

College Station Independent School District

Annual Forest Ridge Elementary Improvement Plan
2020-2021



Board Approval Date:

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 campus?)
Demographics	<p>Forest Ridge serves over 503 students with approximately 75% of our student population being served onsite. Our student population summary includes:</p> <p>African American: 12.9% Hispanic: 16.3% White: 71.9% Asian: 13.3% American Indian: 1.7% Economically Disadvantaged: 23.2% English Language Learners: 6.5% ESL: 5.3% Special Education: 16.3% Special Education Speech Only: 7.1% GT: 4.5%</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. The diversity represented at FR provides a necessity for practical, research-based, community-building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.</p> <p>This year we will also be navigating and serving students both on-site and virtually. We will implement structures for both models in order to maintain equitable instruction and experiences for all students.</p>	<p>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> <p>Provide ongoing training and professional development to support teachers in the creation and implementation of meaningful and relevant instruction for both onsite and virtual students with a focus on digital learning.</p> <p>Implement revised protocols and training to adhere to the COVID health requirements in order to maintain a healthy and safe learning and working environment for students and staff.</p>
Student Achievement	<p>Based on the last STAAR administration in 2018 - 2019, our campus had distinction designations in Academic Achievement in ELA/Reading, Mathematics, Academic Growth, Closing the Gaps, and Postsecondary Readiness. Over 84% of students at Forest Ridge Elementary performed at or above the state and district averages in reading, math, and writing during the 2018 - 2019 administration. Due to Covid-19, there was no STAAR testing data from the 2019 - 2020 school year.</p>	<p>In order to make consistent gains in all domains, we will focus on closing the achievement gaps with underperforming student groups (African American, Economically Disadvantaged, and Special Education students) for reading, math, and writing.</p> <p>MAP data will also be utilized to observe changes in student achievement growth and monitor student progress towards mastery of grade level standards and projected growth measures. In addition,</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 and extend to the virtual setting in order to strengthen our instructional practices in the areas of balanced literacy, guided reading, and guided math.</p> <p>Continue to refine the co-teach model in special education and Tier I, II, and III interventions by classroom teachers and interventionists to provide exposure and</p>

	<p>MAP testing data from the fall of 2019 and winter of 2020 indicated observed growth in all grade levels K- 4 for Math and Reading and grades 3 and 4 for Science. Observed growth measures were above average in kindergarten and 4th grade reading, and 1st grade and 4th grade math.</p>	<p>this data will support the creation and use of targeted instruction to meet the needs of all students on our campus.</p>	<p>direct learning opportunities with on grade level content and standards.</p> <p>Focus on vertical alignment in vertical teams in all core areas to better understand instructional progressions, the depth and complexity of the standards, and gain an understanding of how to scaffold and extend instruction for all student groups.</p>
<p>Curriculum and Instruction</p>	<p>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. Four campus representatives are also involved in the district curriculum writing process across multiple subject areas.</p>	<p>Continue to effectively utilize curriculum documents in creating meaningful and relevant instruction both onsite and virtually to maintain a high level of instructional practice, assessment, and learning experiences for all students. Effectively integrate digital resources and learning to enhance the delivery of instruction both onsite and virtually.</p> <p>Provide opportunities for vertical and horizontal alignment across grade levels and subject areas that promote curriculum conversations and planning with depth and complexity.</p>	<p>Access district resources referenced in curriculum documents including textbook adoptions, pacing recommendations, academic vocabulary, common misconceptions, differentiation, performance assessments, and technology resources.</p> <p>Familiarize and learn curriculum document revisions and additions in order to deepen understanding of content area standards and best practices for instruction. Provide time and support for teachers to plan using curriculum documents and resources for both onsite and virtual instruction.</p>
<p>Culture and Climate</p>	<p>Forest Ridge maintains a welcoming, loving, and safe environment both onsite and virtually 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.</p>	<p>With the onset of the COVID-19 pandemic, we are aware of the social and emotional toll that this experience is having on our community. We will continue to utilize and implement trauma informed practices to promote social and emotional well-being of all students, families, and staff at Forest Ridge.</p> <p>We will also continue to build and repair relationships through the continued use of Restorative Practices. We will refine our formal and informal processes to restore</p>	<p>We will continue to strengthen our school climate and culture both onsite and virtually through the implementation of trauma informed practices and training, and Restorative Practices with a focus on self care and regulation, stress management, treatment agreements, 90 second positive spark plan, GTKY circles, 2-minute connections, 60 second relate break, relational meters and check ins.</p>

		and build relationships while also cultivating leadership capacity in all students.	
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. The average year of teacher experience on our campus is 14 years. We had four teacher positions to fill for the 2020-2021 school year, so our turnover rate was minimal. All staff members engage in professional goals and learning through collaboration and professional learning communities. These processes build leadership and allow our staff to gather information and problem solve together to meet student needs.	<p>Leadership capacity is fostered and shared through self-selected topics and interest groups to address identified issues as they emerge.</p> <p>Coaching opportunities will continue to support educators in the development of thinking, problem solving and moving educational practices to a higher level.</p>	<p>Provide opportunities for staff collaboration, teamwork, and learning through various design teams and experiences such as:</p> <ul style="list-style-type: none"> ● Informal conversations ● Mentorships ● Coaching ● Grade Level Teams ● Vertical Teams ● Content Area Teams ● Interest Groups ● PLCs ● Leadership Teams ● Faculty Meetings ● Professional Development
Technology	Forest Ridge teachers regularly integrate technology into their practices to enhance student learning and to use tools that extend student experiences in both the onsite and virtual settings.	<p>Continue educator training in the area of authentic technology integration to support student learners in all areas.</p> <p>Forest Ridge staff will continue to utilize student management, curriculum systems, and digital learning resources. Staff will receive ongoing technology training and will be supported by the CTF, computer assistant and campus leaders as they grow into the consistent and effective use of technology programs and platforms. All teachers, both onsite and virtual, will utilize Schoology as the platform to communicate instruction to students and parents.</p>	<p>Continue to strengthen our use and proficiency of technology platforms to promote equitable instruction for both onsite and virtual students . Train teachers in systems that strengthen planning, provide accurate feedback to students, assist with monitoring and adjusting instruction by easy access to data that will increase efficiency and ability to collaborate and share resources on a much broader scale.</p> <p>Continue to utilize our CTF and teacher leaders in order to provide educator support in meaningful ways and promote the use of campus and district wide technology</p>

			<p>resources and tools.</p> <p>Acquire additional technology resources and tools to support digital learning both onsite and virtually.</p>
Family/Community Involvement	<p>Forest Ridge has overall strong parental support. This year we will continue to foster relationships through the use of technology platforms and elicit frequent feedback to best serve our diverse community of learners in both the onsite and virtual settings.</p>	<p>Strengthen communication about curriculum and instruction through Schoology for every grade level and subject area.</p> <p>Increase use of Facebook and Twitter to help tell the campus story and celebrate successes.</p> <p>This year we are unable to have school wide in person events due to COVID-19 restrictions. However, we are planning alternative methods and ways to keep our families connected.</p>	<p>Communicate student academic progress and upcoming school and community events in Monday folders, timely conferences, notes, progress reports, phone calls, Messenger, E-school, and Schoology.</p> <p>Elicit parent feedback throughout the year in regards to virtual and onsite learning, in an effort to build effective home and school partnerships that support student learning and overall well-being.</p> <p>Plan and design alternative school community events that engage families safely under COVID-19 health requirements and restrictions.</p>

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Reading Levels
- Spelling Inventory
- Sentence Dictation
- AVMR
- TEMI
- TPRI
- TELPAS
- Dyslexia Data
- Special Education
- Curriculum Documents
- Early Head Start, Head Start, and PreK
- Rtl Data, Notes, and Processes
- District Benchmark Assessments
- MAP Data
- PEIMS Discipline
- GT Identification
- Attendance
- PAC Data
- DEIC Input
- TAPR
- Demographics
- Counselor Input
- Staff Health Inventory
- Professional Development
- PBMAS Report
- Technology Input from Teachers
- Technology Input from Stakeholders
- FailureRates
- Accountability Report
- Administrator Input
- Educator Evaluations
- CSISD Vision
- CSISD Educator Profile
- CSISD Leadership Profile
- CSISD Learner Profile

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Provide quality professional development designed to grow the expertise of educators with the ultimate goal of improving student support and increasing student learning outcomes and monitor for implementation at the campus and classroom level.					
Summative Evaluation (to be filled in by June 2021 by administration)									
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	
Continue to develop a coaching culture that promotes the building of professional relationships, coaching conversations, collaboration, goal setting, and reflective feedback in order to individualize professional development needs and growth.	Administration Instructional Coach Teacher Leaders	Teacher Goals T-TESS, ATR, and Alternative Evaluations Classroom Walk-throughs and observations Formal and informal coaching conversations Coaching Cycles	Fall 2020 - Spring 2021	All Students	Measured success of professional goals that are solution focused, planning focused, and reflection focused.				
Continue to expand the knowledge base of Results Coaching Frame by attending Results Coaching Level 2 Advanced Coaching Training for key campus staff members.	Administration Instructional Coach	Results Coaching Training provided by district Book: <i>Results Coaching Next Steps Leading for Growth and Change</i>	Fall 2020	All Students	Session Feedback Sign-In Sheets Planning Conversations T-TESS/ATR Summative				

<p>Increase the number of coaching cycles per semester per teacher in an effort to provide more targeted support to increase student learning outcomes.</p>	<p>Administration Instructional Coach</p>	<p>Teacher Goals T-TESS, ATR, and Alternative Evaluations Classroom Walk-throughs and observations Formal and informal coaching conversations Coaching Cycles</p>	<p>Fall 2020 - Spring 2021</p>	<p>All Students</p>	<p>Measured success of professional goals, student achievement data, and reflective feedback.</p>				
<p>Facilitate campus improvements and growth by building capacity for leadership and creating collaborative problem solving teams that can impact student learning outcomes.</p>	<p>Administration Interventionists Team Leaders Instructional Coach Counselor</p>	<p>Team Planning Staff Development Monthly Meetings</p>	<p>Fall 2020 - Spring 2021</p>	<p>All Students</p>	<p>Meeting agendas and minutes Sign in sheets Campus Training</p>				
<p>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</p>									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Provide professional development, academic and behavioral support for all staff in order to decrease the achievement gap and retain effective staff.					
Summative Evaluation (to be filled in by June 2021 by administration)									
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	
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 for onsite and virtual students.	Administration Counselor Interventionists Classroom teachers	Faculty Meetings Team Planning Meetings Grade Level Meetings SIT Meetings	Fall 2020 - Spring 2021	All Students	State, District, Campus Assessments Learner Achievement Data				
Implement effective culturally responsive and relevant practices to address cultural capital and achievement and close the learning gap with identified student groups.	All Staff	Team Planning Staff Development Faculty Meetings	Fall 2020 - Spring 2021	Underrepresented Student Groups	Sign in sheets Campus trainings and agendas Walkthrough data Lesson plans Grade level meetings Idea and resource sharing through google drive				
Professional development will continue to focus on guided reading and guided math as a way to strengthen the acquisition of	Administration Instructional Staff Leaders	Campus Resources	Fall 2020 - Spring 2021	All Students	Sign in sheets Campus trainings and agendas Lesson Plans				

fundamental skills necessary for proficient reading and math processes.	Interventionists				Classroom Observations Conversations Team Planning				
Professional development opportunities to explore the structure of small group instruction in both the onsite and virtual models as a way to target and support instructional needs of student groups.	Administration Instructional Staff Leaders Interventionists	Campus Resources	Fall 2020 - Spring 2021	All Students	Sign in sheets Campus trainings and agendas Lesson Plans Classroom Observations Conversations Team Planning				
Professional learning sessions will focus on restorative practices and trauma informed practices to build self-regulated learning and behavior.	Administration SEL Team Trauma Certified Trainer	Professional Development Campus Resources Faculty Meetings	Fall 2020 - Spring 2021	All Students	Conversations Observations Student Growth Measures				
Participate in the House Bill 3 Texas Reading Academies, through Region 6, to ensure that K-3 teachers are highly trained in the science of teaching reading, provide evidence based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.	Administration Selected teacher leader group	Online Texas Reading Academies Modules and Training Region 6 Cohort Leader	Fall 2020 - Spring 2021	All Students	Completion of Modules Artifacts				

Provide training on inquiry based learning to further enrich science instruction with a focus on asking questions, investigations, and problem solving.	Administration Science Leaders	District Training Faculty Meetings	Fall 2020 - Spring 2021	All Students	Sign in sheets Campus trainings and agendas Lesson Plans Classroom Observations Conversations Team Planning				
Provide training and materials related to maintaining safety and health related protocols and requirements due to COVID-19.	Administration Leadership Team	District Guidelines Campus protocols	Fall 2020 - Spring 2021	All Students	Sign in sheets Teacher feedback				
<p>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design, revise, and implement a robust written, taught, and assessed curriculum in all 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 2021 by administration)									
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	
Onsite and virtual teachers will implement the district curriculum in all core subjects.	Administration Interventionists Grade Level Teachers	District Curriculum Documents Time C&I guidance and support	Fall 2020 - Spring 2021	All Students	Lesson Plans Planning documents Schoolology Courses				
Create and implement a planning schedule to allow time for both onsite and virtual teachers to engage in meaningful and relevant instructional planning through the use of district curriculum documents with a focus on transfer goals, enduring understandings, essential questions, assessments, aligned resources, and technology applications.	Administration Interventionists Grade Level Teachers	District Curriculum Documents Time C&I guidance and support	Each Nine Weeks	All Students	Lesson Plans Planning documents Schoolology Courses Curriculum conversations and feedback				
Provide opportunities for vertical and horizontal alignment across all core subject areas and grade levels.	Administration Interventionists Grade Level Teachers	District Curriculum Documents Time	Fall 2020 - Spring 2021	All Students	Lesson Plans Planning documents Schoolology Courses				

		C&I guidance and support			Curriculum conversations and feedback Instructional resources				
Campus teacher leaders will continue to engage in curriculum writing as a way to support the district development and alignment of curriculum documents and resources.	Administration Campus Curriculum Writers	District Curriculum Documents Time C&I Department	Fall 2020 - Spring 2021	All Students	District Curriculum Documents Sign in Sheets				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Utilize a variety of data to personalize learning					
Summative Evaluation (to be filled in by June 2021 by administration)									
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	
Staff will analyze data to make instructional adjustments, intervention and enrichment decisions for each student using relevant data sources including: MAP, running records, TPRI, AVMR, TEMI, benchmarks, dyslexia screeners, and science assessments.	Administration Interventionists Instructional Coach Classroom Teachers	Formal and informal assessments LLI AVMR Benchmarks Running Records TPRI/TEMI	Fall 2020 - Spring 2021	All Students	T-TESS/ATR Data Student Achievement and growth monitoring data reports				
Create and implement intervention plans that address closing gaps and growth measures for school progress that fall under additional targeted support.	Administration Interventionists Classroom Teachers	Intervention Time and Schedule Continued Staff Development Planning Time	Fall 2020 - Spring 2021	All Students	STAAR Progress Student Achievement and growth monitoring data reports SIT Notes				
Support staff in the creation of targeted, measurable interventions based on multiple data points.	Administration Interventionists Classroom Teachers Instructional Coach	Intervention Time and Schedule Continued Staff Development Planning Time	Fall 2020 - Spring 2021	All Students	Student Achievement and growth monitoring data reports SIT Notes				

Utilize anecdotal notes, informal and formal observations and assessments from guided reading and guided math lessons to make informed decisions about student needs, progress, and interventions in the classroom and virtual settings.	All Staff	Guided Reading and Guided Math Resources Anecdotal Notes Informal and Formal Assessments	Fall 2020 - Spring 2021	All Students	T-TESS/ATR Data Student Achievement and growth monitoring data reports SIT Notes				
Review foundational knowledge of Response to Intervention with a focus on tier 1 and tier 2 teacher roles and ways to progress monitor classroom interventions for both onsite and virtual instruction.	All Staff	District RTI Portal Campus Resources	Fall 2020 - Spring 2021	All Students	T-TESS/ATR Data Student Achievement and growth monitoring data reports SIT Notes				
<p>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of digital learning experiences in the curriculum to support and enhance teaching and learning.					
Summative Evaluation (to be filled in by June 2021 by administration)									
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 for teachers and instruction for students on the use of technology in the classroom as a learning enhancement while also being mindful of digital safety and responsibility for both onsite and virtual classrooms.	Administration Instructional Coach CTF Computer Teacher	District Digital Resources Online Textbook Resources	Fall 2020 - Spring 2021	All Students	Observation Data Program Usage Sign In Sheets from training sessions				
Create and maintain an effective system to support teachers in utilizing and maximizing the use of campus and district available technology software, equipment, and curriculum resources to enhance instruction onsite and virtually.	Administration Instructional Coach CTF	Campus Technology Inventory Schoology Mizuni EduHero MAP NearPod Ipads, computers Dash Robots	Fall 2020 - Spring 2021	All Students	Observation Data Program Usage Sign In Sheets from training sessions				

		Smartboards Document Cameras Swivels							
Create and implement a faculty technology needs assessment survey to provide targeted professional development and support to address digital learning in the classroom.	CTF All Staff	Needs Assessment Survey	Fall 2020	All Students	Survey Results Planning for training sessions				
Expand knowledge base and current practices using Schoology, Nearpod, Google Drive, and digital assessments campus wide to impact instruction both onsite and virtually.	Administration Instructional Coach CTF	Schoology Nearpod Google Drive District Resources	Fall 2020 - Spring 2021	All Students	Observation Data Program Usage Sign In Sheets from training sessions				
Allocate resources through fundraising opportunities in order to acquire technology tools and resources (including: laptops, charging stations, ipads, and online services) to support high quality virtual and onsite learning.	Administration CTF	Technology Vendors	Fall 2020 - Spring 2021	All Students	Observation Data Program Usage Technology Inventory				

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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 2021 by administration)									
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, technology application, STEM integration, collaborative thinking, and project-based learning for both onsite and virtual settings.	Administration Interventionists Teachers	Campus resources Technology access Planning time	Fall 2020 - Spring 2021	All Students	Student Feedback Student Progress Teacher Feedback				
Empower student learners and leaders by facilitating opportunities for community involvement, stewardship, and responsibility while maintaining social distance protocols.	Administration Teacher Leaders Student Leaders	Community Leaders Teacher Leaders Local Businesses Nonprofit Organizations	Fall 2020 - Spring 2021	All Students	Student Feedback Student Progress Teacher Feedback Community Feedback				
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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: 2				Improve upon the system of support for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2021 by administration)									
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 intentional relationships, social skills development, Restorative Practices, and trauma Informed practices and tools.	Administration Counselor All Staff Certified Trauma Trainer	Professional Development Campus Resources Faculty Meetings	Fall 2020 - Spring 2021	All Students	Teacher Feedback Referral Data Classroom Observations				
Review and revise all common area expectations and procedures to reflect social distancing, health and safety protocols, and student and staff well-being.	Administration Leadership Team Staff	Important Book Professional Development	Fall 2020	All Students	Revised protocols addendum Meeting agenda Planning notes Staff feedback document				
Build relationships and connections with virtual students to promote social and emotional well being in the context of a digital setting.	Administration Virtual Teachers SEL Team	Professional Development Campus Resources <i>Book: The Distance Learning Playbook</i>	Fall 2020 - Spring 2021	Virtual Students	Conversations Observations Student Growth Measures Check-ins with students				

<p>Incorporate trauma informed practices, training, and the design of supports for students, families, and staff with a focus on stress management, self regulation, and self care.</p>	<p>Administration SEL Team Certified Trauma Trainer</p>	<p>Professional Development Campus Resources Faculty Meetings Self-Care Space for Faculty and Staff</p>	<p>Fall 2020 - Spring 2021</p>	<p>All Students</p>	<p>Conversations Observations Student Growth Measures Check-ins with students, families, and staff</p>				
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√ =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 programming.					
Summative Evaluation (to be filled in by June 2021 by administration)									
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 Curriculum Documents	Fall 2020 - Spring 2021	SPED students	IEP Goals Progress Monitoring Student work samples				
Continue to expand 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 Schedule	Fall 2020 - Spring 2021	SPED students	IEP Goals Progress Monitoring Student work samples				
Plan meaningful and appropriate instructional supports for intervention, enrichment, and special programming for the virtual setting.	Administration Interventionists Teachers Specialists	Planning Meetings Schedule District Supports	Fall 2020 - Spring 2021	Students receiving special programming	Progress monitoring data Student participation Feedback				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 4				Create classroom and campus cultures that engage each family.					
Objective 1				Increase family engagement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2021 by administration)									
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	
Invite families to familiarize themselves with the campus staff and culture through virtual and onsite events including Meet the Teacher and Parent Orientation.	Administration All Staff	Time ZOOM Video tours and introductions	Fall 2020	All Students	Attendance of events Number of views				
Facilitate school wide virtual events to foster a family atmosphere, positive school culture, and the safety and well-being of the school community. (Parent Conference Day, Virtual Sing Along, Book Fairs, Spirit Nights, Multicultural Celebrations). <i>*If current conditions change during the school year and are allowable based on COVID-19 guidelines, provide on-site school community events.</i>	All Staff	Time Technology Access Facebook Live ZOOM	Fall 2020 - Spring 2021	All Students	Attendance of events Number of views				
Expand parent and student use of Schoology through weekly and/or daily communications, learning activities, assessments, and family resources.	All Staff	Schoology	Fall 2020 - Spring 2021	All Students	Program usage				

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

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 administration)									
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 equitable access to resources referenced in district curriculum documents (instructional materials, textbook adoptions, mentor texts, online resources, and technology).	Administration	Campus and district funds	Fall 2020 - Spring 2021	All Students	Lesson Plans Teacher Feedback				
Utilize and implement district technology resources to deliver and enhance learning experiences of students. (BrainPOP Jr., PebbleGo, Nearpod, Schoology, Reading A-Z, Zaner-Bloser Handwriting, into Reading, Social Studies Weekly, ScienceFusion, STEMscopes, Gizmos, Texas Go Math).	Administration	District Technology Resources	Fall 2020 - Spring 2021	All Students	Lesson Plans Schoology Teacher and Student Feedback				
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Forest Ridge Elementary Professional Learning Plan 2020-2021

- Literacy
 - HB3 Reading Academies *Goal 2.1, 1.3*
 - Guided Reading *Goal 1.3*
- ESL/Bilingual
 - TELPAS data training *Goal 1.2*
- Mathematics
 - Add+Vantage Math Recovery for K-6 math teachers *Goal 2.1*
 - Vertically aligned math professional development focusing on the identified instructional areas within specific grade spans
Goal 2.1
 - Guided Math *Goal 2.1, 1.3*
- Science
 - Inquiry Based Science Instruction Training *Goal 2.1, 1.3*
- Special Services
 - Co-Teach Model and Inclusionary Practices *Goal 3.3*
- Leadership Development
 - Teacher Leadership Academy *Goal 1.3*
 - Success Team / SALI monthly learning *Goal 1.3*
 - N2Learning Academy *Goal 1.3*
 - Results Coaching Training *Goal 1.3, 1.2*
- Teacher Development
 - Culturally Responsive Teaching *Goal 1.2, 1.3*
 - Results Coaching Training *Goal 1.3, 1.2*
 - Rtl Training
- Social Emotional Learning
 - Restorative Practices Training *Goal 1.3; 3.2*
 - SEL Tier 1 Teacher Training *Goal 1.3; 3.2*
 - Trauma Informed Training *Goal 1.3; 3.2*
- Digital Learning (Instructional Technology)
 - Schoology *Goal 2.3*
 - Nearpod *Goal 2.3*
 - Google Suites *Goal 2.3*
 - District and Campus Digital Resources *Goal 2.3*
 - Digital Assessments *Goal 2.3*

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will implement 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	Online training through EduHero	Campus Administrators, Director of	Training records in EduHero

recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.		Human Resources	
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

11. SROs will not have any administrative duties, nor will they address classroom discipline issues.			
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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 CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	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.	Parent and community volunteers	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, 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	Director for Human Resources	Training sign in sheets, Training Agendas

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	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 Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	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 Education Department General Administrative Regulations (EDGAR) .	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
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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: FOREST RIDGE CAMPUS IMPROVEMENT PLANNING TEAM 2020-2021

Kourtney Mangham	PPCD
Britt Hoefs	Early Childhood
Stephanie Weaver	Kindergarten
Angie Sasse	First Grade
Carie Aguirre	Second Grade
Brooke Lyon	Third Grade
Mandi Pipes	Third Grade
Kerri Cawley	Physical Education
Allie Jones	Special Education
Roxane Hord	Counselor
Jody Rodriguez	Reading Interventionist
Stacy Konderla	Math Interventionist
Pam Beard	ESL Specialist
Libby Louder	Enrichment Specialist
Alyssa Johnson	Instructional Coach
John Voss	Instructional Assistant
Loren Marietta	Parent Representative
Ben Welch	Community Representative
Mike Newkham	Business Representative
Patty Chenault	Assistant Principal
Terresa Katt	Principal