College Station Independent School District

Annual District 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.
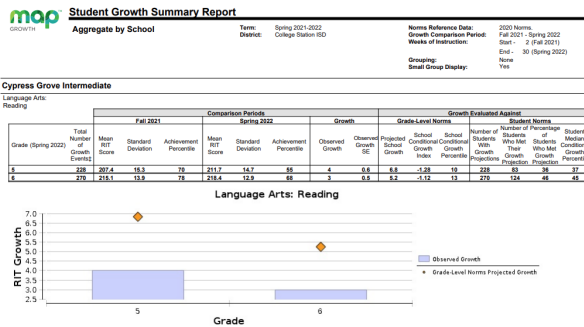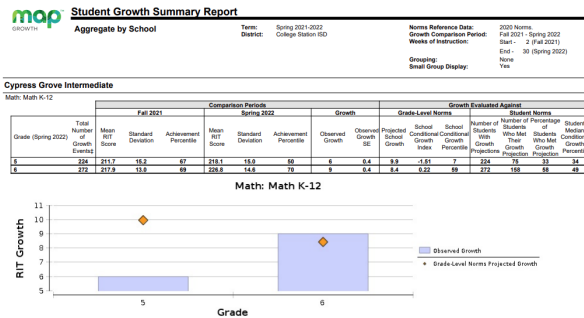
Table of Contents

**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 CG?)
Demographics	Cypress Grove Intermediate projects for 22-23 that we will house 257 5th graders and 246 6th graders which totals 503 students. 12% of our student population is identified as gifted and talented. Our population diversifies into 54% white, 18% Hispanic/Latino, 16% Black/AA, 9% Asian, 2% two or more races, and 0.3% American Indian/Alaska Native.	● The economically disadvantaged/free and reduced population accounts for students with 169 free meals and 22 with reduced meals which accounts to 37%. ● We have 234 students labeled at risk for the upcoming school year 39% of our school population is at risk which is higher than the district's 35%. ● We currently have around 99 special education students which accounts for 18% and 60 students receiving 504 services which accounts for 12%. ● Behavioral/social emotional disabilities are also affecting the learning environment at CG.	● One priority includes implementing a strong, calibrated MTSS program across 5th-6th grades in order to address our increasing special education population. ● Our priorities for demographics this year is to address closing the achievement gap and creating a more individualized plan for our students. ● Improve Tier I, II, and III instruction to better meet the needs of our students. ● Continue to provide strategies to staff for working with students with challenging behaviors. ● Create an environment where everyone is accepted, mentored, and heard.
Student Achievement	Overall, students are performing at or above mean RIT achievement 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. Students in Tier 3 interventions showed some progress using the Edmentum Exact Path and Study Island intervention programs.	Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well. 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.	● Tier II & III small group interventions for the MTSS system will be conducted in order to close the gaps in learning for students, predominantly in the areas of reading and math. ● Continue data talks, vertical teaming and training with staff for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2022-2023 school year; continue to support implementation of inquiry practices in all classrooms to maintain the increases in student performance to address the needs

Student Achievement data table:

	Fifth grade BOY (Mean RIT Norm vs.CG)	Fifth grade MOY (Mean RIT norm vs. CG)	Fifth grade EOY (Mean RIT norm vs.CG)	Sixth grade BOY (Mean RIT norm vs.CG)	Sixth grade MOY (Mean RIT norm vs.CG)	Sixth grade EOY (Mean RIT norm vs.CG)
Ma	(N) 209.13	(N) 214.7	(N) 218.75	(N) 214.75	(N) 219.56	(N) 222.88

t h	(CG) 210.1	(CG) 212.5	(CG) 217	(CG) 237.8	(CG) 239.8	(CG) 245.4
R e a d i n g	(N) 204.48 (CG) 206.9	(N) 209.12 (CG) 210.4	(N) 210.98 (CG) 212	(N) 210.17 (CG) 215.1	(N) 213.81 (CG) 216.5	(N) 215.36 (CG) 218.1
S c i e n c e	(N) 200.23 (CG) 205.5	(N) 204.3 (CG) 209.7	(N) 206.17 (CG) 212.7	(N) 203.86 (CG) 209.4	(N) 207.26 (CG) 212	(N) 208.47 (CG) 214.4

**2021/2022 scores based on Fall, Winter and Spring MAP Data

Student Growth Summary Report — Aggregate by School — Term: Spring 2021-2022, District: College Station ISD. Norms Reference Data: 2020 Norms. Growth Comparison Period: Fall 2021 - Spring 2022. Weeks of Instruction: Start - 2 (Fall 2021), End - 30 (Spring 2022). Grouping: None. Small Group Display: Yes. Cypress Grove Intermediate. Math: Math K-12.

Math: Math K-12

Student Growth Summary Report — Aggregate by School — Term: Spring 2021-2022, District: College Station ISD. Cypress Grove Intermediate. Language Arts: Reading.

Language Arts: Reading

- of at-risk learners and grow all learners.
- Implement Junior Great Books through ELA and SS focusing on inquiry-based practices and differentiation. Other members of our core staff will receive this training on inquiry based questioning as well.
- As a step in closing the achievement gap, we will align our strategic planning process in instructional practices as well as use AVID strategies and differentiated instruction school-wide.
- Implement school-wide academic language through a "word of the week" to promote transfer of academic vocabulary.
- Implement PLCs to increase data response and alignment of instructional practices.
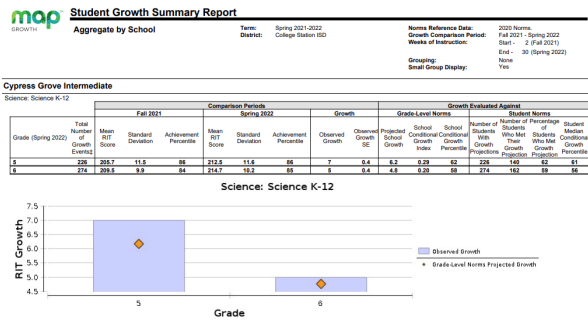
	Curriculum and Instruction		
Curriculum and Instruction	● MAP Growth and MAP Fluency is used to drive instruction this past year with targeted instruction for students happening as a result. ● Our specialists for math and ELAR will push into classrooms for Tier II small group instruction as well as pull groups for Tier III instruction. ● School-wide AVID strategies are used to promote organization and note-taking skills. Writing strategies and the student writing process are priorities throughout the school. ● Inquiry based strategies are implemented to focus on improvement of comprehension. ● Collaborative groups and technology are used to improve student engagement.	MTSS training needs to continue to be thorough and consistent. Teachers and specialists teaching small guided groups across the campus are necessary. Resources for GT need to be embedded in the curriculum, and implementation of inquiry strategies in all core content areas need to be strengthened. We need to continue to train teachers on the use of MAP data to drive instruction and small group implementation..	Continue to monitor implementation of small group instruction as well as inquiry based questioning skills with students. Teachers use MAP data to ensure instruction is adjusted for student success. Data talks and vertical talks are continued as solution-based, peer resources in implementing best practices and individual student plans. Continue the use of Schoology to connect digitally to all learners and parents. Embed the strategic planning process year 2 for CSISD in all that we do at CG.
Culture and Climate	In considering the culture and climate of our schools and the classrooms we look at discipline data and district surveys. We had 1.3% of our students placed in DAEP this year. We use a Tiered Behavior System (I, II, and III). Restorative Practices continues to be the focus in building SEL skills and relationships amongst our staff & students. We will continue to build leadership capacity with our staff and students and allow for growth and collaboration. School admin is focused on building relationships across the building and our counselor is focused on doing SEL lessons in classrooms. We will continue to build on our Villages program in year two, and facilitate relationship building and PBIS via this	● Our Panorama survey showed the largest growth area is in our parent and school community communication and connection. ● More and more of our students are showing issues of concern with mental health needs, behavior issues, and social and emotional needs.	● We will continue to use Panorama Survey data to monitor and respond to staff input on climate and culture as well as systems and support at CG. ● Cypress Grove will continue to improve the implementation of Restorative Practices and building relationships. We will also continue to work on developing a positive school culture and implement strategies to ensure the development of collegial relationships and effective collaboration of campus staff. ● The counselor will be focused on going

	model.		• into classrooms to do whole group weekly lessons with students. • We are continuing our implementation of inclusive Villages where every student and staff member (including custodians) will be heard and seen so that we may be cognizant when building/maintaining relationships with students.
Staff Quality and Retention	Teacher turnover is at 14% for 22-23 school year. One teacher retired, one is staying home with her new baby, one teacher moved out of state, one teacher left education, one teacher moved into a leadership role in the district, two went to different CSISD campuses to teach at a different grade level, and three teachers moved out of the B-CS area.	• A culture that fosters continued emphasis on social and emotional needs of the diverse staff and students on campus is critical to success. • Additionally all staff seeing that they are a critical team member who needs to continue to learn and develop professionally is important. • A staff that mirrors and appreciates our student population.	Provide ongoing training that is aligned to our strategic plan and vision throughout the year for our teachers. Professional development will be offered in meeting the needs of all learners: social and emotional needs of learners and staff, working professionally together as a team, and a focus on customer service with our school community.
Technology	CSISD is open to helping our campus locate and purchase more devices so that we can adequately access the digital learning opportunities. Schoology expectations are in place and teachers have built a comfort level using the resource over the last year.	Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms. Devices at individual campuses are primarily supported through our Parent Teacher Organizations creating discrepancies in the availability of technology for teaching and learning. A lack of devices and access will limit the use of our Learning Management System and its benefits for students, teachers, and parents. Network speed and access is better, but the number of devices on campus hinders the ability to provide access to the use of technology at CG although some improvement in numbers is happening.	• Continue the expectations using Schoology school-wide. • Increase devices available to staff in order to better support instructional integration of technology into instruction. • Continue to build teachers' and administrators' capacity in the use of instructional technology resources. • Purchase a variety of devices, as the budget permits, to increase access to technology for students and teachers. • Move our SAMR level up the grid.

Family/Community Involvement	We work to build relationships within our parent community and recruit for our PTO board. While working alongside them we began our community movie night and plan to continue this community event periodically this school year. We will work with the newly recruited PTO members and an improved board to add new events the community can attend as well.	● We continue to need to grow our PTO membership so our PTO reflects our students' voices. ● The majority of our parent volunteers tend to come from specific CG neighborhoods leaving some areas of our school community feeling out of touch and unsupported so we will need to move PTO events/meetings to the evenings.	We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with our extended school community. ● Utilize the features in Schoology that support parent involvement in classroom learning. ● Offer multiple parent nights to inform and celebrate student success at CG. ● Utilize parent and community volunteers to interact with our students. ● Continue our food pantry that addresses our families' needs.

Data Used for District Comprehensive Needs Assessment

● MAP testing (BOY, MOY, EOY) ● Failure Rates ● Community and Business Partner Input (DEIC) ● Teacher Input ● Attendance ● Teacher Retention ● Special Education ● Curriculum Documents	● PEIMS Discipline ● Counselor Input on Mental Health ● Professional Development ● Administrator Input ● Educator Evaluations ● RtI/MTSS ● GT Identification ● Parent Input ● Panorama Survey Data ● Demographics ● STAAR results ● Technology Input ● T-TESS ● SPED/504 Data

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. CG: To positively impact student achievement, we will use best practices under the phases, engage & connect, to facilitate collegial collaboration, data driven instructional decisions and campus-wide community building.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Our main area for instructional focus from the CSISD Framework for Success based on a variety of data sources will be Engage. We will also use the phase Connect to continue to build collegial collaboration and community connections.	Admin Team	CSISD Framework for Success	Aug 2022-May 2023	All Staff	MAP, surveys, walk through data, STAAR, discipline data				
Carry out the Campus Instructional Implementation Plan	Admin Team, Leadership Team	CSISD Framework for Success	Aug 2022-May 2023	All Staff	PD, PLCs, walk through data, survey data, improved learning outcomes				
Center vertical teaming of core content areas (ELA/SS and Math/Sci) around collaboration in planning project-based, cross-curricular learning for positive student outcomes	Admin, Specialists, Core Content Teachers	PLC schedule TEKS Teacher Ed.	Aug 2022-May 2023	All Core Content Teachers	Sign-in sheets; project implementation				
Structure Professional Learning Communities and implement Strategic Planning protocols with staff	Admin	PLC schedule Strategic Planning Frameworks Strategic Planning	Aug 2022-May 2023	All Staff	Sign-in sheets; survey data				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success				
for collegial conversations and improvement measures		Protocols							
Continue and further develop Villages on the campus to facilitate campus expectations and PBIS systems	Admin, Village Committee	Design Team PBIS system documents	Aug 2022-May 2023	All Staff & Students	Campus discipline data (Tier 1,2,3); staff & student survey data				
Plan and facilitate professional development opportunities with a focus on building capacity in staff & student leadership in order to enact campus wide implementations with fidelity	Admin, Specialists, Dept. Heads	Campus days schedule	Aug 2022-May 2023	All Staff	Sign-in sheets; survey data				

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
Specific Result 1.2	CG will 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
Build understanding of what it means to create personalized learning to grow and develop educators.	Admin, ICIs, CTF, PLC leaders	Book Study Books, Schoology, PLC leaders	Sep 2022 -May 2023	All staff	Schoology Course Data				
Using the Power School Professional Learning system, include varied learning opportunities such as: -Curated choices at campus level	District Rep, Admin, ICIs	Power School	Sep 2022 -May 2023	All staff	Staff Feedback				

-Learning /doing model -Coaching and Professional Learning Communities									
Provide support for teachers in individual growth toward T-TESS instructional goals.	Admin, ICIs, Peer coaching	Admin, All Staff	Aug 2022 -May 2023	All Staff	TTESS summative data; Staff feedback				

√ =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	**CG will 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Build understanding on student goal setting with campus using AVID goal setting methods, MAP data, & benchmark data.	Admin, ICIs, AVID coordinator	AVID resources, MAP data	Oct 2022 -May 2023	Core Content Teachers/ Students	EOY MAP, student & teacher feedback, STAAR data				

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Summative Evaluation (to be filled in by June 2023 by administration)

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. CG: We will use best practices under the phase, Engage, to increase student success of underperforming groups by

	implementing a calibrated, comprehensive Multi-Tiered System of Supports Program, analyzing MAP data to differentiate learning, embedding a system of school-wide consistent academic language, and improving inquiry-based reading skills.								
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Communicate expectations for use of MTSS software	Admin Team; Specialists, District Coordinators; Central Office Staff	MTSS Handbook with processes	Aug 2022-May 2023	ELA & Math Teachers, At-Risk Students	Use of program				
Implement and monitor for calibration across the district	District Central Office Staff	MTSS Handbook with processes	Aug 2022-May 2023	ELA & Math Teachers, At-Risk Students	Use of program				
Core content (ELA, Math, SS, Sci) data talks centered around MAP data deep dive findings and MTSS in class support protocols	Admin, Specialists, Core Teachers, SIT team	TEKS MTSS handbook MAP data	Aug 2022-May 2023	All Core Content Teachers	MAP data; STAAR data, Tier 2 & 3 student SIT data				
Integrate school-wide, consistent academic language among all content areas	Admin, Specialists	MAP & STAAR data; Teacher & Specialists input based on student growth areas	Aug 2022-May 2023	All Content Teachers & Students	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Improve inquiry skills across core content areas by prioritizing questioning and comprehension of knowledge (JGB/ADI)	Admin, Specialists	JGB/ADI resources	Aug 2022-May 2023	ELA/SS/Sci/ Math Teachers	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Continue to improve on implementation of small group instruction in every core classroom.	Admin, ICIs	Peer coaching, ICI push ins, focus on best practices	Aug-May 2023	All Core Content teachers	MAP data, teacher feedback, ICI feedback				

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. CG: We will use best practices under the phase, engage, to 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
CG is focused on ENGAGE as an instructional best practice focus area(s) in conjunction with the phase of the Framework for Success based on instructional needs for students and	Admin	TTESS data, MAP data, Walk through data	Sep 2022- May 2023	All Staff	Monitor walk through data for implementation				
Implement professional learning community protocols and practices on campus	Admin	PLCs, Book Study Data, Vertical Mtg data, MTSS meeting data	Aug 2022- May 2023	All Staff	Panorama Survey data, Principal Survey data, PLC feedback, Book Study Schoology Course				
CG will focus on inquiry and targeted questioning based on instructional needs for at-risk students and target it for 50% implementation in walkthroughs and	Admin, ICIs	Training materials; best practices; JGB, ADI	Sept. 2022-May 2023	All Core Content	Walkthrough data analysis, Lesson Plans, Observation data; TTESS; MAP data				

observations									
Improve inquiry skills across core content areas by prioritizing questioning and comprehension of knowledge (JGB/ADI)	Admin, Specialists	JGB/ADI resources	Aug 2022-May 2023	ELA/SS/Sci/Math Teachers	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Implement school-wide, consistent academic language among all content areas	Admin, Specialists	MAP & STAAR data; Teacher & Specialists input based on student growth areas	Aug 2022-May 2023	All Content Teachers & Students	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Strengthen the use of small group instruction in all core content classrooms based on recognition of students' individual needs infusing technology when appropriate.	Admin, Specialists CTFs	JGB resources; Specialists modeling during push ins District mandated technology resources	Aug 2022-May 2023	Core Teachers; Specialists	Walk through data; MAP scores; STAAR scores; Tier 2 & 3 SIT data				

Goal: 3	CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.								
Specific Result 3.3	**CG will promote an engaging relationship between the school and community.**								
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Campus Leadership, Chief Academic Officer; Executive Director of Secondary	Service opportunities (beyond existing projects); Brazos Valley Food Bank; G/T	Aug 2022-May 2023	All	Campus artifact and reports of outreach activity and stakeholder attendance; Food Pantry Usage				

CG will be continuing our food pantry. CG will also provide community outreach by hosting fall and spring events for our school community/neighborhood. (Fall-STEAM night; Spring-Culture Fest)	Education; Lauren Cummings-Teacher at CG running pantry; G/T teacher, Culture Committee	students, Culture committee							
Each campus will identify and participate in one community service project. CG will also provide community outreach with each village developing its own project.	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service Learning information	Aug 2022-May 2023	All	Campus artifact and reports of community service projects				
Strengthen professional relationships and expectations amongst staff through PLCs.	Admin; Dept. Heads	PLC schedule Expectation Protocols	Aug 2022-May 2023	All Staff	Survey data				
Continue to enhance the use of Villages on the campus to produce campus expectations and PBIS systems	Admin, Jill Emmons (aspiring AP)	Design Team PBIS system documents	Aug 2022-May 2023	All Staff & Students	Campus discipline data (Tier 1,2,3); staff & student survey data				
Provide opportunities for community involvement and parent input: ● Increase PTO involvement ● Community events highlighting our students ● Consistent parent communication ● Cultural awareness	Admin; Cultural Committee; G/T; AVID coordinator; PTO	Current PTO members and documents Social Media accounts and community venues Digital newsletter Demographics of campus	Aug 2022-May 2023	All Stakeholders	Survey data; PTO attendance; event attendance				

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 Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
						#1	#2	#3	
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 administrators, District personnel	Walkthrough form, T-TESS evaluation	August 2022 - May 2023	All	Completed walkthrough and evaluation forms				

√ =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 Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
						#1	#2	#3	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success				
Implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year	Campus administrators, Campus technology facilitator, district digital learning coordinator	District vetted and curated resources	August 2022 - May 2023	All	Teachers submit evidence of completion				
Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus Professional Learning Communities to plan digital learning experiences for students, purposefully and appropriately.	Campus administrators, Campus technology facilitator, staff	Appropriate technology materials and applications	August 2022 - May 2023	All	Teachers incorporate more technology in their classroom				

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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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Campus administrators, Campus technology facilitator, staff	Appropriate technology materials and applications	August 2022 - May 2023	All	Teachers incorporate more technology in their classroom				

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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

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties: ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. SROs will not have any administrative duties, nor will they address classroom discipline issues.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, 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	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus	State Comp Ed Reports, Annual district report to school board,

achievement and reduce the dropout rate for these students		Administration, Campus Counselors, Campus Testing Coordinators	School board agenda

Campus Leadership Team 2021-2022	Dept. Represented
Department Heads:	
Michelle Dalton	6th ELA
Melinda Boehm	6th Math
Kimberly House	5th Science
Josh Sonnenberg	6th Social Studies
Amy Mason	Sped
Kelly Montgomery	Fine Arts
Stephanie Kubicek	PE
Allison Gilmore	Special Forces (G/T, Dys, ESL)
Miguel Gonzalez	AVID
Level Leaders:	
Jordan Killingsworth	6th Science
Mary Wilson	5th SS
Kimberly House	5th Math
Carla Youngblood	5th ELA

Piper Cameron, Principal
Jessica Norton, Assistant Principal

Dana Schultea, Counselor
Kiesha Shepard, Interventionist
Lisa Fedora, Interventionist