

College Station Middle School

Annual Campus Improvement Plan
2021-2022



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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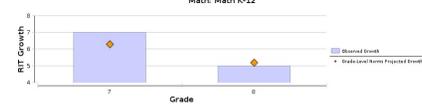
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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	<p>College Station Middle School has close to 664 students and some diversity with 47.9% of the population being White, 25.3% being Hispanic, 16.3% African-American, 7.4%, Asian/Pacific Islander, 3.0% Two or more races and .2% American Indian.</p> <p>The economically disadvantaged population accounts for 37.5% of our students for the 2021-2022 school year, which is slightly higher than the 2019-2020 school year. 47.8% of the students are designated at-risk as compared to the 2019-2020 percentage of 40.57% of the student population being designated at-risk. Our LEP population is consistent with around 5.9% of our students being LEP. We currently have around 81 special education students and 108 students receiving services through 504.</p>	<ul style="list-style-type: none"> ● CSMS will strive to increase the academic achievements of historically underperforming student groups. The number of students receiving special education and 504 services continues to increase, indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) at CSMS. ● CSMS will work to meet the needs of our GT students in our core instruction. 	<ul style="list-style-type: none"> ● Our priorities for demographics this year is to address closing the achievement gap historically with underperforming student groups. ● One priority is establishing a strong, calibrated MTSS program across 7th and 8th grades in order to address our increasing special education population. ● We will embed gifted and talented strategies in the core curriculum.
Student Achievement	<p>Despite the loss of learning opportunities due to COVID, a large portion of our students showed growth over the year based on their MAP scores. In addition, our passing percentage on STAAR tests did not drastically decline.</p>	<p>Overall, students are not growing at or above growth norms, according to MAP 2020 normative data. As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state assessment measures. Improve Tier I and II instruction to better meet the needs of our students.</p> <p>Math:</p>	<ul style="list-style-type: none"> ● Tier I instruction will be strengthened and based on analysis of data. ● Tier II interventions, using the MTSS system, will be included in the math and ELAR classrooms. ● Use data talks, content area and vertical teaming for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis. ● To help close the achievement gap, we will align our strategic planning process in instructional practices, use AVID strategies and differentiated

College Station Middle School
Math: Math K-12

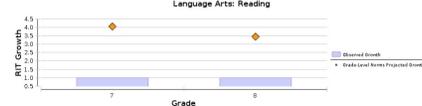
Grade (Spring 2021)	Comparison Period						Growth/Projected Growth											
	Fall 2020			Spring 2021			Growth		Scale Level Scores					Student Needs				
Total Number of Growth	Mean Score	Standard Deviation	Advanced Placement	Mean Score	Standard Deviation	Advanced Placement	Observed Growth	Projected Growth	Below	Basic	Proficient	Advanced	Number of Students					
7	202	15.9	89	207.6	16.2	71	6.4	6.2	6.02	66	202	161	61	41	41	41	41	41
8	201	16.4	79	207.4	16.2	79	6	6.1	6.08	62	201	199	61	61	61	61	61	61



Reading:

College Station Middle School
Language Arts: Reading

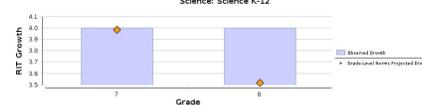
Grade (Spring 2021)	Comparison Period						Growth/Projected Growth											
	Fall 2020			Spring 2021			Growth		Scale Level Scores					Student Needs				
Total Number of Growth	Mean Score	Standard Deviation	Advanced Placement	Mean Score	Standard Deviation	Advanced Placement	Observed Growth	Projected Growth	Below	Basic	Proficient	Advanced	Number of Students					
7	206	16.4	79	202.4	16.4	61	1	6.4	6.1	1.84	4	206	199	79	79	79	79	79
8	201	16.9	79	208.4	16.2	61	6	6.1	6.18	1	201	191	61	61	61	61	61	61



Science:

College Station Middle School
Science: Science K-12

Grade (Spring 2021)	Comparison Period						Growth/Projected Growth											
	Fall 2020			Spring 2021			Growth		Scale Level Scores					Student Needs				
Total Number of Growth	Mean Score	Standard Deviation	Advanced Placement	Mean Score	Standard Deviation	Advanced Placement	Observed Growth	Projected Growth	Below	Basic	Proficient	Advanced	Number of Students					
7	219	21.9	89	216.2	19.2	89	4	6.4	6.4	0.36	38	219	191	89	89	89	89	89
8	201	19.9	79	207.4	19.2	79	6	6.1	6.08	38	201	191	79	79	79	79	79	79



- instruction school-wide.
- Implement PLCs to increase differentiation in instructional practices and strengthen classroom management.

Curriculum and Instruction

- MAP Growth data is used to drive instruction.
- Collaborative groups and technology are used to improve student engagement.
- ELAR teachers are using curriculum document one-pagers are successful in helping to guide teachers planning and instruction.

- MTSS system needs to be planned and put into place consistently.
- Clear Tier I, II and III qualifications need to be defined based on CSISD expectations.
- Teachers need continued training and time to analyze data to use it to drive classroom instruction.
- District-wide assessments for social studies/history classes

- Administer CBM, 's 7th & 8th grade social studies and US History
- Provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure;
- Use MAP data to ensure instruction is adjusted for student success
- Continue to build capacity in using our LMS (Schoolology) and other instructional technology

Culture and Climate

In considering the culture and climate of our schools and the classrooms we look at

- Student needs in the areas of mental health and social emotional wellness

We will continue to use Panorama Survey data to monitor and respond to staff input

	discipline data and district surveys. We had <1%. We continue to build leadership capacity with our staff and students to facilitate growth and collaboration. School administration is intent on building relationships with faculty, staff and students..	<p>continue to grow.</p> <ul style="list-style-type: none"> ● SELT meetings revived to help identify and support student needs ● Because of COVID, we were not able to have the “family” feel that our school thrives on. We are hopeful that we will be able to bring back many of the things that bring the staff together. 	<p>on climate and culture as well as systems and support throughout the district.</p> <p>SEL lessons from counselor and during announcements</p>
Staff Quality and Retention	9 teachers/staff members left CSMS due to transfers, moving to a new city, or retiring.	<p>Teachers are asked to cover classes when substitutes can’t or don’t show for jobs, this is a a strain to the moral of our campus</p> <p>We implemented Panorama surveys this year and the surveys have given us insight into the culture and climate of CSMS.</p>	<p>Teachers are given supplemental pay when they cover 6 classes.</p> <p>Provide optional ongoing training that is aligned to our strategic plan throughout the year for our teachers</p>
Technology	<p>Use of Schoology and Student/Parent Tech help to increase usage of HAC and increase academic extensions at home.</p> <p>SAMR implementation has allowed for teachers to broaden their scope of lesson planning to include more tech diverse lesson activities for students.</p>	<p>Limited devices crutch lessons where technology could support and grow learning for G/T and underperforming student groups.</p> <p>Continue SAMR discussions, reflections, and implementation into instructional planning.</p>	<ul style="list-style-type: none"> ● Increase the number of devices on campus, as budget permits ● Continue to increase teacher and administrator capacity and use of instructional technology ● Teachers integrate of technology into instruction
Family/Community Involvement	<p>CSMS has implemented innovative ways to maintain contact with their parents throughout this year with not being able to have parents volunteer in the buildings. Teachers made videos to introduce themselves to have a virtual “Open House” so that parents could put a face with the name of their student’s teachers. PTO meetings were held online and were consistently well attended. Schoology was used last year to communicate with parents and students.</p>	<p>Create innovative opportunities for families from all demographics represented in CSMS to be involved and present in our school.</p>	<p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with our extended school community.</p> <ul style="list-style-type: none"> ● Utilize features in Schoology to support parent involvement in learning. ● PTO meetings will be recorded, shared with all families. ● Utilize parent and community volunteers to interact with our students. ● Expand the food pantry so that it

			addresses the needs of more families'.
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Data Used for Comprehensive Needs Assessment

<ul style="list-style-type: none"> ● MAP testing (BOY, MOY, EOY) ● Failure Rates ● Community and Business Partner Input (DEIC) ● Teacher Input ● Attendance ● Teacher Retention ● Special Education ● Curriculum Documents ● T-TESS ● SPED/504 Data 	<ul style="list-style-type: none"> ● PEIMS Discipline ● Counselor Input on Mental Health ● Professional Development ● Administrator Input ● Educator Evaluations ● GT Identification ● Parent Input ● Panorama Survey Data ● Demographics ● STAAR results ● Technology Input
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Goal: 1				CSMS will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.				Student academic achievement will be improved by implementing PLCs, a data team and the use of data to drive instruction.					
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 <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Implement structured PLCs for all staff	Instructional Coaches, Campus Administrators	Time, Data, Feedback from teachers about needs	June 2021 - May 2022	All	Teacher attendance, implementation of strategies, improvement in student behavior and academic success				
Initiate a data team to identify highest needs students and provide appropriate support	Campus Administrator, Counselor, teachers	Time, Data, Personnel	August 2021 - May 2022	All	Improved attendance, behavior and academic achievement of identified students				
Teachers use student data driven instruction to differentiate learning experiences	Instructional Coaches, Campus Administrators, all teachers	Time, Data, Personnel	August 2021 - May 2022	All	Improved academic achievement of students				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				CSMS will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1: Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.				Increase student success of underperforming groups by use of a calibrated, comprehensive Multi-Tiered System of Supports Program.					
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 <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
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&I; 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
Share MTSS Handbook with staff	Principals, Counselor, Instructional Coaches	Training	August 2021	At-risk students	MTSS Handbook				
Train secondary teachers on small group instruction for Tier II intervention time	Region VI; Executive Director of Secondary Education	Training	August 2021-Feb 2022	All	Agendas; Training sign-in sheets				
Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR, Counselor	MTSS Handbook with processes	August 2021	At-risk students	Training sign-in sheets				

Teachers use MAP data and teacher created assessments to identify students who need intervention	Instructional Coaches, Campus Administrators, all teachers	Time, Data, Personnel	August 2021 - May 2022	All	Improved academic achievement of students				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				CSMS will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.				Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
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 <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Form cross-curricular teams to determine which research based best practices will be utilized to provide targeted support for struggling learners.	Campus Administrators, Instructional Coaches, English and Math teachers	Articles, books, MAP data	August 2021 - May 2022	All	Defined best practices for instruction				
Principals established relevance and authenticity as best practice focus area(s) for CSMS based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations	Campus Principals	Training materials for principals and staff	August 2021 - May 2022	All	Walkthrough data analysis, Lesson Plans, Observation data				

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

Goal: 3				CSMS will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3: Promote an engaging relationship between the school district and community				Promote an engaging relationship between our school and the community					
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) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
CSMS will provide a community outreach activity to engage families off-campus in a familiar setting.	Campus Leadership; Parent & Community Involvement Design Team	Time, Off-campus location, volunteers	August 2021 - May 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				
CSMS will establish and maintain a food pantry for students and families in need	Nurse, Campus Principals, Campus Leadership	Time, food donations, volunteers	August 2021 - May 2022	All	Schoology notifications, student use of the service				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
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

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
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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"> ● 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. <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
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All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas
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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	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal	Budget reports, Annual federal compliance report

Education Department General Administrative Regulations (EDGAR) .		funds	
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Student Achievement

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

APPENDIX B: Campus Leadership Team 2021-2022

Campus Leadership	Dept. Represented
Bland	Social Studies/History
Brod	Math/instructional Coach
Burton	Boy's Athletics
Day	Fine Arts
Grall	Counselor
Haas	Asst. Principal
Hadnot	Principal
Hall	Instructional Coach/CTF
Hodge	Instructional Coach
Kieschnick	SPED
Kurtz	Science
Lapaglia	ELAR

Monsivais	Math
Pratcher	Girls Athletics
Ray	Counselor
Wilson	CTE