consistent in applying disciplinary consequences across campuses and grade levels	- Director of Student Services	- Staff Time	August-June
H. Continue to develop and/or implement positive behavior intervention and supports [PBIS] (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals and to address behavioral RTI needs	- Director of Instruction and Leadership - Director of Special Services	-Title II Part A	August-June
I. Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	- Director of Student Services	-Staff Time	August-June
J. Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental differences	- Director of Instruction and Leadership - Director of Student Services	-Title II Part A -Staff Time	August-June August-June

<p>K. At the District and Campus levels, administrators will review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs</p>	<p>- Director of Instruction and Leadership</p>	<p>- Title II Part A</p>	<p>August-June</p>
<p>L. The district will provide support for the students at risk of dropping out of school by providing supplemental instruction through instructional resources and staff development resources, including through an alternative education program.</p>	<p>- Director of Student Activities</p>	<p>-Staff Time</p>	<p>August-June</p>
<p>M. School Health Advisory Council will continue to meet and evaluate District health needs/practices.</p>			

Evaluation

- Safety and security processes are established
- Discipline and referral data will be reflective of student population with no significant disproportionalities noted
- Evidence of Conscious Discipline and CHAMPS implementation across campuses
- **Resources provided related to Social Emotional Learning (SEL)** campus teams

Goal 4 Empower families and the community to be full partners in students' educational success.

Objective(s)

1. Provide opportunities for families to support their children in the learning process.
2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.

Activities		Person(s) Resp	Resources	Timeline
	A. Connect families and the community to opportunities to expand their involvement	- Dir. of Communications	- Staff Time - Local funds	July-August
			- Federal funds: Title I, Title III	July-June
	B. The district website, SchoolMessenger and district social media outlets will be used to actively communicate with families and community members.	- Dir. of Communications	- Staff Time	July-June
	C. Campus and District Improvement Committees will be representative of district demographics.	-Dept Supt C&I	- Staff Time	July-June
	D. Campuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with families and community members.	- Principals	- Staff Time - Local funds	
	E. Maintain communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress.	- Dir. of Communications	- Staff Time - Local funds	
	F. The district website, SchoolMessenger and district social media outlets will be used to actively communicate with families and community members.	- Dir. of Communications	- Staff Time - Local funds	

Evaluation

- Usage statistics **(24/7, CSISD Connect, Twitter, Facebook, HAC, Number of volunteers)** show evidence of use
- Number and variety of opportunities for community and family engagement and involvement in student success
- Participation in Leadership CSISD and other district level committees
- Campuses use a variety of methods to communicate with parents, see [CBA](#)
- Title I Campus Survey results

Goal 5 Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.

Objective(s)

1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results.
2. Comply with all state and federal requirements.

Activities	Person(s) Resp	Resources	Timeline
<p>A. College Station ISD will continue to develop and refine a <u>meaningful accountability system</u> that measures what this community believes is important. Community-Based Accountability System will address</p> <ul style="list-style-type: none"> • Fine arts • Wellness and PE • Community and parent involvement • 21st century workforce development • Second language acquisition • Digital learning environment • Dropout prevention strategies • Gifted and talented programs • Reporting and policy requirements • Qualified staff • Scope & sequence • Choice in learning • Literacy and mathematics • College ready • Financial resources 	- Superintendent - Exec Dir Account	- Staff Time	July-August
<p>B. The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.</p>	-Exec Dir Account	-Staff Time	July-August
<p>C. Title I, Part A campuses will implement the ten components of a school-wide campus to maximize student learning and achievement</p>	--Dept Supt C&I	-Title I funds (\$ amount to be filled in later)	July-August
<p>D. Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	-Dept Supt C&I	-State Comp Ed Funds (\$ amount to be specified)	July-August
<p>E. The human resources office, in collaboration with the campus principals, will work together to insure that all teachers meet highly qualified status as defined in NCLB.</p>	-Dept Supt Business		
<p>F. All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .</p>	-Director Business Services	-IDEA -CTE -TITLE I -TITLE II -TITLE III -Head Start ask D. Parks (\$ amount to be filled in later)	

Evaluation

- Community-based assessment [results](#)
- State and federal accountability system results
- State and local assessment results.
- Title I components clearly specified in Campus Improvement Plans.
- Policy and Procedures manuals created

All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 inservice days during the school year for all instructional staff members.

Specific days are designated as District days and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are noted on the [district calendar](#).

New Teacher University

- College Station ISD conducts a three day New Teacher University (NTU) professional development each August prior to district-wide days. NTU is for all teachers new to the district and in-district teachers who have completed their first year of teaching. It is recommended that new administrators attend specifically identified sessions of NTU. Additional days of training (2-4) occur during the school year. For these trainings teachers are assigned to groups based on their years of teaching experience. Instructional Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff who are in their first year of teaching.

New Employee Orientation

- New Employee Orientation is for all new instructional employees and instructional support personnel, including instructional paraprofessionals. Please contact Human Resources at 979-764-5411 for more information.

Gifted and Talented

- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of employment.
- The District also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

Bilingual/ESL

- All Bilingual/ESL teachers must have training in Language Proficiency Assessment Committee (LPAC) procedures.
- All Bilingual/ESL teachers must have training in the Texas English Language Proficiency Assessment system (TELPAS).
- All Bilingual/ESL teachers must have training in the English Language Proficiency Standards (ELPS).

Special Education

- State Law requires that every instructional staff member receives Special Education training annually. District inservice meets this requirement. Staff certified in Crisis Prevention Intervention (CPI) must recertify every two years. All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Contact the Director of Special Services for specific training requirements.

Dyslexia Specialists

- Contact the Coordinator of Special Services for specific training requirements.

Extra-Curricular Activity Sponsors and Staff

- Teachers who are responsible for extra-curricular activities are required to complete Cardio-Pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training every other year.

For a more detailed list of [professional development sessions](#), please click link [here](#).

College Station Independent School District

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RATINGS BY INDICATOR

CORE COMMITMENT: CSISD will...provide a challenging, relevant, engaging and aligned curriculum.

The core business of any school district is teaching and learning. In order for students to learn at their highest levels and for teachers to be most effective, a guaranteed and viable curriculum must be in place. CSISD has worked to develop scope and sequences in several areas along with other supporting documents and materials.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	Notes
Scope and Sequence documents: English/Language Arts (Scope and sequence K-6th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span CSISD and all campuses	Supporting resources are available to teachers	No documents	Individual campuses use the district measure and receive the district rating.
Scope and Sequence documents: Mathematics (Scope and sequence K-12th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span CSISD and all campuses	Supporting resources are available to teachers	No documents	Individual campuses use the district measure and receive the district rating.
Scope and Sequence documents: Science (Scope and sequence K-8th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span CSISD and all campuses	Supporting resources are available to teachers	No documents	Individual campuses use the district measure and receive the district rating.
Scope and Sequence documents: Social Studies (Supporting materials)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span CSISD and all campuses	Supporting resources are available to teachers	No documents	Individual campuses use the district measure and receive the district rating.

Part of providing a relevant and engaging curriculum is providing students choice in their learning. At the elementary through middle school level, choice can be achieved through the workshop method of instruction.

At the high school level the district is actively increasing the types of instructional arrangements for various classes. More and more classes are being taught in a traditional manner and offered in a non-traditional style: Problem-based learning (PBL), Flipped Instruction, Online Instruction, or a blended model.

Ratings by Indicator

Staff Indicators

Curriculum Indicators

Academic Services & Programs Indicators

Community Involvement Indicators

Financial Responsibility Indicators

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	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	Notes
Percentage of Reading/ELA teachers using the workshop method consistently in grades K-8 based on self-report	K-4: 80% or more College Hills Forest Ridge South Knoll SW Valley 5-8: 60% or more CSMS Oakwood K-8: 70% or more	K-4: 70-79% Creek View Greens Prairie Pebble Creek Rock Prairie 5-8: 40-59% Cypress Grove K-8: 50-69% CSISD	K-4: 60-69% 5-8: 30-39% AMCMS K-8: 35-49%	K-4: < 60% 5-8: < 30% K-8: < 35%	Baseline year Not applicable to High Schools.
Number of course offerings in grades 9-12 that offer nontraditional delivery methods (PBL, Flipped, Online)	District 15 or more offerings Campus 8 or more offerings Timber Academy	District 10 or more offerings Campus 5 or more offerings	District 2 or more offerings CSISD Campus 1 or more offering AMCHS CSHS	None	Grades 9-12 Only
Number of students registering for one or more non-traditional classes in grades 9-12. Comparing 2013-14 to 2012-13	10% Increase CSISD AMCHS CSHS Timber Academy	5% Increase	Less than 5% increase in number of students	Decline in number of students	46 total 13-14; 172 total 14-15

A challenging, relevant, engaging and aligned curriculum should help prepare students for success in the classroom. While success in all subjects is important, we have identified several key markers in literacy and mathematics that are crucial for future success.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	Notes
Percentage of students reading at or above grade level at the end of 1st grade	100-90%	80-89% Creek View Greens Prairie Rock Prairie South Knoll	70-79% CSISD (76.6%) Forest Ridge Pebble Creek	Less than 70% College Hills SW Valley	Elementary Campuses Only
Percentage of students passing 3rd grade reading STAAR	95% or Greater	90% to 95% SW Valley	80% to 89% CSISD (83%) Creek View Forest Ridge Greens Prairie Pebble Creek Rock Prairie South Knoll	Less than 80% College Hills	Elementary Campuses Only
Percentage of students in 7th Grade scoring a combined 5 or higher on the STAAR Expository composition	70% or Greater	50% to 70% AMCMS	35% to 50% CSISD (49%) CSMS	Less than 35%	Not applicable for Grade K-4 and 9-12 Campuses
Percentage of 2nd grade students scoring average or above on the end of year Texas Early Math Inventory (TEMI-PM)	100-90%	80-89% CSISD (80%) Greens Prairie Rock Prairie SW Valley	65-79% College Hills Creek View Forest Ridge Pebble Creek South Knoll	Less than 65%	Elementary Campuses Only
	95% or Greater	85% to 94%	75% to 84%	Less than 75%	

Percentage of students passing 5th grade Math STAAR	Cypress Grove	CSISD (92%) Oakwood			Not applicable for Grade K-4 and 9-12 Campuses
Percentage of students passing Algebra I EOC	95% or Greater AMCMS CSHS CSMS	90% to 95% CSISD (91%)	80% to 89% AMCHS	Less than 80% Timber Academy	Not applicable for Grades K-6 Campuses

A challenging, relevant, engaging and aligned curriculum should help prepare students for success in college. We want our students to be prepared for college, persist in attending, and ultimately graduate.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	Notes
Percentage of College Ready Graduates in both ELA and Math	80% or greater	65% to 79% CSISD (77%) AMCHS	55% to 64%	Lower than 55%	AMCHS only this year. Not applicable to Timber Academy due to small sample size.
Average SAT/ACT score - choose higher ranked test	ACT 23.0 or greater or SAT 1600 or greater CSISD (ACT-23.3; SAT-1618) AMCHS	ACT 21.5 to 22.9 or SAT 1500 to 1599	ACT 20.0 to 21.4 or SAT 1400 to 1499	ACT < 20 or SAT < 1400	Not Applicable for Grades PK-8
Number of graduating seniors earning scholarships	District 200 or more CSISD (205) Campus 100 or more AMCHS	District 160 – 199 Campus 80-99	District 120 – 159 Campus 60 to 79	District < 120 Campus < 60	AMCHS only this year (CSHS did not have a graduating class)
Higher Ed persistence rate: students enrolled in Texas Higher Education completing one year without remediation	80% or greater CSISD (82.8%) AMCHS Timber Academy	70-79%	60-69%	Less than 60%	Comprehensive HS receive campus rating All others receive District Rating only
6-year college graduation rate for CSISD students					Baseline Year Report Only
Graduates Enrolled in TX Institution of Higher Education(IHE)	70% or greater AMCHS	65-69% CSISD (67.3%)	58-64%	Less than 58%	Comprehensive HS receive campus rating All others receive District Rating only



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District Staff Development Plan 15-16

	Instructional Support/PD	Social/Emotional Support/PD	Physical Support/PD
August	*You Matter Conference (technology and instruction) for PK-1 DL Teachers Estrellita	You Matter Conference Crisis Prevention Institute	AED/CPR training for all school safety teams, coaches and sponsors traveling with students
September	AVMR Course 1 Training (K-2) Science Leadership Team (K-8)	Crisis Prevention Institute	
October	AVMR Course 1 Training (K-2) AVMR Course 1 Training (K-2) Science Campus Leaders (K-5)	Social-Emotional Leadership Team Mtgs. Crisis Prevention Institute	
November	Ongoing Math PD (K-8) Science Campus Leaders (K-5) Universal Design for Learning	Crisis Prevention Institute	
December	Science Campus Leaders (K-5)	Crisis Prevention Institute	
January	Ongoing Math PD (K-8) Science Campus Leaders (K-5)	Crisis Prevention Institute	
February	Science Campus Leaders (K-5) Universal Design for Learning	Crisis Prevention Institute	Health care provider training for the all nurses
March	Ongoing Math PD (K-8)	Social-Emotional Leadership Team Mtgs.	
April	Science Campus Leaders (K-5) Science Campus Leaders (K-5)	Crisis Prevention Institute	
May	Ongoing Math PD (K-8) Science Leadership Team (K-8)	Crisis Prevention Institute	
June	Summer Admin. Leadership Institute Tech Tuesday AVMR Course 1 Training (K-8)	Summer Admin. Leadership Institute	Summer Admin. Leadership Institute
July	Ongoing Math PD (K-8) Tech Tuesday		