College Station Independent School District

Annual Spring Creek 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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District Improvement Plan Acronyms & Definitions Sheet

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	Spring Creek Elementary serves approximately 660 students from various backgrounds. Student demographics are recorded as Two or More Races 3.5%, African American 5.5%, Asian 12.7%, Hispanic 15.6%, and White 61.7%. 21.2% of the children are identified as economically disadvantaged. Spring Creek has a higher attendance rate than the state and district as reported on the TEA 2018-2019 School Report Card (campus 96.9%, state 95.4%). Spring Creek's staff is collaborative and the focus is on working together to design differentiated instruction based on data such as MAP. Spring Creek practices Restorative Practices and is committed to supporting the holistic needs of students, which includes academics and social emotional learning. We value students' diverse backgrounds and experiences, and believe in building relationships with students and connecting learning to their unique backgrounds and experiences.	Spring Creek staff will provide more opportunities for differentiated instruction for more students. Overall student achievement is acceptable as measured by 2018-2019 STAAR (76/C), but the domains of School Progress (58/F) and Closing the Gaps (65D) are in need of significant improvement. The rate of students receiving free and reduced meals is 21.4% and the student demographics continue to shift from predominantly students identifying as White to a more diverse student population. We value diversity and recognize that staff benefit from professional development and support to meet the needs of all students through culturally responsive teaching and practices. This is relevant since the majority of Spring Creek teachers identify as White and the demographics of the students does not mirror the demographics of the staff.	Priorities include continuing to develop teachers' skills to provide effective instruction by designing data-driven instruction that is also culturally relevant. The master schedule will include protected time for teachers to meet and plan. Team meetings will include discussion of formal and informal data, research-based instructional strategies, and ideas for adjusting instruction. Teachers will collaborate to design instruction that is aligned to the rigor of the standards and will make adjustments to curriculum and instruction by adjusting rigor after identifying gaps. Teachers will work collaboratively to create plans to address gaps to ensure students master curriculum by reteaching as necessary. Academics are a priority, but each child will continue to be supported socially and emotionally through character education aligned to the TEA character education guidelines, which include instruction on positive character traits of (1) courage; (2) trustworthiness, including honesty, reliability, punctuality, and loyalty; (3) integrity; (4) respect and courtesy; (5) responsibility, including accountability, diligence, perseverance, and self-control; (6) fairness, including justice and freedom from prejudice; (7) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; (8) good citizenship, including patriotism, concern for the common good and the community, and

			respect for authority and the law; (9) school pride; and (10) gratitude.
Student Achievement	The Texas Education Agency 2018-2019 School Report Card explains that Spring Creek earned a C (76) for acceptable performance and overall student achievement is acceptable as measured by 2018-2019 STAAR (80/B). The Winter 2019-2020 MAP Projected Proficiency Summary Report measured overall achievement for third grade math and reading as 79.15%. Rausch Unit (RIT) scores for the 2019-2020 MAP assessment indicate that Spring Creek students had mean RIT scores above national norms for third and fourth grade reading and math (3rd reading 199.6/194.5, 3rd math 202/196.8, 4th reading 207.8/202.8, 4th math 211.2/207.5).	Spring Creek needs to improve upon providing differentiated support to more students. Overall student achievement is acceptable as measured by 2018-2019 STAAR (80/B), but the domains of School Progress (58/F) and Closing the Gaps (65D) are in need of significant improvement.	Overall student achievement is satisfactory for Spring Creek, but additional academic support needs to be provided to more students instead of an overfocus on one size fits all instruction. This will ensure all children show growth over the school year. A shift from teacher-centered to student-centered instruction is needed to ensure active and not passive learning in the classroom. The campus needs to ensure effective instruction for all students by teachers designing and teaching objective-driven lesson plans, which include formative assessments.
Curriculum and Instruction	Spring Creek utilizes a common planning model in which teachers have protected time built into the weekly schedule to plan with other teachers and with other support staff such as the academic coach, counselor, interventionists, and administrators to design curriculum and instruction that is aligned to the district curriculum and TEKS. Special education and general education staff work collaboratively to design instruction and provide learning experiences that are differentiated based on individual student needs. Instruction is data driven and a common planning agenda along with a lesson plan template are utilized to ensure	Professional learning (PL) and coaching occurred during the 2019-2020 school year to support teachers to develop skills to differentiate for students based on data driven assessments such as MAP. Teachers will continue to be supported through professional learning, PLCs, and a common planning model to design first instruction aligned to the rigor of the TEKS. Small group instruction of guided reading, guided math, and intervention is needed throughout all grade levels to ensure that all students meet grade level performance indicators related to academic growth and achievement of grade level TEKS..	Student-centered and small group instruction are priorities for SC. Teachers were offered PL opportunities during the summer for guided reading and guided math. The courses will be offered during the school year for teachers that did not participate in PL during the summer. PLCs will be built into the master schedule and will take place periodically after school. PLCs scheduled during the school day will include opportunities for teachers to collaborate with their grade level team and also with other staff such as special education teachers, interventionists, and other specialists and/or support staff. After school PLCs will include opportunities for staff to collaborate with

	that the rigor of curriculum and instruction is aligned to the TEKs and students' needs.		others across grade levels, content areas, and programs to develop skill and knowledge of the vertical alignment of TEKS and to share ideas and resources such as strategies for supporting students' learning needs.
Culture and Climate	Social emotional learning is supported through an integrated approach that includes elements of Safe and Secure Schools, Conscious Discipline, and Restorative Practices. CHAMPS is used throughout the school along with Conscious Discipline to develop the staff's ability to support social emotional needs of all students regardless of race, culture or economic status. Restorative Practices are implemented and enmeshed within classroom instruction to provide an additional layer of social and emotional support in addition to CHAMPS and Conscious Discipline, which ensures relationships and connections are fostered among staff and students that are aligned to TEA character traits.	The TEA has established performance outcomes through the Effective Schools Framework (ESF) that outlines continuous improvement guidelines to support positive school culture. Spring Creek has placed priority on Lever #3: Positive School Culture. At the campus level, this is supported through the creation of a vision, mission, goals, and values focused on ensuring a safe environment and high expectations for students. This is needed due to more students needing additional academic support as established through STAAR and MAP assessments results. Specifically, students who identify as African American and Economically Disadvantaged are not achieving at similar performance levels as peers from other subgroups.	Academics are a priority, but each child will continue to be supported socially and emotionally through character education aligned to the TEA character education guidelines, which include instruction on positive character traits of (1) courage; (2) trustworthiness, including honesty, reliability, punctuality, and loyalty; (3) integrity; (4) respect and courtesy; (5) responsibility, including accountability, diligence, perseverance, and self-control; (6) fairness, including justice and freedom from prejudice; (7) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; (8) good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; (9) school pride; and (10) gratitude. Additionally, culture and climate will be supported at the district level with professional development for staff concerning culturally relevant teaching practices.
Staff Quality and Retention	The average years of teaching experience for SC teachers is 9.6%. This is lower than the district average of 12.8% and the state average of 11.1% (TEA-TAPR, 2018-2019). The ethnicity of the teachers is 89.4% White, 7.1% Hispanic, and 3.5% Aftrican American. The percentage of White	The average years of teaching experience for SC teachers is lower than the district or state average years of teaching. SC needs to focus on recruiting and retaining experienced quality teachers. The demographics of SC continue to change and as a result, future hiring should focus	Teachers are supported through a collaborative model that integrates common planning, PLCs, PL, and support from campus leaders. PL is provided at the campus level, district level, and through off site opportunities such as Region 6 and blended learning site visits to foster teachers'

teachers is higher at SC than the percentage of White teachers for the district and the state.

on increasing the percentage of ethnically diverse teachers (TEA, TAPR, 2018-2019).

ability to support students' based on their unique needs. Curriculum and instruction as well as intervention are driven by data such as MAP to ensure that instruction is aligned to TEKS and to students' needs.

Student Demographics:

	Campus	District	State
African American	5.6%	13.2%	12.6%
Hispanic	16.6%	22.4%	52.6%
White	61.5%	52.8%	27.4%
American Indian	0.0%	0.4%	0.4%
Asian	12.8%	7.8%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	3.5%	3.3%	2.4%

Teacher Demographics:

	Campus	District	State

African American	3.5%	3.8%	10.6%		
Hispanic	7.1%	9.9%	27.7%		
White	89.4%	84.6%	58.4%		
American Indian	0.0%	0.3%	0.3%		
Asian	0.0%	0.7%	1.7%		
Pacific Islander	0.0%	0.0%	0.2%		
Two or More Races	0.0%	0.6%	1.1%		

Technology	Blended learning was a PL focus for SC during the 2019-2020 school year. Many teachers participated in site visits to campuses outside of the district to observe authentic examples of blended learning. The CTF and academic coach provided PL to teachers during the school year to support teachers to implement more blended learning opportunities with students. Blended learning will continue to be implemented across the campus to enhance learning for students.	T-TESS promotes student-centered instruction. SC teachers need to continue shifting their instruction from teacher-centered to student-centered instruction. Blended learning and providing small group instruction (guided reading and guided math) with fidelity will continue to foster student-centered instruction by all teachers..	Teachers will continue to use Schoology to communicate with students and parents/guardians. Blended learning will be used to enhance learning experiences for students that show a benefit from technology enhanced learning opportunities.

| Family/Community Involvement | The SC school community is a tight knit and supportive community that regularly participates and attends school events (e.g., Boosterthon, Book Fairs, Family Parent Orientation, Meet the Teacher, Performances). | With the very quick transition to At-Home Learning during Covid-19, most SC families accessed Schoology. Some SC families do not have access to the same level of technology that others do. As a result, SC staff will closely monitor that all students and their families are able to access curriculum and be informed of school events through additional means of communication beyond Schoology when needed such as phone calls, flyers, text messages, notes home, and email. | SC staff will continue to make the school community feel welcome. The school community will believe that SC is a safe and loving environment for children. Members of the school community will regularly attend school events. |

Data Used for Campus Comprehensive Needs Assessment

2018-2019 TAPR

MAP Fall 2019 (e.g., Overall Performance, Projected Proficiency, Reading Fluency)

MAP Winter 2020 (e.g., Overall Performance, Projected Proficiency, Reading Fluency)

TEA 2019 STAAR Performance

TEA 2019 Academic Growth Calculation Report

TEA 2019 Academic Growth Data Tables

TEA 2019 Relative Performance

TEA 2019 Closing the Gaps Calculation Report

TEA 2019 Closing the Gaps Status and Data Table

TEA 2018-2019 School Report Card

College Station ISD Annual District Improvement Plan for 2019-2020

Effective Schools Framework 2019-2020 Data Reflection Tools (e.g., ESF Self-Assessment, A-F Estimator, Barrier Analysis, Theory of Action, Targeted Improvement Plan)

Administrator Walkthrough and Observation Data

Community Survey Results and Input

CSISD Vision, Mission, Profiles

Staff Feedback

Discipline Data

Threat Assessments

Restraint Data

Turnover Data

PLC, PL,In-Service, and Coaching Anecdotal Data

HB3 Board Goals and Plans for Literacy and Math

GT and Enrichment Data

ESL Data

Special Education Data

Goal: 1					Recruit, develop, and retain qualified and dedicated staff.				
Objective 1					**Increase the number of applications received for hard to fill positions to ensure all positions are filled with qualified personnel.**				
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	
Post positions to the CSISD job board and interview a minimum of three candidates to ensure qualified personnel are hired to support students.	Administration	CSISD Application Manager (TalentEd)	Ongoing throughout 2020-2021 school year	All	Employee evaluations at proficient level or above in all domains. Staff retention				Local, Title II
Work with HR and other principals to network about potential candidates.	Administration	Human Resources, Principals	Ongoing throughout 2020-2021 school year	All	Employee evaluations at proficient level or above in all domains. Staff retention.				Local, Title II
Full-time ESL Specialist to support ELs.	Administration and ESL Specialist	Time, common planning agenda, and scheduling.	Aug 2020 - May 2021	All	Teachers have weekly common planning, which includes support from ESL Specialists. All teachers are ESL certified.				Local, Title III
Work closely with HR to intentionally recruit instructional staff that reflect the cultural and linguistic diversity of the campus.	Director of Talent Management, Campus Administrators	CSISD Application Manager (TalentEd)	Ongoing throughout the 2020-2021 school year	All	Campus staff demographics aligned to students demographics				

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

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	
Provide virtual professional learning to interested classroom teachers for guided reading and guided math.	Academic Coach, Campus Administrators	Schoology	Summer 2020	All	Course completion (Strive), Walkthrough evidence				Local
One classroom teacher from each grade level will participate in the Science of Teaching Reading (Reading Academies) through the Region VI Service Center during the 2020-2021 school year.	Teachers	Region 6	Fall semester of 2020-2021 school year	All	Successfully complete and pass all modules				Local
Grade level PLCs will be embedded within the master schedule. Support staff provide resources and guidance to utilize data and best practices to design differentiated lessons.	Campus Administration, Academic Coach, Librarian, Support Staff, Classroom Teachers	C&I, Counselor and paraprofessionals to provide Character Development lessons while teachers attend PLCs	Ongoing throughout 2020-2021 school year	All	Increased student achievement				Local
Selected staff apply and if accepted attend Aspiring Administrator Programs for prospective Principals.	Director of Instruction and Leadership Development, Cabinet, Principals	Locally developed curriculum, Schoology, Face-to-Face sessions	June 2020 - June 2021	Teachers, Administrators	Applications received, Participants admitted, Program participation & completion if accepted				Title II, Part A

Selected staff attend district training for elementary teachers on the RtI process to ensure efficient implementation of interventions for identified students.	Campus Principals, Chief Academic Officer, Math & ELAR Coordinator, Teachers	RtI Binders, Time	June 2020-Sept-ember 2020	All	Sign in sheets, Walkthroughs				
Threat Assessment Team attends team training provided by the district.	Director of Student Services Executive DIrector of Facilities and Operations Coordinator of SRDs Director of Instruction & Leadership Development, Selected Staff	Training supplies and resources, time	June 2020	Campus Threat Assessment Teams	Sign in sheets, Certification received, Program Implementation				Local
Selected staff attends district provided professional development on 6+1 Traits of Writing.	Coordinator of ELA	Consultant, Time	October 2020	PK-4	Eduphoria records, Walkthrough data, District benchmark data, STAAR data				

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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	
Continue to provide professional development for staff regarding social emotional learning for students. Utilize resources related to Conscious Discipline, Safe & Civil Schools (CHAMPS), & Restorative Practices (2 Minute Connection, Get to Know You Circles, Treatment Agreement & Pulse Meter). Focus on building relationships, address behavior in a positive manner, and promote a healthy social/emotional learning environment.	Campus Administration, Counselor, All Staff	CHAMPS, Restorative Practices, TEA Character Traits Curriculum	Ongoing throughout 2020-2021 school year	All	Walkthrough evidence, Referral data, Classroom observations				Local
Thrilling Thursdays	Teachers, Administrators, Support Staff	Time, staff, professional development resources aligned to content presented	Three sessions during each semester	All	Sign in sheets				Local
Campus PL on guided reading.	Instructional Coach, Reading Interventionist, and Administrators.	Time, Professional Learning resources (e.g. Fountas and Pinnell, Guided Reading, 2nd Edition)	May 2020 - May 2021	All	Attendance logs (e.g. faculty meetings, teacher inservice)				Local

ELA Teachers implement guided reading in the classroom with coaching support.	Teachers	Fountas & Pinnell, Guided Reading, 2nd Edition	Sept 2020 - May 2021	All	Anecdotal notes by Instructional Coach and Reading Interventionist, Walkthroughs					Local
Leadership team meets at least biweekly to review campus data (e.g., MAP, etc.) and to create action plans to support teachers to design differentiated guided reading and small group instruction based on students' needs.	Administrators and Teachers	MAP, district and campus resources	August - May 2021	All	MAP Growth, STAAR and Teacher made tests					Local
The Leadership Team and Teachers collaborate with the Enrichment Specialist to ensure all gifted learners are growing in their abilities.	Administrators, Teachers, Leadership Team, Enrichment Speciallist	GT Curriculum, Lead4Ward, MAP data	September 2020 - May 2021	GT	Curriculum documents, MAP Data, STAAR data					
Campus Administrators attend walkthrough training provided by the Dana Center.	Administrators	Dana Center at the University of Texas at Austin, Time, Training Resources	August 2020 - October 2020	All	Training Completion, Implementation of Training and Learning into Walk-throughs					Title II Part A Local Funds

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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	
Analyze data to address gaps in performance of all students.	Administrators, Classroom Teachers, Support staff: Academic Coach, Enrichment Specialist, EL Specialist, Interventionists	MAP, C&I Staff, Student data (MAP, AVMR, Running Records, Classroom Assessments)	May 2021	All	TELPAS, STAAR, MAP				Title III Local
Monitor the implementation and use of CSISD curriculum documents.	Administrators	Walkthroughs	Ongoing throughout 2020-2021 school year following T-TESS assessment calendar	All	Walkthrough data, MAP data, Lesson plans				
Classroom teachers utilize mentor texts that represent students from underperforming student populations (in both the content and authors).	Administrators, Instructional Coach, Interventionists	Walkthroughs, Observations, Mentor texts, Counselor, Librarian	Ongoing throughout 2020-2021 school year	All	Walk through data, lesson plans, common planning agendas				Instructional Materials

Teachers will plan weekly with Campus Specialists to design differentiated instruction based on data (e.g., MAP, AVMR, Teacher Made Assessments).	Administrators and Teachers	Time, Data, TEA Co-Teach resources, Scope and Sequence, Year-At-A-Glance,	October 2020 - May 2021	All	Increased student achievement on STAAR, MAP, AVMR, Teacher Made Assessments				
Teachers use leveled questioning throughout the instructional day to gather data and adjust instruction.	Teachers	Essential Questioning resources (C&I). Lead4Ward Playlist Strategies	August 2020 - May 2021	All	Increased student achievement on STAAR, MAP, AVMR, Teacher Made Assessments, etc.). Evidence will be included in lesson plans (formative assessments and differentiation), Walkthroughs				
Refine Character Trait (CAMP) curriculum for Kinder through Fourth Grade students	Counselor, Administrators, Character Camp Team	Time, TEA guidelines	Ongoing throughout the 2020-2021 school year	All	Curriculum, observations				

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

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	
Analyze data to make curriculum adjustments and training decisions.	Leadership Team, Administrators	Student data, time	August 2020 - May 2021	All	Students' achievement (e.g., MAP, students' grades, STAAR, AVMR, progress monitoring (e.g. IEPs, RtI)				
Analyze data to address gaps in performance of underperforming populations.	Leadership Team, Administrators	Student data (e.g.MAP, STAAR, AVMR)	Aug 2020 - May 2021	All	Student achievement data such as MAP, students' grades, STAAR, AVMR progress monitoring (e.g. IEPs, RtI)				
Tier II and III students will have the AVMR assessment completed and AVMR strategies will be implemented with those students.	Math Interventionist, Teachers	Time, AMVR resources	Aug 2020 - May 2021	All	Progress monitoring data and student achievement data				
Implement inquiry instruction in science to strengthen instructional practices.	Science Teachers	Time, science resources, essential questioning resources (C&I)	Aug 2020 - May 2021	All	Walkthrough data and assessment data.				

Teachers access examples of real life scientists provided by the district coordinators that represent students from underperforming student populations.	Science Coordinator, Campus Administrators, Interventionists, Teachers	Science Fusion, STEMscopes, online resources	June 2020 - May 2021	Hispanic, African American, Eco Dis, ELLs, Sp. Ed. Two or More Races	Learning progressions in stage 3 of curriculum documents				Local
Selected staff attend 6+1 Writing Traits professional development.	ELAR Coordinator, Teachers, Administrators	Time, subs	August 2020 - February 2021	All	Meeting agendas, writing samples provided to teachers, Improved writing scores				Local
Teachers design lessons that include resources for meaningful and research-based vocabulary development experiences and embed in their lesson plans.	Teachers	Time, Leadership Team Support	Throughout the 2020-2021 school year	ESL, At-risk	District curriculum				Local funds
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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	
Increase use of resources that provide timely feedback on student work.	CTF, Administrators	Schoology, Nearpod, Flocabulary, Education Galaxy, iRead	Aug 2020 - May 2021	All	CTF gathers data about use by Teachers				
Expand campus PD to educate Teachers on the SAMR Model of technology integration.	Campus Administration, CTF	SAMR Model information, PLCs	October 2020-May 2021	All	Sign in sheets, evidence of integrations during walkthroughs				
Coordinate beginning and end-of-year student technology proficiency checks in 4th grade.	Coordinator of Digital Learning, Campus Administrators, Campus Para professionals	District-created proficiency assessments in Schoology AMP for primary mastery evidence; Typing Agent (grades k-4) for supplemental mastery evidence	Sept. 2020-May 2021	All Students in grades 4	Student proficiency scores on AMP assessments; Student mastery reports in Typing Agent				

Teachers access district provided digital learning resources to support engaging, personalized, and enhanced learning experiences.	Coordinator of Digital Learning, Curriculum Coordinators, Campus Technology Facilitators, Teachers	Schoology, Nearpod (including VR lessons), Google Suite Applications, other digital learning resources authorized by CSISD for student/teacher use, Curriculum documents	June 2020 - May 2021	All	Lesson plans, classroom walkthroughs, T-TESS evaluations, growth of digital learning PD opportunities (online and face to face)				Instructional Materials Allotment
Selected Teachers attend district training opportunities on digital resources that provide timely feedback and evidence of learning.	Coordinator of Digital Learning	Schoology- Assignments, assessments, and discussions, Nearpod- lessons with integrated feedback options (premade/editable or created from scratch), other digital learning resources authorized by CSISD for student/teacher use (support campus-specific purchased resources, curricular-specific purchased resources)	June 2020 - May 2021	All	Meeting agendas and sign in sheets				
√ =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: 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	
On-going monitoring of progress of ELs.	ESL Specialist and Leadership Team	Student data, TELPAS, STAAR, OLPT and time	Aug 2020 - May 2021	LEP	Data review of records for ELs. Student achievement (e.g. increase proficiency).				Title III
Expand district writing benchmarks for 3rd and 4th graders.	Coordinator of ELA	Time to score samples	October 2020, January 2021	Students 3rd-4th grades	District benchmark data				

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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	
Weekly Character Camp lessons are structured into the master schedule.	Counselor, Character Camp Support Staff	TEA Character Traits, Counselor created curriculum	Ongoing throughout the school year	All	Decreased office referrals, observations of students demonstrating character traits				
Implement the CSISD Character Education program aligned with the requirements of HB 1026 PK-4.	Director of Student Services, Counselor, Principals, Director of Instruction and Leadership Development, Teachers	Character Education program chosen or developed by the district committee	June 2020 - June 2021	All	Implementation of program on campus				Title II, Part A Title IV, Part A
Provide Tier II and III behavior training (MTSS) for instructional staff that work with students who demonstrate challenging behaviors.	Counselor, District Mental Health Support	Collection of resources and implementation of strategies in daily instruction	Aug 2020 - May 2021	All	Sign in sheets, walkthroughs, decreased referrals, and fewer appeals for students to be removed from the classroom				
Monitor ongoing use of Conscious Discipline in Early Education classrooms	Early Education Staff, Campus Administrators	Conscious Discipline training, Walkthroughs		All	Monthly observations by Early Education staff, Walk throughs				Federal/Local

Selected campus staff attend district training on how to deal with student behaviors in a successful manner.	Chief Academic Officer	CPI, TBSI, Time, Subs	Sept. 2020-Dec. 2021	At-risk	RtI records, Eduphoria records, Sign in sheets, SIT meeting minutes				Title IV, Part A
Selected campus staff attend SEL training (Tier 1 supports).	Director of Instruction and Leadership Dev., Director of Student Services, Principals, SEL teams, Chief Academic Officer (TBSI certificate tracking for administrators)	SEL teams, TBSI, NEDRP, Conscious Discipline, Safe & Civil Schools, PK-4 continuum of tools and common language, long term commitment to a plan (reduce changes)	August 2020-May 2021	All	Meeting agendas, campus sign in sheets, training modules used, certificates of completion for TBSI to be recorded by the Chief Academic Officer				Title II, Part A
Selected campus staff attend core training if part of the campus SEL team.	Director of Instruction and Leadership Dev., Director of Student Services	SEL teams, Conscious Discipline trainer, Safe and Civil Schools trainer, Substitutes	August 2020-May 2021	All	Meeting agendas, Sign in sheets				Title II, Part A
Pain and Peace Cycle training during PLCs to support teachers to develop skills to meet students' social emotional needs. Teachers will develop skills to identify destructive patterns of communication to provide healthy change and more positive relationships.	Campus Counselor	Time, Pain and Peach Cycle Resources	September 2020	All	Sign in sheets, Calendar				

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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: 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	
Special Education staff planning sessions and team meetings	ARD Facilitator, Administrators, Special Education Campus Staff	District provided resources (e.g., virtual contingency plans), ESPED, TEA guidelines	August 2020 and throughout the year as needed	Special Education students	Students receive services as outlined in their IEPs				
Special education teachers and general education teachers will have consistent planning time to create differentiated lessons using TEA Co-Teach resources. The Leadership Team will support teachers during common planning to design differentiated instruction based on data.	Special Education and General Education Teachers, Specialists, and Interventionists	Time, schedules, TEA co-teach resources and curriculum documents	Aug 2020 - May 2021	All	Lesson plans, agendas, sign-in logs, increased student achievement				
Align schedule of services to students' disability related needs to ensure the LRE.	Special Education Teachers, General Education Teachers, ARD Facilitator, LSSP, Diagnostician, and Administrators	Time, scheduling, staffing, student data (e.g. FIEs, IEP, grades, anecdotal data, achievement data and parent inquiry)	Aug 2020 - May 2021	Special Education students	STAAR, students mastering goals and objectives, parent input, district assessment data, and teacher assessment data.				

Ensure that CASL students have transition plans to support changes (e.g., priming and practice for beginning of the year procedures, schedule changes, etc.).	Special Education Teachers, General Education Teachers, Campus Special Education Support Staff	Time, scheduling, and data collection	August 2020 - May 2021	Special Education students	Teacher created spreadsheet				
Collaborate with district Special Education staff regarding scheduling, best practices, and services.	Administrators, District Staff, Teachers	Time	Aug 2020 and as needed throughout the school year	Special Education students	Administrator calendar, saved emails.				
Special Education Teachers attend district training on research based practices within the English Language Arts curriculum.	Director of Special Services & Special Services Leadership Team, Campus Administration, ELAR Coordinator	Increased and improved inclusive practices grades K-4, Individualized	August 2020 - May 2021	Special Education	MAP, STAAR				
Selected General Education Teachers and Paraprofessionals who support students in inclusive settings attend district level training.	Director for Special Services, Assistant Directors for Special Services, SpEd Instructional Coordinators	Training module, Training Materials, Professional Development provided by consultants	August 2020-May 2021	All	Sign in sheets				
Selected Special Education staff attend district and campus training regarding PLAAFP/IEP development for the ARD Committee decision-making process.	Director for Special Services; Assistant Directors for Special Services, SpEd Instructional Coordinators, Campus Administrators	Training materials, eSped, Administrative ARD training, Instructional Coordinators for Special Education, guidance from TEA and Regional Service Centers	August 2020-May 2021	Special Education	Sign in sheets				

Assistant Principal and Counselor attend district training for Administrators/504 Coordinators regarding the ARD/504 process to support decision-making.	Director for Special Services & Assistant Directors for Special Services, SpEd Instructional Coordinators	Training materials, eSped, Section 504 module training, Guidance from TEA and Regional Service Centers	August 2020-May 2021	Special Education	Sign in sheets				

√ =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	
Add modules to Schoology that help parents support student learning at home.	Classroom Teachers	Video production resources, Schoology and time	Aug 2020 - May 2021	All	Parents access resources, CTF reports to administrators concerning the level of parent access.				
Advertise on social media and campus Schoology pages opportunities for PK-4 district parent training options in areas such as SEL, growth and development, bullying, parenting, and mental health.	Director for Student Services; Counselors; Director of Curriculum and Leadership Development, Campus Administrators, Campus Technology Facilitator	Online resources; Community partners	Aug. 2020- May 2021	All	Plans for sessions, list of contacts in the community to help lead sessions; Training agendas				
Offer virtual parent learning opportunities in student academic support and digital citizenship through Schoology.	Coordinator of Digital Learning, Campus Technology Facilitator, Campus Administrators, Teachers	Schoology (general platform), Parent Learning Center course in Schoology, Campus-specific parent learning sessions orchestrated by the campuses	August 2020 - May 2021	All	Parent use of online learning opportunities				

Post information on Schoology and campus social media for families concerning current school and community resources that promote English Language development for the entire family.	ESL Specialists	Program brochures, community resources, links to English Learner resources	Aug. 2020 - May 2021	EL	Social Media and Schoology posts				

√ =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 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	
Selected Teachers participate in district training on the use of district approved core resources.	Classroom Teachers	Time and substitutes	Aug 2020 - May 2021	All	Attendance logs, walkthrough evidence of implementation, lesson plans, document use of resources.				
Expand the use of Schoology.	Campus Technology Facilitator, Classroom Teachers, Administrators	Technology and Time	Aug 2020 - May 2021	All	Emails (School Messenger log) along with Schoology posts by members of the Leadership Team at least bi weekly during the school year..				
Campus CTF attends needed and appropriate training to then provide professional learning and training for teachers and administrators in the use of district-approved core resources.	Digital Learning Coordinator; Director of Instruction and Leadership Development; Campus Administrators Campus Technology Facilitators	Schoology, Google Drive, Nearpod	June 2020-May 2021	All	Sign-in sheets, Walkthroughs, and Observations				Local Title IV, Part A

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

CSISD Professional Learning Plan 2020-2021

The District Improvement Plan Professional Learning Plan includes both the district and campus professional learning needs. The process of developing the DIP began in February 2020 with program analysis and the 2020 CIPs begins in April 2020. As the 2020 CIPs are submitted to the Curriculum and Instruction Department the CSISD Professional Learning Plan is developed and integrated as a part of the DIP. The information listed below is an outline of the professional development areas that support the Goals and Objective of the District Improvement Plan. The individual links are to specific professional learning documents from across the district.

Summer 2020 professional development catalog
CSISD Professional Development Plan 2020-2021

- Literacy
  - HB3 Reading Academies *Goal 2.1*
  - 6+1 Writing Traits *Goal 2.1*
  - Design instruction using curriculum documents *Goal 2.1*
- ESL/Bilingual
  - SIOP, TPR, ESL Teaching Strategies *Goal 1.2*
  - Title III Symposium *Goal 1.2*
  - ELPS training *Goal 1.2; 4.1*
  - 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*
- Science
  - Inquiry Based Science Instruction Training *Goal 2.1*
  - STEM Teacher Training *Goal 3.1*
- Career Technology Education
  - STEM Teacher Training *Goal 3.1*
- Transportation
  - Bus Driver Certification *Goal 1.1*
  - Bus Driver ReCertification *Goal 1.1*
- Curriculum Document Development & Professional Learning
  - Wave 1 -- ELAR, Math, Science, Social Studies Refinement of Stages 2 and 3 *Goal 2.1*
  - Wave 2 -- LOTE, PE, CTE, GT, Fine Arts Development of Stages 2 and 3 *Goal 2.1*

- Special Services
  - Inclusive Practices Training *Goal 3.3*
  - Monitor Disciplinary Placements *Goal 3.3*
  - PLAAFP/IEP development *Goal 3.3*
  - ARD/Section 504 decision making process training *Goal 3.3*
  - Community Outreach and Parent Training *Goal 3.3*
- Leadership Development
  - Teacher Leadership Academy *Goal 1.3*
  - Success Team / SALI monthly learning *Goal 1.3*
  - Administrator Development Academy *Goal 1.3*
  - Results Coaching Training *Goal 1.3*
- Teacher Development
  - NTU Coaching *Goal 1.3*
  - New Hire Onboarding *Goal 1.3*
  - Culturally Responsive Teaching *Goal 1.2*
  - Teaching Students from Poverty *Goal 1.2*
  - Results Coaching Training *Goal 1.3*
  - RtI Training
- Social Emotional Learning
  - Conscious Discipline Training *Goal 1.3; 3.2*
  - Safe and Civil School Training *Goal 1.3; 3.2*
  - Restorative Practices Training *Goal 1.3; 3.2*
  - SEL Tier 1 Teacher Training *Goal 1.3; 3.2*
  - Mental Health Training for Administrators *Goal 3.2*
  - Community and Parent Education Sessions *Goal 4.1*
- Digital Learning (Instructional Technology)

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 recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

| 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
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: ● 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 11. SROs will not have any administrative duties, nor will they address classroom	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

discipline issues.			

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 |

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 2019-2020

Grades Pre-K – Grade 4

Elaine Everett	CHE	
Sandra Hay	PC	
Beverly Shimek	RP	
Catherine Eckhardt	SK	
Katy Higgins	SWV	*Vice Chair*
Stephanie Weaver	FR	
D'Ann Johnson	CV	
Charla Anderson	GP	
Araceli Seydler	SC	
Kristin Dungan	RB	

Grades 5-6

Lauren Guest	OW	*Secretary*
Mandy Schwanke	CG	
Sherry Ware	PT	

Grades 7-8

Matt Bywater	AMCMS
Claire Hall	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Sheridan Clinkscales	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS

Elementary-At-Large

Nur Rashid	DEAP

Secondary-At-Large

Emily Feagan	CVHS

Elementary Administrator

Renee Sanders	RP	*Chair*

Secondary Administrator

Emily Feagan	CVHS

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

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
John Crockett	Parent, Grades 9-12 (CSHS)
Laura Kurk	Parent-At-Large
Lynna Tolliver	Business Member
Paul Dorsett	Business Member
Amanda Green	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
	Deputy Superintendent/Chief Financial Officer
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 and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Tami Dudo	Coordinator for AVID and GT
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning
Bobbi Rodriguez	Coordinator for Social Studies