

College Station Independent School District

Annual Campus Improvement Plan for
Forest Ridge Elementary School
2019-2020



Board Approval Date: DRAFT

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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Executive Comprehensive Needs Assessment Summary

| Areas Examined | Summary of Strengths (What Strengths were identified?) | Summary of Needs (What needs were identified?) | Priorities (What are the priorities for the district?) |
|----------------------------|--|---|--|
| Demographics | <p>Forest Ridge serves over 655 students. Our student population summary includes:</p> <p>African American: 13.58% Hispanic: 15.11% White: 61.98% HL is English White: 3.51% HL is Arabic Asian: 14.80% Multi-Ethnic: 1.37% Economically Disadvantaged: 30.38% English Language Learners: 12.97% ESL: 10.99% Special Education: 17.09% Special Education Speech Only: 9.31% GT: 7.93%</p> | <p>Culturally Responsive practice and training is needed to address instructional needs of African American, Hispanic, economically disadvantaged, special education and English language learners. Focus needs to be intentional each day to acknowledge, embrace and celebrate diverse cultures – including both sameness and differences - within our school community of learners. Over 26 different languages are represented at FR so practical, research-based, community-building resources for working with culturally and linguistically diverse children to bring about equity and inclusion are needed.</p> | <p>Respect and leverage the diversity that exists in our community and school to provide high quality learning for all students. Increase educator proficiency to respond to the diverse needs of our community of learners. Provide targeted supports through additional resources and professional learning so that we can build on identified strengths to decrease achievement gaps in individual student groups in the areas of reading, math, and writing.</p> |
| Student Achievement | <p>Over 84% of students at Forest Ridge Elementary perform at or above the state and district averages in reading, math, and writing (STAAR data) which is a 4% increase from last year's scores .</p> <p>Based on data from the 4th 9 weeks Reading Level expectations, Forest Ridge reports that 85% of our students were at or above grade level expectations in grades K-4.</p> <p>According to EOY TEMI data, 91% of</p> | <p>This year we met standards for student groups in the domains of both Academic Achievement and Growth. We would like to continue to make consistent gains in all domains, specifically with underperforming student groups (African American, economically disadvantaged, and special education students) for reading, math, and writing. In addition, We we will continue to focus on academic growth for students moving from third to fourth grade to increase from approaches and meets to masters in reading and math. As well as move from approaches and meets grade level standards to</p> | <p>Provide early intervention at K – 3rd grade to ensure all learners are meeting expectations with literacy and math. Continue to expand our knowledge base of workshop model to strengthen our instructional practices in the areas of balanced literacy, guided reading, and guided math. Continue to refine the co-teach model in special education and Tier II and III interventions by classroom teachers and interventionists to provide exposure and direct learning opportunities with on grade level content and standards. Focus on vertical alignment in vertical teams in all core areas to better</p> |

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| | K-2nd students were at or above grade level expectations and according to EOY ESTAR data, 91% of 3-4 students were at or above grade level expectations. | master grade level standards in writing. | understand vertical progressions, the depth and complexity of the standards, and gain an understanding of how to scaffold and extend instruction for all student groups. |
| Curriculum and Instruction Documents | Core classroom teachers plan, create, and implement meaningful and relevant instruction through the use of district curriculum documents with a focus on transfer goals, enduring understandings, essential questions, assessments, and resources. Five campus representatives are also involved in the district curriculum writing process across multiple subject areas. | Continue to learn the UbD process to effectively utilize curriculum documents in creating meaningful and relevant instruction. Provide opportunities for vertical and horizontal alignment across grade levels and subject areas that promote curriculum conversations. | Access new district resources referenced in curriculum documents including textbook adoptions and technology resources. Familiarize and learn curriculum document changes including new state standards. Integrate performance assessment tasks into one unit as outlined in subject area curriculum documents. |
| Culture and Climate | Forest Ridge maintains a welcoming, loving, and safe environment where staff members are highly invested in our families and students. We have built expectations through positive behavior interventions and supports (PBIS), focused on Social Emotional Learning (SEL), CD, Champs, Boys Town – Girls Town, Restorative Practices and use RTI to offer academic and behavioral support. | We have found that traditional systems work for compliant children. Therefore, a continued need for Restorative Practices and Collaborative and Proactive Solutions will help guide the response to conflict and harm with an impact on repair. We will continue to build formal and informal processes to restore and build relationships while also cultivating leadership capacity in all students. | We will create a cooperative and respectful school environment where students, parents, and teachers' voices are heard as we walk through behavioral issues together. We will continue to strengthen our school climate and culture through the implementation of collaborative and proactive solutions and restorative practices such as: social behavior mapping, expected and unexpected behavior, choice language, treatment agreements, 90 second positive spark plan, GTKY circles, 2-minute connections, 60 second relate break, relational meters and check ins. |
| Staff Quality and Retention | 100% of the staff at Forest Ridge are highly qualified. Forest Ridge recruits strong staff members who are mostly proficient or higher on T-Tess/ATR evaluations. We had one teacher position to fill for the 2019-2020 school year, so | Leadership capacity is fostered and shared through self-selected topics and interest groups to address identified issues and issues as they emerge. Results based coaching is provided to assist educators in the development of | Provide opportunities for staff collaboration and teamwork through various design teams and experiences such as: <ul style="list-style-type: none"> • Informal conversations |

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| | our turnover rate was minimal. All staff members engage in professional goals and learning through collaboration and teacher led inquiry. These processes build leadership and allow our staff to gather information and problem solve together to meet student needs. | thinking, problem solving and moving educational practices to a higher level. Everyone learns and grows. | <ul style="list-style-type: none"> ● Joint Work ● Intact Teams ● Grade Level Teams ● Vertical Teams ● Content Area Teams ● Interest Groups ● PLCs ● Faculty Meetings and Professional Development |
| Technology | Forest Ridge teachers regularly integrate technology into their practices to enhance student learning and to use tools that extend student experiences beyond the walls of the classroom. | <p>Continue educator training in the area of authentic technology integration to support student learners in all areas.</p> <p>Introduce HOONUIT – Professional Development Platform</p> <p>Forest Ridge staff will continue to utilize student management and curriculum systems (Schoology and Mizuni). Staff will receive ongoing training for each and supported by the CTF, computer assistant and others as they grow into the consistent use of the programs.</p> | <p>The district wishes to have a technological system that is current, secure, and easy to use. Training teachers in systems that strengthen planning, providing accurate feedback to students, assist with monitoring and adjusting instruction by easy access to data will increase efficiency and ability to collaborate and share resources on a much broader scale.</p> <p>Continue to utilize our CTF in order to provide educator support in meaningful ways.</p> |
| Family/Community Involvement | Forest Ridge has overall strong parental support. Concrete efforts are made through community events and home visits, in neighborhoods that are not as well represented, to continue to build strong relationships with our families. | Continue to reach out to parent groups with underrepresentation to gather input on how they feel they would like to support the school in supporting their children. Strengthen information about curriculum and instruction through social media access. Increase use of Facebook and Twitter to help tell the campus story and celebrate successes. | Facilitate school wide events including: parent/community participation (Fall Fest, Conference Day, Fall Sing Along, Book Fairs, Grandparent’s Day, Dogs with Dads, Spring Sing Along, Spirit Nights, VIPS Luncheon, Multicultural Celebrations). Participate in outreach activities to partner with parents and community members (Stuff the Bus, Relay for Life, Spirit Nights, Dance-a-thon, 50 Men, Fall Fest, Kids Heart Challenge, Food Drives, Boys/Girls Scouts, Veteran’s |

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| | | | Day, Neighborhood Events). Communicate student academic progress and upcoming school and community events in Monday folders, timely conferences, notes, progress reports, phone calls, E-school, and Schoology. |
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Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Reading Levels
- PBMAS Report
- Failure Rates
- Dyslexia Screeners
- TPRI
- Spelling Inventory
- Sentence Dictation
- AVMR
- Special Education
- Curriculum Documents
- ESTAR
- TEMI
- District Benchmark Assessments
- CBMs, K-1 checklist
- Attendance
- CSISD Vision
- Technology Input from Teachers
- PEIMS Discipline
- Demographics
- Counselor Input
- GT Identification
- Professional Development
- MAP Assessment
- Staff Health Inventory
- TELPAS and OLPT
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- RTI notes and process

| Goal: 1 | | | | Recruit, develop, and retain qualified and dedicated staff. | | | | | |
|---|--|---|-------------------------|---|--|-------------------|------|-----|-------------------------------------|
| Objective: 2 | | | | Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap and retain teachers at higher cultural and linguistically diverse campuses. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Coaching will be designed and provided to support strategies for gaining clarity of intention and getting results by building ongoing professional relationships. | Administration Instructional Coach Teacher Leaders | Teacher Goals T-Tess, ATR, and Alternative Evaluations Classroom Walk-throughs Formal and Informal Conversations Coaching Cycle | Fall 2019 - Spring 2020 | All students | Measured success of professional goals that are solution focused, planning focused, and reflection focused | | | | Title 2 Funds |
| Attend Results Coaching and Follow-Up Training for key campus staff members. | Administration Instructional Coach | Results Coaching training provided by the district <i>Book: Results Coaching The New Essential for School Leaders</i> | Fall 2019 | All students | Session feedback Sign-In Sheets Planning Conversations – Formal and Informal T-TESS/ATR summative | | | | Title 2 Funds |

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| Facilitate ongoing data talks with educator teams in order to be proactive with individual needs of learners including both intervention and extension of student learning. | Administration Counselor Interventionists Classroom Teachers | Faculty Meetings Team Planning Meetings Grade Level Meetings SIT Meetings | Aug 2019 - May 2020 | All Students | State, District, Campus Assessments Learner achievement data | | | | |
| Implement effective strategies learned through professional development to address cultural capital and achievement and close the learning gap with identified student groups. | All Staff | Team Planning Staff Development Faculty Meetings | Aug 2019- May 2020 | Underrepresented student groups | Sign in sheets Campus Training Agendas Walkthrough Data Lesson Plans Grade Level Meetings Idea and resource sharing through google drive | | | | |
| Facilitate campus improvements by building capacity for leadership and creating collaborative problem solving teams that can impact future growth. | Administration Interventionists Team Leaders Instructional Coach Counselor | Team Planning Staff Development Monthly Meetings <i>Book: Dream Team: A Practical Playbook to Help Innovative Educators Change Schools</i> | Aug 2019 - May 2020 | All students | Meeting agendas and minutes Sign in sheets Campus Training | | | | |

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| Goal: 1 | | | | Recruit, develop, and retain qualified and dedicated staff. | | | | | |
|---|---|---|---------------------|--|---|-------------------|------|-----|-------------------------------------|
| Objective: 3 | | | | Provide professional development that is responsive to individual needs of stakeholders | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| A focus on the renewal of foundational knowledge of balanced literacy approach, shared and guided reading and writing, utilizing workshop instructional model to strengthen our learning frameworks in all content areas. | Administration Instructional Staff Leaders Interventionists | Campus Resources | Aug 2019 - Dec 2019 | All students | Lesson Plans Classroom Observations Conversations Team Planning (vertical and horizontal) | | | | |
| Professional development will include a focus on guided reading and guided math as a way of strengthening the acquisition of fundamental skills necessary for proficient reading and math processes. | Administration Instructional Staff Leaders Interventionists | Campus Resources | Jan 2020 - May 2020 | All students | Lesson Plans Classroom Observations Conversations Team Planning (vertical and horizontal) Growth and data points from informal and formal assessments | | | | |
| Based on the beliefs of the National Writing project and research about how children learn to write we will revisit and work to increase a knowledge base on the | Literacy interventionists Special Education Teachers | Gretchen Bernabei's Work Book: <i>Fun-Size Academic Writing for Serious Learning</i> | Aug 2019 - May 2020 | All students | Conversations Observations Team Planning | | | | |

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| foundational process of choosing topics and text structures to build reflective, confident writers across grade levels and disciplines. | ELA Teachers All Other Teachers | Book: <i>Grammar Keepers</i> Book: <i>Text Structures from Nursery Rhymes</i> | | | Teacher goals | | | | |
| Professional learning sessions will focus on restorative practices to build self-regulated learning and behavior, as well as remediation vs. the acceleration of learning with the co-teach model in mind. | Administration SEL Team Co-teach Partners | Professional Development Faculty Meetings | Aug 2019- May 2020 | All Students | Conversations Observations Student Growth Measures | | | | |
| Professional learning opportunities that will enhance our understanding of Response to Intervention with a focus on tier 1 and tier 2 teacher roles and classroom interventions. | Administration Instructional Staff Leaders Interventionists | District RTI Portal Campus Resources | Aug 2019 - May 2020 | All Students | T-tess Data Student Achievement and growth monitoring data SIT Notes | | | | |
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| Goal: 2 | | | | Provide a challenging, relevant, engaging and aligned curriculum. | | | | | |
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| Objective: 1 | | | | Design robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Core classroom teachers will implement the district curriculum in all core subjects. | Administration interventionists Grade Level Teachers | Curriculum Documents Time C&I guidance and support | Aug 2019- May 2020 | All students | Lesson plans Planning documents | | | | |
| Create and implement a planning schedule to allow time for meaningful and relevant instructional planning through the use of district curriculum documents with a focus on transfer goals, enduring understandings, essential questions, assessments, and resources. | Administration Interventionists Grade Level Teachers | Curriculum Documents Time C&I guidance and support | Each nine weeks | All students | Planning documents Curriculum conversations and feedback | | | | |

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| Collaborate and adjust campus master schedule using the district designated minutes for each core curricular area . | Administration Grade Level Teachers Interventionists SPED teachers | Master planning schedule | Aug 2019 | All students | Master schedule document | | | | |
| A focus on the renewal of foundational knowledge of balanced literacy approach, shared and guided reading and writing, utilizing workshop instructional model to strengthen our learning frameworks in all content areas. | All Staff | Campus Staff Development Team Planning | Aug 2019 - May 2020 | All Students | Lesson plans and resources Planning documents Curriculum conversations and feedback | | | | |
| Provide opportunities for vertical and horizontal alignment across all core subject areas and grade levels. | Administration Interventionists Grade Level Teachers | Curriculum Documents and Resources Time | Aug 2019- May 2020 | All students | Planning documents Curriculum conversations and feedback Lesson Plans and resources | | | | |

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| Goal: 2 | | | | Provide a challenging, relevant, engaging and aligned curriculum. | | | | | |
|---|---|---|---------------------|--|--|--------------------------|-------------|------------|--|
| Objective: 2 | | | | Use a variety of data to ensure strong Tier I instruction | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Classroom teachers, SPED, interventionists and administration will utilize Mizuni to analyze student performance data. | Administration Interventionists Classroom teachers | Sit Notes Progress monitoring on students | Aug 2019 - May 2020 | All Students | T-Tess Data Student Achievement and growth monitoring data Sit Notes | | | | |
| Staff will analyze data to make instructional adjustments, and professional development and intervention decisions for each student using MAP. (Sources that also support the data analysis process: running records, TPRI, AVMR, CBMs, Benchmarks, dyslexia screeners, science assessments) | Administration interventionists Instructional Coach Classroom teachers | Formal and informal assessment data LLI AVMR EStar Benchmarks Running Records TPRI/TEMI | Aug 2019 - May 2020 | All students | T-tess Data Student Achievement and growth monitoring data | | | | |

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|--|--|---|---------------------|--------------------------------------|--|--|--|--|--|
| Create and implement intervention plans that address closing gaps and growth measure for school progress that fall under additional targeted support. | Administration interventionists Classroom teachers | Staff Development Planning Time | Aug 2019 - May 2020 | Underrepresented groups | STAAR Progress | | | | |
| Support staff in the creation of targeted, measurable interventions | Administration interventionists Classroom teachers | Interventions Time Flexibility in scheduling Continued Staff Development | Sep 2019- May 2020 | All Students in need of intervention | Student growth as measured by interventions SIT Notes | | | | |
| Utilize anecdotal notes, informal and formal observations and assessments from guided math and reading lessons to make informed decisions about student needs, progress, and interventions in the classroom setting. | All Staff | Guided reading and math resources Anecdotal notes Informal and formal assessments | Sep 2019- May 2020 | All students | T-tess Data Student Achievement and growth monitoring data SIT Notes | | | | |
| A review of foundational knowledge of Response to Intervention with a focus on tier 1 and tier 2 teacher roles and classroom interventions. | All Staff | District RTI Portal Campus Resources | Aug 2019 - May 2020 | All Students | T-tess Data Student Achievement and growth monitoring data SIT Notes | | | | |
| √ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue | | | | | | | | | |

| Goal: 2 | | | | Provide a challenging, relevant, engaging and aligned curriculum. | | | | | |
|--|--|--|-------------------|--|---|-------------------|------|-----|-------------------------------------|
| Objective: 3 | | | | Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Provide training on the use of technology in the classroom as a learning enhancement while also being mindful of digital safety and responsibility. | Administration interventionists Instructional Coach CTF | Digital Resources including textbook adoptions | Aug 2019-May 2020 | All Students | Observation Data Program Usage | | | | |
| Utilize and maximize the use of campus and district available technology software, equipment, and resources to enhance instruction and professional development. | Administration interventionists Instructional Coach CTF | Available technology resources, equipment, and software (i.e. schoology, mizuni, hoonuit, MAP, nearpod, ipads, computers, dot and dash robots, smartboards, ladybug) | Aug 2019-May 2020 | All students | Observation Data Program Usage Technology Surveys | | | | |
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| Goal: 3 | | | | Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential. | | | | | |
|--|--|---|---------------------|---|--|-------------------|------|-----|-------------------------------------|
| Objective: 1 | | | | Expand learning options within the district. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Instructional design will include opportunities for student choice, higher level questioning, creativity, technology, STEM integration, and time and structure for students to work on passion projects integrating curriculum to study independently or in groups with teacher support (i.e. Genius Hour). | Administration Interventionists Teachers | Materials for activities Planning Time | Aug 2019 - May 2020 | All Students | Student Feedback Student Progress Teacher feedback | | | | |
| Empower student learners and leaders by facilitating opportunities for community involvement, stewardship, and responsibility. (i.e. BRAVE, FLIP, Reading Buddies, Kids Heart Challenge, Lemonade Day, Food Drives, Falcon Pride Day, Camp Champs, Student Mentors, Recycling at the Ridge, Stage Crew, Student Event Leaders, Leaders R Us Conference) | Administration Teacher Leaders Student Leaders | Community Leaders Parent Volunteers Local Businesses Nonprofit Organizations | Aug 2019- May 2020 | All Students | Student Feedback Student Progress Teacher feedback Community Feedback | | | | |

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

| Goal 3: | | | | Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential. | | | | | |
|--|--|---|---------------------|---|---|-------------------|------|-----|-------------------------------------|
| Objective: 2 | | | | Develop a system of supports for students' social-emotional needs. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Provide SEL training for campus staff to address Tier 1 supports that focus on whole child wellness, intentional relationships, and social skills development including Restorative Practices and Collaborative and Proactive Solutions. | Administration Counselor All Staff | Social-Emotional Curriculum Class Time Professional Development | Aug 2019 - May 2020 | All students | Teacher feedback Referral Data Classroom Observations | | | | |
| Review and revise common area expectations and procedures including school safety with a primary focus on dismissal and bus protocols. | Administration Safety Team SEL Team Staff | Important Book Professional Development | Aug - Oct 2019 | All Students | Meeting Agenda Notes Feedback | | | | |

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

| Goal 3: | | | | Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential. | | | | | |
|--|--|---|---------------------|---|--|-------------------|------|-----|-------------------------------------|
| Objective: 3 | | | | Improve outcomes for students receiving special education services. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Provide time for resource teachers and general education teachers to collaboratively plan and write IEP goals that align to high priority learning standards and CSISD curriculum. | Administration Sped Teachers General Ed teachers | Planning Meetings Vertical Alignment | Aug 2019 - May 2020 | Sped students | IEP goals Progress monitoring Student work samples | | | | |
| Continue to expand and refine the co-teach model to provide exposure and direct learning opportunities with on grade level content and standards. | Administration Sped Teachers General Ed teachers | Planning Meetings | Aug 2019 - May 2020 | Sped Students | IEP goals Progress monitoring Student work samples | | | | |
| √ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue | | | | | | | | | |

| Goal 4 | | | | Create classroom and campus cultures that involve each family. | | | | | |
|--|--------------------------------|-----------|---------------------|---|----------------------|-------------------|------|-----|-------------------------------------|
| Objective 1 | | | | Increase family involvement in district and campus activities and opportunities. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Recruit, advertise, and invite parents to Meet the Teacher, Ready for the Ridge, Future Falcon Family Night and Parent Orientations. | All Staff PTO President | Time | Aug 2019 | All students | Attendance of events | | | | |
| Facilitate school wide events to foster a family atmosphere that include parent/community participation (Fall Fest, Conference Day, Sing Along Events, Book Fairs, Grandparent's Day, Dogs with Dads, Spirit Nights, VIPS Luncheon, Multicultural Celebrations). | All Staff | Time | Aug 2019 - May 2020 | All students | Attendance of events | | | | |
| Participate in outreach activities to partner with parents and community members (Stuff the Bus, Relay for Life, 50 men, Fall Fest, Kids Heart Challenge, Food Drives, Boys/Girls Scouts, Veteran's Days, Neighborhood Events, Dance-a-thon). | All Staff | Time | Aug 2019 - May 2020 | All students | Attendance of events | | | | |

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| Keep communication timely and current to all stakeholder groups. | All Staff | School Website | Aug 2019 - May 2020 | All students | Parent Feedback | | | | |
| | | PTO Website | | | | | | | |
| | | Facebook Page | | | | | | | |
| | | Marquee | | | | | | | |
| | | Electronic Display | | | | | | | |
| | | Teacher Newsletters | | | | | | | |
| | | Schoology | | | | | | | |
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| Goal 5: | | | | Commit to the responsible use of taxpayer resources. | | | | | |
|---|-----------------------------------|---------------------------|---------------------|--|---|-------------------|------|-----|-------------------------------------|
| Objective 1 | | | | Utilize district resources to meet instructional needs. | | | | | |
| Summative Evaluation (to be filled in by June 2020 by an administrator) | | | | | | | | | |
| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Evidence of Success | Formative Reviews | | | Supported by State or Federal Funds |
| | | | | | | Oct. | Feb. | May | |
| Inventory and use district provided science resources to support science instruction in all grade levels. | Campus Science Leader Teachers | Science Resources | Aug 2019 - May 2020 | All students | Inventory list and documentation of use | | | | |
| Provide equitable access to resources referenced in district curriculum documents (to include instructional materials, expository texts, online resources, textbooks, needed technology.) | Administration | Campus and district funds | Aug 2019 - May 2020 | All students | Lesson Plans Teacher feedback | | | | |
| √ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue | | | | | | | | | |

Forest Ridge Elementary Campus Professional Learning Plan 2019-2020

Professional development to address individual needs:

- Hoonuit
- Coaching
- Intervention Strategies
- Success Team/SALI/Administrator Development
- Teacher Leadership
- Coteach
- Ready Bodies, Learning Minds
- Guided Reading and Guided Math
- Workshop and Balanced Literacy
- Restorative Practices

Schoology and other tech resources/apps

UbD training

Textbook adoptions training

Curriculum implementation of core subjects-math, science, social studies, language arts

Fountas and Pinnell Phonics Program for Kindergarten and First Grade

Add+Vantage Math Recovery for K-6 math teachers

Cultural Capital

ProEthica Year 3 ethics training

ELPs

SEL Training (Tier 1) for all campus staff including next steps in Restorative Practices and effective discipline strategies

Positive Behavior Intervention Support Training

In-Class Support and Co-Teach training

SIT/RTI Process

GT 6 hour update

Mandated Trainings

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

| Strategies | Resources | Staff Responsible | Evaluation |
|--|----------------------------------|--|---|
| College Station ISD will continue to develop and refine a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System. | Local Funds | Executive Director for Special Services and Accountability | CBAS document and evaluation tools complete and communicated to public. |
| Revise the CSISD Community-Based Accountability System to align with data and community feedback | TPAC Support; Local Data Sources | Executive Director for Special Services and Accountability | CBAS document and evaluation tools complete and communicated to public. |

Bullying Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|---|------------------|--|--|
| Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse) | Campus Budgets | Director for Student Services, School counselors | Discipline Referrals, Anecdotal Campus Reports |
| Revise the bullying training module for teachers and students | District Budget | Director for Student Services, School counselors | Revised Modules, Sign-in Sheets from trainings |

Child Abuse and Sexual Abuse Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---------------------------------|--|-----------------------------|
| All district staff members will be trained in Recognizing and Reporting Child Abuse | Online training through Hoonuit | Campus Administrators, Director of Human Resources | Training records in Hoonuit |

| | | | |
|---|-----|-----------|-------------------------|
| at the beginning of the year. | | | |
| All CSISD staff will follow child abuse reporting requirements. | N/A | All staff | Counselor documentation |

Coordinated Health- SHAC Council

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---------------------------|--|----------------------------------|
| The SHAC Council will meet a minimum of 4 times per year. | Student Activities Budget | Director of Student Activities; SHAC Chairperson | Sign in Sheets, Minutes, Agendas |
| The council will provide the CISD Board an annual report of their activities for the year | N/A | Director of Student Activities; SHAC Chairperson | Board Agenda with Presentation |
| The majority of the council membership will be parents and the co-chair will be a parent. | N/A | Director of Student Activities; SHAC Chairperson | Membership List |

Dating Violence Awareness

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|--|
| Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse) | Campus Budgets | Director for Student Services, School counselors, Campus Administrators | Discipline Referrals, Anecdotal Campus Reports |
| Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention. | Counselors, Campus administrators, Hoonuit, Campus Budget | Director for Student Services, School counselors, Campus Administrators | Discipline Referrals, Anecdotal Campus Reports |

Suicide Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|--|---------------------------|------------------------------|---|
| All staff members will be trained in Suicide Prevention Training | District Budgets, Hoonuit | Director for Human Resources | Training sign in sheets, Training Agendas |

Drug Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|--|----------------------------|---|--|
| College Station ISD will teach drug awareness and prevention | TEKS, Curriculum resources | Director of Student Services, Counselors, Educators | Lesson Plans, Discipline Records |
| Implement a drug testing program in the district to be approved by the Board of Trustees | Funds for drug testing | Director of Student Services, Campus Administrators, Chief Administrative Officer | Results of testing, Discipline Records |

Federal Programs Compliance

| Strategies | Resources | Staff Responsible | Evaluation |
|--|---|---|--|
| 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. | Mizuni Software and Eduphoria Aware | Curriculum and Instruction Staff, Campus Administration, School Counselors | Data reports; Comprehensive Needs Assessment |
| Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement. | Title I | Director of Special Programs | Budget reports, Annual federal compliance report |
| All programs which receive federal funding will maintain compliance with | Title I, Title II, Title III, Early Head Start/Head Start | Director of Purchasing, Director of Business Services, Directors over federal funds | Budget reports, Annual federal compliance report |

| | | | |
|---|--|--|--|
| Education Department General Administrative Regulations (EDGAR) . | | | |
|---|--|--|--|

Student Achievement

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|--|--|
| All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected. | Campus counselors, printing, substitutes for counselors | Director of Student Services, Campus counselors, Campus administration | Plans in place for 8th graders, meetings scheduled |
| Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students | State Comp Ed Funds | Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators | State Comp Ed Reports, Annual district report to school board, School board agenda |

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2018-2019

Grades Pre-K – Grade 4

| | |
|--------------------|-----|
| Elaine Everett | CHE |
| Sandra Hay | PC |
| Beverly Shimek | RP |
| Catherine Eckhardt | SK |
| Katie Higgins | SWV |
| Stephanie Weaver | FR |
| D’Ann Johnson | CV |
| Charla Anderson | GP |
| Kiesha Shepard | SC |

Grades 5-6

| | |
|----------------|----|
| Lauren Guest | OW |
| Mandy Schwanke | CG |
| Sherry Ware | PT |

Grades 7-8

| | |
|---------------|-------|
| Kelly Kastner | AMCMS |
| Kerri White | WMS |
| Claire Hall | CSMS |

Grades 9-12

| | | |
|----------------------|-------|-------|
| Jackie Shoemake | AMCHS | Chair |
| Sheridan Clinkscales | CSHS | |
| Ruthi Hernandez | CVHS | |

Elementary-At-Large

| | |
|------------|------|
| Nur Rashid | LEAP |
|------------|------|

Secondary-At-Large

| | |
|---------------|-------|
| Amiee Parsons | AMCHS |
|---------------|-------|

Elementary Administrator

| | |
|---------------------|-----|
| Jennifer Skrivaneck | CHE |
|---------------------|-----|

Secondary Administrator

| | |
|---------------|-----|
| Julia Mishler | WMS |
|---------------|-----|

Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

| | |
|--------------------|--|
| Catherine Anderson | Parent, Grades Pre-K – 4 (GP) Head Start |
| Darin Paine | Parent, Grades Pre-K – 4 (GP) |
| Shawn Henderson | Parent, Grades 5-8 (AMCMS/OW) |
| Stephanie Gray | Parent, Grades 9-12 (AMCHS) |
| John Crockett | Parent, Grades 9-12 (CSHS) |
| Lara Burhenn | Parent-At-Large |
| Abbie Walsh | Parent-At-Large |
| Amy Chen | Community Member |
| Morgan King | Community Member |
| Lynna Toliver | Business Member |
| Paul Dorsett | Business Member |
| Geralyn Nolan | Trustee |
| Michael Wesson | Trustee |
| Clark Ealy | Superintendent |
| Penny Tramel | Chief Academic Officer |
| Molley Perry | Chief Administrative Officer |
| Chuck Glenewinkel | Director for Communications |
| Chrissy Hester | Director for Student Services |
| Jeff Mann | Director for Instruction and Leadership Development |
| Karen Ferguson | Director for Career Technology |
| Chad Gardner | Director of Community Education |
| Marla Ramirez | Director for Special Programs |
| Tami Dudo | Coordinator for AVID, GT & NTU |
| Aaron Hogan | Coordinator for English/Language Arts & Social Studies |
| Amanda Gibson | Coordinator for Science |
| Jennifer Smith | Coordinator for Math |
| Stephanie Ryon | Coordinator for Digital Learning |

APPENDIX C: FOREST RIDGE CAMPUS IMPROVEMENT PLANNING TEAM 2019 - 2020

| | |
|------------------|--------------------------|
| Kourtney Mangham | Early Childhood |
| Mandi Pipes | Kindergarten |
| Angie Sasse | First Grade |
| Carie Aguirre | Second Grade |
| Brooke Lyon | Third Grade |
| Lauren Given | Fourth Grade |
| Kerri Cawley | Physical Education |
| Allie Jones | Special Education |
| Roxane Hord | Counselor |
| Jody Rodriguez | Specialist |
| Stacy Konderla | Specialist |
| Pam Beard | Specialist |
| Libby Louder | Specialist |
| Alyssa Johnson | Instructional Coach |
| Jacque Park | Instructional Assistant |
| Ben Welch | Community Representative |
| Loren Marietta | Parent Representative |
| Mike Newkham | Business Representative |
| Patty Chenault | Assistant Principal |
| Terresa Katt | Principal |