

College Station Independent School District

Annual Campus Improvement Plan
2022-2023



Board Approval Date: September 20, 2022

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 a 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

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	<p>Forest Ridge serves over 550 students including students in Head Start and Pre-K through fourth grade. Our student population summary includes:</p> <p>African American: 13.58% Hispanic: 13.58% White: 70.28% Asian: 14.85% American Indian: 1.26% Economically Disadvantaged: 24.27% At Risk 25.18% ESL: 9.05% LEP: 9.96% Special Education: 20.28% Special Education Speech Only: 8.87% GT: 11.59%</p>	<p>Culturally Responsive practice and training is needed to address instructional needs of African American, Hispanic, economically disadvantaged, special education and English language learners. The diversity represented at FR provides a necessity for practical, research-based, community-building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.</p>	<p>Our continued priority for demographics this year is to address closing the achievement gap with our students from poverty, special education, and the ethnic groups of AA and H. Through MTSS processes we will provide targeted support through additional resources and professional learning so that we can build on identified strengths to decrease achievement gaps in individual student groups in the areas of reading and math.</p> <p>In addition, we will continue to provide ongoing training and professional development to support teachers in the creation and implementation of meaningful and relevant instruction for all learners through both enrichment and intervention best practices.</p>
Student Achievement	<p>Preliminary STAAR data overall indicates continued mastery and meeting of grade level expectations in both reading and mathematics. 3rd grade reading maintained an overall 97% passing rate in the spring of 2022. 3rd grade math had a slight decrease to an overall passing rate of 94% in the spring of 2022. 4th grade reading improved to 96% overall passing rate and 4th grade math also increased to a 95% overall passing rate in 2022.</p> <p>Forest Ridge also maintained positive growth trends in both reading and math as</p>	<p>In order to make consistent gains in all domains, we will focus on closing the achievement gaps with underperforming student groups (African American, Hispanic, Economically Disadvantaged, and Special Education students) for reading and math. MAP data will also be utilized to observe changes in student achievement growth and monitor student progress towards mastery of grade level standards and projected growth measures. In addition, this data will support the creation and use of targeted instruction to meet the needs of all students on our</p>	<p>We will provide early intervention at K – 3rd grade to ensure all learners are meeting expectations with literacy and math. We will continue to strengthen Tier I instruction by implementing research based best practices in the areas of guided reading and guided math. We will also continue to refine the co-teach model in special education and Tier II and III interventions by classroom teachers and interventionists to provide exposure and direct learning opportunities with on grade level content and standards.</p> <p>This year we will also continue our efforts to</p>

	<p>indicated by our 2021 - 2022 MAP Assessment data. Forest Ridge's mean RIT scores at all grade levels and content areas were above the district and national mean RIT scores. Our kindergarten and second grade exceeded projected yearly growth in both reading and mathematics. First grade exceeded projected yearly growth in math and decreased the achievement gap in reading by increasing their growth by 1.6 points. Third grade exceeded the projected yearly growth in mathematics and science and made significant growth in closing the achievement gap in reading language arts. Our fourth grade exceeded the projected yearly growth in Reading Language Arts and Science.</p>	<p>campus.</p>	<p>provide not only intervention but accelerated learning opportunities by providing enrichment for all students. Our campus SOAR program will engage students in building power skills that allow them to explore learning through STEAM, research, and challenge based learning.</p>
<p>Curriculum and Instruction</p>	<p>Core classroom teachers collaboratively plan, create, and implement meaningful and relevant instruction through the use of district curriculum documents with a focus on transfer goals, enduring understandings, essential questions, assessments, resources and technology. Teachers will continue to utilize district and campus resources to strengthen instructional practice and delivery of lesson content. In addition, campus representatives will continue to contribute to the district curriculum writing process across multiple subject areas to facilitate growth and support for curriculum and instruction across the district.</p>	<p>During the 2021-2022 school year, our campus launched our SOAR initiative which focused on the building of power skills through STEAM and challenge based learning. Based on our Panorama Survey data, stakeholders would like a continuation of enrichment opportunities as it was identified as a key indicator for continued student growth and success at Forest Ridge.</p> <p>MTSS resources for core content areas will also need to be expanded and continue to be integrated into lesson planning in order to strengthen Tier I and II instruction.</p> <p>It is also necessary to maintain an instructional focus on small group instruction in the design and facilitation of core content areas in order to close achievement gaps and to mitigate the impact of the Covid Slide on student</p>	<p>Continue to expand our STEAM and challenge based learning and enrichment opportunities through our SOAR initiative.</p> <p>Utilize district resources that support the facilitation of the MTSS process to improve both Tier I and II instruction across all core content areas including the newly adopted Eureka Math Resources.</p> <p>Continue to refine small group instruction with targeted professional development during our campus PLC time in order to promote student growth and progress in core content areas.</p> <p>Also, use the PLC structure to provide staff with opportunities for vertical and horizontal alignment across and within grade levels and subject areas to promote curriculum conversations and planning with depth and complexity.</p>

		progress and achievement.	
Culture and Climate	<p>Forest Ridge maintains a welcoming, positive, and safe environment where staff members are highly invested in our families and students. We strive to live our vision and mission each day in order to ensure student learning, achievement, and well-being. We have built expectations through positive behavior interventions and supports (PBIS), focused on Social Emotional Learning (SEL), CD, Champs, Boys Town – Girls Town, Trauma Informed Practices, Restorative Practices and use MTSS to offer academic and behavioral support.</p> <p>Parent Panorama Survey data indicates school climate and safety as a campus strength. In addition, staff and teacher survey data indicates strong perceptions of effective relationships with school leadership.</p>	<p>We will continue to utilize and implement research based practices to promote social and emotional well-being of all students, families, and staff at Forest Ridge. This year we will focus on building strong connections and relationships through the recalibration of Restorative Practices, with a targeted focus on peer to peer interactions to promote value and belonging within the school community. We will refine our formal and informal processes to restore and promote positive relationships while also cultivating leadership capacity in all students.</p>	<p>We will continue to strengthen our school climate and culture through the implementation of Restorative Practices with a focus on classroom treatment agreements and GTKY circles to build classroom community and connections. We will also extend our work in trauma informed practices and utilize our Zen Gym and resources to focus on self-care and regulation, and stress management for staff and students.</p> <p>We will also continue to build our campus language and practices centered on “power skills” that focus on key traits such as grit, perseverance, creativity, flexibility, teamwork, and problem solving within the school community and beyond.</p> <p>We will also utilize Panorama Survey data to monitor and respond to stakeholder input on climate and culture as well as systems and support.</p>
Staff Quality and Retention	<p>100% of the staff at Forest Ridge are highly qualified. Forest Ridge recruits strong staff members who are mostly proficient or higher on T-Tess/ATR evaluations. The average year of teacher experience on our campus is 13.9 years. All staff members engage in professional goals and learning through collaboration and professional learning communities. These processes build leadership and allow our staff to gather information and problem solve together to meet student needs. Based on our Panorama Teacher Survey Data, teaching efficacy was a significant strength for our campus. This is an indicator of our</p>	<p>Our Panorama Teacher Survey data indicated that teachers wanted more thorough feedback on instruction. Our belief is that leadership capacity is fostered and shared through self-selected topics and interest groups to address identified issues as they emerge. Coaching opportunities and feedback will continue to support educators in the development of thinking, reflecting, problem solving and moving educational practices to a higher level.</p>	<p>Continue to provide opportunities for staff collaboration, and frequent feedback through:</p> <ul style="list-style-type: none"> ● Informal conversations ● Mentorships ● Coaching Cycles and Conversations ● Grade Level Teams ● Vertical Teams ● Content Area Teams ● Interest Groups & Book Studies ● PLCs ● Leadership Teams

	<p>staff and teacher persistence and commitment to positively influencing student growth and achievement.</p>		<ul style="list-style-type: none"> ● Faculty Meetings ● Professional Development
<p>Technology</p>	<p>Forest Ridge teachers regularly and effectively integrate technology into their practices to enhance student learning and use tools that extend student experiences.</p> <p>Our work in STEAM and challenge based learning has also allowed us to expand our knowledge base and include opportunities for students in the exploration of coding, robotics, and drones. This year we will also have a campus teacher participate in the district 1 to 1 technology cohort with a focus on technology integration and inquiry based learning.</p>	<p>Continue educator training in the area of authentic technology integration to support student learners in all areas by utilizing the SAMR model. Forest Ridge staff will continue to utilize student management, curriculum systems, and digital learning resources. All teachers will utilize Schoology as the platform to communicate instruction to students and parents.</p>	<p>Staff will receive ongoing technology training and will be supported by the CTF, computer assistant and campus leaders as they grow into the consistent and effective use of technology programs and platforms including but not limited to Schoology, NWEA MAP Assessments, Google Suite, PowerSchool, and Performance Matters Assessment Analytics Core+. Staff will also receive support and training in the utilization of new equipment including SMART panels, laptops, and iPads.</p>
<p>Family/Community Involvement</p>	<p>Forest Ridge has overall strong parental support and elicits frequent feedback to best serve our diverse community of learners. This year we will continue to foster relationships through the use of social media platforms, school-wide communications, and onsite events. We will continue to partner with community leaders and organizations through our FLIP Leadership program, our SOAR initiative, and intentional learning opportunities.</p>	<p>We will continue to increase our use of social media platforms to celebrate our campus successes and connect with our community at large.</p>	<p>Communicate student academic progress and upcoming school and community events in Monday folders, timely conferences, The Falcon Flyer, progress reports, phone calls, Messenger, E-school, Facebook and Schoology.</p> <p>Elicit parent feedback throughout the year in an effort to build effective home and school partnerships that support student learning and overall well-being.</p> <p>Continue to partner with community organizations and leadership in order to promote community wide educational experiences and opportunities for community service.</p>

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Reading Levels
- Spelling Inventory
- Sentence Dictation
- AVMR
- MAP Data
- 504 Data
- TELPAS
- Dyslexia Data
- Special Education
- Curriculum Documents
- Early Head Start, Head Start, and PreK
- Rtl Data, Notes, and Processes
- District Benchmark Assessments
- Panorama Stakeholder Surveys
- PEIMS Discipline
- GT Identification
- Attendance
- PAC Data
- DEIC Input
- TAPR
- Demographics
- Counselor Input
- Staff Health Inventory
- Professional Development Feedback
- PBMAS Report
- Technology Input from Teachers
- Technology Input from Stakeholders
- Failure Rates
- Accountability Report
- Administrator Input
- Educator Evaluations
- CSISD Vision
- CSISD Portrait of an Educator
- CSISD Portrait of a Leader
- CSISD Portrait of a Learner
- CSISD Strategic Design Framework

Goal: 1	CSISD 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.								
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
<p>Continue to build depth and complexity of understanding of the CSISD Framework for Success by:</p> <ul style="list-style-type: none"> • Reviewing the components of the framework • Becoming familiar with Year 2 goals, specific results, and action steps • Reflecting on individual roles in supporting this work 	Campus Administration, Leadership Team	Strategic Design Framework, CIP, DIP	August 2022 - May 2023	All	Sign-in Sheets, Minutes				
<p>Extend our campuswide enrichment initiative (SOAR) by incorporating weekly SOAR challenges that will be communicated across all grade levels to build home - school connections and opportunities to extend thinking, problem solving, and creativity within and outside of the classroom setting.</p> <p><i>Create and Explore Phase II Best Practices Alignment: Critical Analysis, Inquiry, Differentiation,</i></p>	SOAR Team, Administrative Team, All Staff	<u>An Educator's Guide to STEAM Education: Engaging Students Using Real World Problems</u> By: Quigley and Herro Campus STEAM Resources Falcon Flyer	Sept 2022 - May 2023	All	Student Work Samples, Anecdotal Notes, Stakeholder Survey Data				

Problem-Solving, Creativity, Innovation									
<p>Facilitate two campuswide SOAR Challenge days (fall and spring) where all classrooms will engage in STEAM related experiences and challenge based learning to further our enrichment opportunities beyond our structured SOAR time and begin to extend experiences into the classroom.</p> <p><i>Create and Explore Phase II Best Practices Alignment: Critical Analysis, Inquiry, Differentiation, Problem-Solving, Creativity, Innovation</i></p>	SOAR Team, Administrative Team, All Staff	<p>An Educator's Guide to STEAM Education: Engaging Students Using Real World Problems</p> <p>Campus STEAM Resources</p>	<p>Fall 2022 TBD</p> <p>Spring 2023 TBD</p>	All	Student Work Samples, Anecdotal Notes, Stakeholder Survey Data				
<p>Refine current instructional practices within the approach of small group instruction in order to differentiate and personalize to individual learner needs with a specific focus on the core content areas of literacy and mathematics.</p> <p><i>Explore Best Practices Alignment: Small Group Instruction</i></p>	Leadership Team, Classroom Teachers, Interventionists	<p>Strategies for Improving Small Group Instruction Article</p> <p>Re-examining and Revising our Thinking to Transform our Practices: Small Groups</p> <p>Broadening our Perspectives Article</p>	August 2022 - May 2023	All	Student progress data, anecdotal notes, teacher reflection, professional conversations				
<p>Continue to build enrichment and intervention opportunities into the campus schedule to support the needs of the whole child outlined in the MTSS framework.</p>	Administrative Team, Cabinet, Leadership Team, SOAR Team	<u>The MTSS Start-Up Guide Ensuring Equity, Access, and Inclusivity for ALL Students</u> by Hannigan and	August 2022 - May 2023	All	Campus, SOAR, Intervention, and PLC Schedules				

<p><i>Create and Explore Best Practices Alignment: Differentiation, Scaffolding, Creativity, Innovation, Problem Solving, Inquiry, Small Group Instruction</i></p>		Hannigan							
<p>Implement GTKY circles into the classroom environment to foster a school culture that builds on and supports distinct needs, interests, aspirations, and backgrounds.</p>	All Teachers and Staff	Restorative Practices Resources - GTKY Circles	August 2022 - May 2023	All	Walk-through observations, Panorama Survey Data				

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.2	Create a system of personalized professional learning for all educators								
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
Utilize the PLC campus structure to build understanding of personalized learning and support teachers in the implementation of research based best practices and data driven instruction that inspires creativity, innovation, and challenge.	Campus Administration, Leadership Team, Teachers	<u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u> By: DuFour, Eaker, Many, and Mattos <u>Frequently Asked Questions About Professional Learning Communities at Work</u> By: Mattos, DuFour, Eaker, Many	August 2022 - May 2023	All	PLC Agendas and Minutes Student Achievement and Growth Data				
Use the Power School Professional Learning system for varied learning opportunities for educators including curated choices, Learning /doing model, and Coaching and Professional Learning Communities.	Campus Administration, Teachers and Staff	PowerSchool Professional Learning System	August 2022 - May 2023	All	PowerSchool Playlist and Professional Learning Transcripts				
Provide targeted support for teachers in the development and monitoring of growth toward T-TESS instructional goals.	Campus Administration, Instructional Coach	T-TESS Rubric, T-TESS Teacher Handbook	September 2022 - May 2023	All	T-TESS Goal Setting templates and Goal Reflections				

Provide targeted and consistent feedback on instruction through the development of an instructional coaching walk-through observation process.	Campus Administration, Instructional Coach	<u>Trust-Based Observations: Maximizing Teaching and Learning Growth</u> By: Craig Randall	September 2022 - May 2023	All	Observation Notes and data, teacher feedback				
Utilize coaching conversations and processes of support to facilitate goal attainment of teacher driven next learning steps, personalized professional development, and feedback to make informed refinements to instructional practices.	Instructional Coach, Campus Administration	Coaching Library of Resources, Coaching Structures including the Critical Triangle	August 2022 - May 2023	All	Coaching Notes and Plans, Teacher Reflections, Walkthrough data				State Comp Ed
Launch the (Falcon Paraprofessional Institute of Learning) to support the continued professional development of all paraeducators on our campus with a focus on best practices in instruction, social and emotional learning, and professional goal setting.	Campus Administration, Instructional Coach	Paraeducator Professional Development Plan	August 2022 - May 2023	Paraeducators	Survey Feedback, Goal Reflections, Walkthrough data, and Para evaluations				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue
Summative Evaluation (to be filled in by June 2023 by administration)

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.3	Engage in a process for student individual goal setting and progress monitoring								
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
<p>Develop a campus framework for student goal setting that will foster student agency and cultivate a learner-centered environment that supports student ownership of learning, self-awareness, and metacognition.</p> <p><i>Create (Phase I)</i> <i>Best Practices Alignment: Goal Setting and Autonomy</i></p>	Campus Administration, Leadership Team, Teachers	<u>Step Into Student Goal Setting</u> by: Chase Nordengren	Fall 2022	All	Student Goal Setting Framework				
<p>Grade level teams will develop a grade appropriate student goal setting lesson and template in order to facilitate learners in setting goals, making decisions, and demonstrating grit in learning situations.</p> <p><i>Create (Phase I)</i> <i>Best Practices Alignment: Goal Setting and Autonomy</i></p>	Campus Administration, Leadership Team, Teachers	<u>Step Into Student Goal Setting</u> by: Chase Nordengren	Fall 2022	All	Grade level templates and lesson plans				
<p>Build understanding with teachers and staff on effectively using data from multiple data points to facilitate student goal setting practices.</p>	Campus Administration, Leadership Team, Teachers	<u>Step Into Student Goal Setting</u> by: Chase Nordengren	August 2022 - May 2023	All	PLC Agenda and Minutes				

<i>Create (Phase I)</i> <i>Best Practices Alignment:</i> <i>Goal Setting and Autonomy</i>									
Establish and implement a classroom treatment agreement as a foundational piece to our work in Restorative Practices and collective goal setting.	Classroom Teachers	Restorative Practices Resources	August 2022 - May 2023	All	Posted Treatment Agreements				
<p> √=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration) </p>									

Goal: 2	CSISD 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.								
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
Provide feedback and participate in the revision process of the CSISD MTSS Handbook.	Campus Administration, MTSS Team	MTSS Handbook	Fall 2022	All	Participation in CSISD revision process				
Implement the MTSS structure defined by the district to create a school design which builds on RTI data gathering and problem solving processes to support student success in academics, behavior, and social emotional well being.	MTSS Team	<u>The MTSS Start-Up Guide Ensuring Equity, Access, and Inclusivity for ALL Students</u> by Hannigan and Hannigan	August 2022 - May 2023	All	District MTSS Handbook, SIT Meeting Agenda and Notes				
All staff will be trained on the use of/ expectations for use of Performance Matters Assessment Analytics Core+ in order to facilitate systematic data collection for analysis.	MTSS Team	Executive Launch Training, Principal, Core Team, and Teacher Training	Fall 2022	At-risk students	Training sign-in sheets				Title II Funds \$20,950
Set up ongoing MTSS professional learning for all staff including review of the CSISD MTSS process and handbook.	MTSS Team	Performance Matters Assessment Analytics Core+ District and Campus Professional Development	August 2022 - May 2023	All	Training sign-in sheets PLC Agendas, District MTSS Handbook				

Goal: 2	CSISD 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.								
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
Refine our current Professional Learning Community Protocols and Practices with a focus on: <ul style="list-style-type: none"> ● Big Ideas that drive our work within the PLC structure ● Revisiting and Clarifying our Purpose ● Key functions of a high-performing team 	Campus Administration, Instructional Coach, Teachers and Staff	<u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u> By: DuFour, Eaker, Many, and Mattos <u>Frequently Asked Questions About Professional Learning Communities at Work</u> By: Mattos, DuFour, Eaker, Many	August 2022 - May 2023	All	Documentation of PLC Norms, Agendas, and Minutes				
Implement the best practice focus area of small group instruction to strengthen Tier I instruction in both literacy and mathematics in all classrooms and support at-risk learners with an observed implementation rate of 50% or higher as evidenced in walkthroughs and observations. <i>Explore Best Practice Alignment: Small Group Instruction</i>	Campus Administration, Instructional Coach, Reading Interventionist, Math Interventionist, Teachers and Staff	<u>Guided Reading</u> by Fountas and Pinnell <u>The Next Step in Guided Reading</u> by Jan Richardson <u>Mathematical Mindsets</u> by Jo Boaler <u>Guided Math</u> by Laney Sammons <u>AVMR Resources</u>	August 2022 - May 2023	All	Walkthrough data analysis, Lesson Plans, Observation Data				State Comp Ed

<p>Continue to dive deeper into our understanding and application of teacher methodology in guided reading and guided mathematics as a way to strengthen the acquisition of fundamental skills necessary for proficient reading and math processes.</p> <p><i>Explore</i> <i>Best Practice Alignment:</i> <i>Small Group Instruction</i></p>	<p>Campus Administration, Instructional Coach, Teachers and Staff</p>	<p><u>Guided Reading</u> by Fountas and Pinnell</p> <p><u>The Next Step in Guided Reading</u> by Jan Richardson</p> <p><u>Mathematical Mindsets</u> by Jo Boaler</p> <p><u>Guided Math</u> by Laney Sammons</p> <p><u>AVMR Resources</u></p>	<p>August 2021 - May 2022</p>	<p>All</p>	<p>Walkthrough Data, PLC Agenda and MInutes, Team Planning Notes, Training Sign-In Sheets</p>				
<p>Implement the best practice focus area of student goal setting to strengthen Tier I instruction and support at-risk learners with an observed implementation rate of 40% or higher as evidenced in walkthroughs and observations.</p> <p><i>Create</i> <i>Best Practice Alignment:</i> <i>Goal-Setting and Autonomy</i></p>	<p>Campus Administration, Instructional Coach, Teachers and Staff</p>	<p><u>Step Into Student Goal Setting</u> by: Chase Nordengren</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Walkthrough data analysis, Observation Data</p>				
<p>Monitor and adjust the implementation of campus selected research based best practices to meet the targeted supports for Tier I and struggling learners.</p>	<p>Campus Leadership Team and Cabinet</p>	<p>Articles, books</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Defined best practices for instruction and key indicators for effective implementation</p>				
<p>Implement the SAMR Instructional model in classrooms to facilitate higher levels of meaningful technology</p>	<p>Campus Administration, CTF/Instructional Coach</p>	<p>SAMR Resources, District and Campus Training</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>PLC Minutes Sign in Sheets, Walk Through Data, Lesson Plans, Observation Data</p>				

integration. Create Best Practice Alignment: Digital Learning									
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Goal: 3									
CSISD 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									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						<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	
Facilitate a community outreach event at the Lincoln Center to engage stakeholders in an off-campus opportunity to connect, build relationships, and celebrate our community partnerships.	Campus Administration, Leadership Team, Cabinet		Spring 2023	All	Campus artifacts, reports of outreach activity, and stakeholder attendance				
Empower student learners and leaders by facilitating opportunities for community involvement, service, and responsibility including but not limited to: <ul style="list-style-type: none"> FLIP Clothing and Toiletries Drive for Chrissy's Closet Food for Families Food Drive American Heart Association Kid's Heart Challenge 	Campus Administration, Enrichment Specialist, FLIP Leadership Sponsors	Service opportunities Community Partners	August 2022 - May 2023	All	Campus artifacts, reports of outreach activity, and stakeholder attendance and/or participation				

<ul style="list-style-type: none"> Forest Ridge Lemonade Day 									
<p>Facilitate school wide events to foster a family atmosphere, positive school culture, and the safety and well being of the school community including but not limited to:</p> <ul style="list-style-type: none"> Meet the Teacher Parent Conference Day Sing-a-Longs Book Fairs Spirit Nights Multicultural Celebrations Falconpalooza Grade Level Celebrations and Highlights Grandparents Day Talent Show STEAM Nights Dogs with Dads 	<p>Campus Administration, All Staff</p>	<p>PTO, Calendar of Events, Social Media Platforms</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Campus artifacts, reports of outreach activity, and stakeholder attendance</p>				
<p>Collaborate with the Ready, Set, Teach program, including both High Schools and TAMU, in an effort to support career readiness skills and STEAM learning opportunities.</p>	<p>Campus Leadership, Ready, Set, Teach Coordinator</p>	<p>Service Learning information</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Campus artifact and reports of community service projects and participation</p>				
<p>Share campus-based community outreach activities and community service projects with the broader CSISD community.</p>	<p>Campus Administration</p>	<p>Calendar of Events, Social Media Platforms</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Campus Artifact and reports, attendance, social media posts</p>				

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.1	Establish and utilize a comprehensive instructional technology plan for teachers and staff.								
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
Administrators and Digital Learning Coordinator continue to conduct walkthroughs to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model.	Campus Administration, Digital Learning Coordinator, CTF	SAMR Resources, Walkthrough Observation Form	August 2022 - May 2023	All	Walkthrough Observation				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.2	Create and implement a comprehensive instructional technology plan for students at all levels.								
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
Create and implement campus-based plans for implementation of K-4 digital citizenship learning throughout the school year.	Campus Administration, CTF, Computer Lab Paraeducator	District Digital Citizenship Resources and Lessons	Aug 2022 - May 2023	All	Student work samples, walk-through observations				
Collaborate with District Digital Learning Coordinator and Coach to plan digital learning experiences for students, purposefully and appropriately.	Campus Administration, CTF, Computer Lab Paraeducator	Digital Learning Coordinator and Coach	Aug 2022 - May 2023	All	Planning documents				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.3	Provide sufficient instructional technology resources and support.								
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
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas including: <ul style="list-style-type: none"> ● Scheduled Campus Technology Professional Development and Training (Once every 9 weeks) ● Opportunities for individualized Instructional Technology Coaching ● District and Campus Resources 	CTF, Staff	CTF, Digital and Campus Resources	August 2022 - May 2023	All	Sign in Sheets, PD Participation, Staff Surveys				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Forest Ridge Professional Learning Plan 2022-2023

Literacy

- HB3 Reading Academies
- Guided Reading
- Data Collection and Analysis

ESL

- TELPAS calibration and data training

Mathematics

- Eureka Math
- Guided Math
- Data Collection and Analysis

Special Services

- Co-Teach Model and Inclusionary Practices

Leadership Development

- Success Team/SALI
- Professional Learning Communities at Work

Teacher Development

- CSISD Framework for Success (Phase II)
- MTSS, Performance Matters Assessment Analytics Core+
- T-TESS/Walkthrough Observations
- STEAM Education
- Eureka Math
- MAP Assessments and Report Analysis
- STAAR Training
- Coaching Conversations
- Safety Drills Update
- GT Update

Social Emotional Learning

- Restorative Practices Review
- SEL Tier 1 Teacher Training
- Trauma Informed Training
- Zen Gym & Stress Management and Self Regulation

Digital Learning (Instructional Technology)

- SAMR Model and Implementation
- Schoology 2.0
- Google Suites
- SMART Panels
- Canva
- PowerSchool
- Performance Matters
- STAAR 2.0

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	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

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

School Resource Officer(s) Duties

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

<p>determined by the Board of Trustees</p> <ul style="list-style-type: none"> Participate in required training according to HB2195 and SB 11. <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>			
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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	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

prevention.			
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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	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Education and students in at risk situations.			
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, Title IV, Perkins, 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: FOREST RIDGE CAMPUS IMPROVEMENT PLANNING TEAM 2022 - 2023

Britt Hoefs	Early Childhood
LeNan Francis	Kindergarten
Stephanie Weaver	First Grade
Carie Aguirre	Second Grade
Brooke Lyon	Third Grade
Martha Snider	Fourth Grade
Kerri Cawley	Physical Education
Samantha Gonzalez	Special Education
Roxane Hord	Counselor
Jody Rodriguez	Reading Interventionist
Stacy Konderla	Math Interventionist
Pam Beard	ESL Specialist
Libby Louder	Enrichment Specialist
Alyssa Johnson	Instructional Coach
Susan Sweitzer	Instructional Assistant
Loren Marietta	Parent Representative
Farrah Spears	Community Representative
Mike Newkham	Business Representative
Lauren Given	Assistant Principal
Terresa Katt	Principal