

# Spring Creek Elementary



## Annual Campus Improvement Plan 2021-2022



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Board Approval Date: TBD

## **Mission Statement**

Success Each Life, Each Day, Each Hour

## **Vision**

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

## **CSISD Board Beliefs and Commitments**

**We believe the purpose of education is to develop productive citizens.**

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

**We believe educators and students can be lifelong learners, who are excited to engage in learning together.**

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

**We believe relationships and communication are driving forces in education.**

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

**We believe critical thinking, real world problem-solving and engaged learning are crucial to learner's success now and in the future.**

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

**We believe the skillful use of technology can enhance learning experiences.**

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

### **CSISD Board Goals**

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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[District Improvement Plan Acronyms & Definitions Sheet](#)

**Executive Comprehensive Needs Assessment Summary**

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the district?)
<b>Demographics</b>	<p>Spring Creek Elementary serves approximately 645 students from various backgrounds. Student demographics are recorded as Two or More Races 3.4%, African American 12.1%, Asian 13.3%, Hispanic 12.1%, and White 65.6%. 21.2% of the children are identified as economically disadvantaged. 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.</p>	<p>Spring Creek staff will provide more opportunities for differentiated instruction for more students.. 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. We believe that differences hold value and will work to connect and relate to students from all different backgrounds.</p>	<p>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 with weekly character based lessons.</p>
<b>Student Achievement</b>	<p>The 2020-2021 STAAR Report measured at approaches grade level or above for third grade math as 88.79% and reading as 80.17%. The 2020-2021 STAAR Report measured at approaches grade level or above for fourth grade math as 86.67% and reading as 79.83%. There was significant growth since the 2019-2020 school year. The 2019-2020 STAAR Report measured at approaches grade level or above for 4th grade math as 79%.</p>	<p>Spring Creek needs to improve creating targeted small group instruction. Our focus will be working with teachers to use data to create targeted small groups within the classrooms. We have begun using a planning document that will assist teachers in identifying students that are on level, above level, and below level. Teachers will differentiate their instructions based on the needs of each group.</p>	<p>Overall, students are making significant growth at Spring Creek. We will use data to create targeted small groups and identify students that need further interventions to be successful. Providing differentiated instruction support for our students on specific skills they are needing is crucial. We will continue to strive to create relevant, meaningful, and engaging activities to connect with all of our student population.</p>

	<p>NWEA MAP scores indicate for Spring 2021 our 3rd graders have a mean RIT of 206 for math, 202 for reading and 204 for science. The MAP scores indicate for Spring 2021 our 4th graders have a mean RIT of 216 for math, 209 for reading and 209 for science.</p> <p>**Please note that due to the cancellation of Spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.</p>		
<b>Curriculum and Instruction</b>	<p>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 that the rigor of curriculum and instruction is aligned to the TEKS and students' needs.</p>	<p>Professional learning (PL) and coaching occurred during the 2020-2021 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..</p>	<p>Student-centered and small group instruction are priorities for SC. 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 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.</p>
<b>Culture and Climate</b>	<p>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</p>	<p>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</p>	<p>Academics are a priority, but each child will continue to be supported socially and emotionally through counselor led character lessons as well as a new curriculum through 2Words character development program. These lessons will be taught weekly during our "Cardinal Connection" time in the</p>

	<p>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.</p>	<p>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.</p>	<p>mornings. The 2Words programs contains 18 specific lessons that teach a trait and then model how it can be used in the real world. These lessons, in conjunction with the counselor-led program, will allow us to give each student access to SEL that will help them throughout their school career and life.</p>
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**Staff Quality and Retention**

The average years of teaching experience for SC teachers is 9.4%. This is lower than the district average of 12.5% and the state average of 11.1% (TEA-TAPR, 2019-2020). The ethnicity of the teachers is 93.4% White, 4.4% Hispanic, and 2.2% African American. The percentage of White teachers is higher at SC than the percentage of White teachers for the district and the state.

**Student Demographics:**

	Campus	District	State
African American	5.4%	13.5%	12.6%
Hispanic	12.1%	23.2%	52.8%
White	65.6%	52.0%	27.0%
American	0.2%	0.4%	0.4%

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 on increasing the percentage of ethnically diverse teachers (TEA, TAPR, 2019-2020).

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' 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.

Indian			
Asian	13.3%	7.1%	4.6%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	3.4%	3.5%	2.5%

Teacher Demographics:

	Campus	District	State
African American	2.0%	3.7%	10.8%
Hispanic	4.4%	10.8%	28.1%
White	93.4%	83.5%	57.7%
American Indian	0.0%	0.3%	0.3%
Asian	0.0%	0.8%	1.8%
Pacific Islander	0.0%	0.0%	0.2%
Two or	0.0%	0.9%	1.1%

	<table border="1"> <tr> <td data-bbox="525 87 646 188">More Races</td> <td data-bbox="646 87 762 188"></td> <td data-bbox="762 87 884 188"></td> <td data-bbox="884 87 999 188"></td> </tr> </table>	More Races					
More Races							
<b>Technology</b>	<p>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.</p>	<p>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..</p>	<p>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.</p>				
<b>Family/Community Involvement</b>	<p>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). The PTO is very strong and willing to assist the teachers and staff in whatever their needs may be.</p>	<p>The families of Spring Creek are eager to be involved with the school. Communication from school leadership needs to be more consistent and focus on the many great things that are happening on campus. During the 2021/2022 school year, the administration will make it a priority to connect with the families and community of SC and make sure they feel informed and welcome.</p>	<p>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. Communication and visibility of administration will be a focus. As soon as it can be safely done, SC will invite parents back into the school for morning assembly, Watch Dogs, and other events that display the positive things happening on campus.</p>				

**Data Used for Campus Comprehensive Needs Assessment**

2020-2021 TAPR  
 MAP 2020-2021 Data (e.g., Overall Performance, Projected Proficiency, Reading Fluency)  
 TEA 2021 STAAR Performance  
 TEA 2021 Academic Growth Calculation Report  
 TEA 2021 Academic Growth Data Tables  
 TEA 2021 Relative Performance  
 TEA 2021 Closing the Gaps Calculation Report  
 TEA 2021 Closing the Gaps Status and Data Table  
 TEA 2020-2021 School Report Card  
 College Station ISD Annual District Improvement Plan for 2020-2021  
 Effective Schools Framework Data Reflection Tools (e.g., ESF Self-Assessment, A-F Estimator, Barrier Analysis, Theory of Action, Targeted Improvement Plan)  
 Administrator Walkthrough and Observation Data  
 Panorama 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  
 Engage2learn Connect Phase Resources (Learner and Educator Protocols),

<b>Goal: 1</b>	<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>
<b>Specific Result 1.1</b>	<b>Provide a variety of learning experiences that address distinct learning needs, interests,</b>

				aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
<p>Spring Creek Elementary school will focus on the CONNECT phase of the CSISD Framework for Success and focus on the best practices of communication and collaboration.</p> 	Administration, Leadership Teams, & Teachers	Campus PD Plan, Engage2Learn Resources,	August 2021 - June 2022	All	Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; walkthrough data; agendas from				
<p>Teachers use protocols from the CSISD Framework for Success (learning innovation framework)</p> 	Campus Administration, Instructional Coach.	Engage2Learn	August 2021 - May 2022	All	Utilization of protocols, observations of success components in practice				Title II Funds
<p>Design opportunities and tools for, facilitate a culture of, and model effective communication and collaboration by focusing on the “connect” component of the CSISD Framework for Success.</p>	Campus Principals, Leadership Teams, Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				



Implement the argument driven inquiry model of project based learning in science instruction	Campus Principals, District Science Coordinator	PD Materials provided by district	September 2021-May 2022	All	Walk through data, student artifacts, MAP data				Title II
Audit instructional resources and strategically abandon those that are not being utilized.	Curriculum Coordinators; Dpt. Heads; Teacher Leaders; Campus Administrators	Classroom Impact Inventory	June 2021 - Dec. 2021	All	Streamlined list of resources with connection to the CSISD Framework for Success				
Using a variety of data sources (end of year surveys, MAP data, etc.) campus principals will identify an area for instructional focus from the CSISD Framework for Success and plan for implementation	Campus Principals	Campus Instructional Implementation Plan	June 9 - June 2021	All	Campus instructional focuses; walkthrough data				
Carry out the Campus Instructional Plan from the Framework for Success (rooted in action step 4)	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				

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

<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.1</b>				<b>Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                      #2                      #3</b>			<b>Supported by State or Federal Funds</b>
All key stakeholders and curriculum staff will be trained on the use of a selected MTSS data management software	Chief Academic Officer; Director of Instruction and Leadership Dev.; C&( Coordinators & Directors; Campus Principals; Campus Core Teams	Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				Title II Funds \$20,950
Review the district MTSS process in the District MTSS Handbook with staff	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021- July 2021	At-risk students	MTSS Handbook				
Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for	MTSS Handbook with processes	August 2021	All at-risk	PLC agendas, classroom observations, sign-in sheets for training sessions.				

	Math and ELAR								
Monitor the implementation of the MTSS software on campus and gather feedback from stakeholders for feedback and improvement to the district	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					
Utilize HMH Intervention Binder will be used by teachers in small group settings to support Tier 2 instruction.	Reading Specialist and Instructional Coach.	HMH intervention binder distributed by Aaron Hogan	Sept. 2021-May 2022	All at risk students and students receiving tier 2 intervention	MAP growth at the MOY and EOY				
Interpret MAP Data to identify student's areas of weakness to design differentiated instruction for students to grow in their learning.	K - 4 Teachers	Administration, Reading Specialist, Math Specialist, and instructional coach	Sept. 2021-May 2022	All at risk students and students receiving tier 2 intervention	MAP growth at the MOY and EOY				

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<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>			
<b>Specific Result 2.2</b>				<b>Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.</b>			
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>	<b>Supported by State or Federal Funds</b>

Principals will look for Communication and Collaboration as best practice focus area(s) based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations.	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				
Participate in walkthrough training for principals and revise current walkthrough process to provide teachers with specific feedback on cultivating relationships and bridging information with prior experiences.	Director of Instruction and Leadership Development, Chief Academic Officer	Dana Center Training	September 2021	All	Training sign-in sheets				Title II Funds
Implementing Heggerty resources into daily lessons	Reading Specialists and Instructional Coach	Heggerty resources	Sept. 2021-May 2022	All	4 lessons per week monitoring each Friday with struggling students.				
Implement Words Their Way spelling inventory to track student's phonological growth.	Reading Specialists and Instructional Coach	Words Their Way professional development books	Sept. 2021-May 2022	All	Student growth will be checked at MOY spelling inventory and EOY spelling inventory				
Continue using MAP data, running record data, and teacher observation to develop guided reading lessons which will be implemented in daily schedule.	Reading Specialists and Instructional Coach	The Next Step in Guided Reading	Sept. 2021-May 2022	All	Lesson plans, observation, and MAP growth				

Begin tracking running records to better annotate student's performance in their reading skills to align our guided reading instruction.	Reading Specialist and Instructional Coach	Fountas and Pinnell Running Record Kit	Sept. 2021-May 2022	All	Teachers will produce running record data sheets from their finding into data talk spreadsheet				
Continue Using MAP data, math checklist, and teacher formative assessments to design and implement guided math instruction into daily math schedule.	Math Specialist and Instructional coach	Do the Math by Marilyn Burns	Oct. 2021 - May 2022	All	Lesson plans, observation, STAAR report and MAP growth				

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<b>Goal: 3</b>				<b>CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.</b>					
<b>Specific Result 3.3</b>				<b>Promote an engaging relationship between the school district and community</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                      #2                      #3</b>			<b>Supported by State or Federal Funds</b>
Spring Creek plans to host several community outreach events during the 21/22	Campus Leadership, Chief Academic Officer; Executive Director of Secondary	STEM and Literacy information for the community.	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance. Pictures of events on social media.				

<p>school year. A STEM family night in the fall and a Literacy family night in the Spring are planned. We also will host a drive-thru book character event near the end of October.</p> 	<p>Education</p>								
<p>Spring Creek plans to participate in a food drive the week before the Thanksgiving holiday, as well as the Angel Tree program to provide gifts for students of need near the winter break.</p> 	<p>Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education</p>	<p>Food Band and Angel Tree information.</p>	<p>August 2021 - May 2022</p>	<p>All</p>	<p>Pictures and description of events on Social Media and modes of communication.</p>				
<p>Spring Creek will provide opportunities for teachers to model and facilitate intentional collaboration, provide</p>	<p>Admin team, Instructional coach, Grade level leaders.</p>	<p>Peer to peer coaching Common planning time PLC's</p>	<p>Aug. 2021 - May 2022</p>	<p>All</p>	<p>EOY Survey Data, Admin attendance at grade level and PLC meetings. Walk and talk sessions.</p>				

<p>constructive feedback, and build positive relationships with each other.</p> 									
<p>Spring Creek will invite and welcome community members into the school setting to proactively and consistently communicate with family and community stakeholders.</p> 	<p>Counselor, Admin team, teachers</p>	<p>Morning Assembly, Watch Dogs, Sing-alongs, Family Fun Nights, Book Fairs, STEM night, Literacy night.</p>	<p>Aug. 2021 - May 2022</p>	<p>All</p>	<p>Community attendance at events</p>				
<p>Spring Creek will continue implementation of Restorative Practices into the everyday culture of the campus and classrooms to empower learners to resolve interpersonal conflict and to recognize learners' lived experiences and how they impact</p>	<p>Counselor, Admin team, teachers</p>	<p>Counselor lessons with students, Modeled by Admin during PD and PLC sessions. Walkthrough data.</p>	<p>Aug. 2021 - May 2022</p>	<p>All</p>	<p>EOY Survey Data, Admin attendance at grade level and PLC meetings. Walk and talk sessions.</p>				

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

<b>Goal 6</b>				<b>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</b>					
<b>Specific Result 6.1</b>				<b>Establish and utilize a comprehensive instructional technology plan for teachers and staff.</b>					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Professional Learning for staff to include how to design lessons utilizing the SAMR Model and Digital Citizenship, including reflection based on feedback	Coordinator of Digital Learning; Campus Technology Facilitators	Professional learning modules	Aug. 2021- May 2022		Professional Learning modules; Agendas; Sign-in sheets				

## **APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

### **Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

### **Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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
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### 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"> <li>● Provides a law enforcement presence at various schools throughout the College Station Independent School District</li> <li>● 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</li> <li>● Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees</li> <li>● Participate in required training according to HB2195 and SB 11.</li> </ul> <p>SROs will not have any administrative duties, nor will they address classroom</p>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

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

**Student Achievement**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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

**Pre-K**

**APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021**

**Grades Pre-K – Grade 4**

Matt Fleener	CH	
Kacy Divjak	CV	<i>Vice Chair</i>
Lauren Given	FR	<i>Secretary</i>
Jean Bingaman	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

**Grades 5-6**

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

**Grades 7-8**

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

**Grades 9-12**

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

**Alternative Programs**

Amanda Greathouse	CVHS
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**Elementary-At-Large**

Nur Rashid	DEAP
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**Secondary-At-Large**

Emily Feagan	CVHS
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**Elementary Administrator**

Renee Sanders	RP	<i>Chair</i>
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**Secondary Administrator**

Emily Feagan	CVHS
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**Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives**

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
Kara Comte	Parent, Grades 9-12 (AMCHS)
Barbara Moore	Parent, Grades 9-12 (CSHS)
Trudy Bennett	Parent, Grades 7-8 (WMS)
Suzanne Porter	Parent, Grades 5-6 (OW)
Laura Kurk	Parent-At-Large
James Haverland	Community Member
Paul Dorsett	Business Member
Thomas Hall	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Chief Administrative Officer
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	Director for Instruction and Leadership Development
Kevin Ross	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Susan Heath	Director of Early Childhood
Tami Dudo	Coordinator for AVID
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