College Station Independent School District

Greens Prairie Elementary
Campus Improvement Plan

2022-2023

Board Approval Date: September 20, 2022

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Link: District Improvement Plan Acronyms & Definitions Sheet

<h1 style="text-align:center">Mission Statement</h1>
<p style="text-align:center">Success Each Life, Each Day, Each Hour</p>

<h1 style="text-align:center">Vision</h1>

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.

<h3 style="text-align:center">CSISD Board Beliefs and Commitments</h3>

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.

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	Student population summary 2021-2022: African American 4.6% Hispanic 10.4% White 76% Asian 4.3% Two or More Races 4.3 % Economically Disadvantaged 14.4% English Language Learners 3.7% Special Education 19% (Speech, Resource, Life Skills) GT 9.3 % Mobility Rate 7.2%	Continued professional development as needed to address the instructional needs of economically disadvantaged, special education, English language learners, and identified GT students. In addition, the use of story and incorporating real people examples are needed to meet the academic, social/emotional needs of all students and striving to be culturally responsive for all students.	* Provide professional development in the MTSS process including effective data gathering to make informed interventions for our students. *Implementing differentiated small group instruction and targeted classroom intervention based on ongoing student assessment will address the achievement gap as well. *Incorporate and reinforce social/emotional learning practices in the classroom.
Student Achievement	MAP Data Spring 2022- Students at or Above the National Mean: Math: K- 83%, 1st-76%, 2nd- 77 %, 3rd-89% & 4th-87 % Reading: K- 87%, 1st- 76%, 2nd- 73%, 3rd- 79% & 4th-78% 31 students received math intervention from the math specialist while 42 students received reading intervention from the reading specialist.	While we have targeted intervention for identified Tier 3 students, Tier 1 and 2 need to be addressed in the classroom with small group instruction, differentiation, and use of data for instructional classroom intervention.	*Classroom teachers will implement the CSISD curriculum. *Campus MTSS processes will be streamlined. * Implement consistent differentiated small group instruction and classroom intervention to address student achievement. *Students will be provided opportunities to ask questions, use inquiry to discover, and be able to have dialog with other students about the learning. *Teachers will design lessons incorporating story and real people examples to foster instructional connections. The CSISD Framework for Success Explore and Inspire phase will be a focus during the 2022-23 school year.

Curriculum and Instruction	We implemented MAP Growth and MAP Fluency which allowed for more objective data K-4; 100% of our students have access to digital learning opportunities at school and instructional digital resources have increased; increased usage of Schoology for instruction and communication have increased; 21 students attended CSISD summer school (K-3, 1st-5, 2nd-9 & 3rd-4).	Continued training on MAP assessments which include analyzing the data and determining next steps of instruction needed to integrate MAP assessments as an integral part of the teaching process. *Providing professional development opportunities to explore instructional best practices to target intervention, small group instruction, and differentiation. At the beginning of the year a staff survey was given to determine PD instructional needs. Top Math PD Needs: Number Talks, Differentiation, Guided Math, Small Group Instruction in Math, AVMR, Fluency Top ELA PD Needs: Guided Reading, Deep Dive in Reading Academy, Small Group Instruction, Differentiation 101, Advanced Differentiation	*Continued training in MAP analysis is a priority to determine next steps of instruction. *Providing professional development opportunities to explore instructional best practices according to surveys from teachers. *4th Grade and new GP teachers participate in the Reading Academy. *Implement the newly adopted math curriculum, Eureka Math. *Conduct fluency assessment using MAP for 3rd & 4th graders to further identify gaps.
Culture and Climate	College Station ISD has been deliberately working on Social Emotional Learning for over a decade, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. GP has a SEL team to address Social Emotional Learning. CHAMPS and Restorative Practices have been implemented to ensure campus processes are aligned.	More and more of our students are showing signs of mental health issues, behavior issues, and social and emotional needs. In addition, more students are exhibiting behaviors attributed to trauma.	*Training in Restorative Discipline is needed to support the SEL of students. * Continuous discussions and training on implementing CD language consistently across the campus is needed. * Communicating and continued training in Conscious Discipline, Safe & Civil Schools (CHAMPS) and Restorative Practices will continue to be a priority. Making connections on how each program fits together to form a cohesive response for SEL support. *Trauma support and strategies will be provided to teachers to implement effective strategies for students that have experienced trauma.

Staff Quality and Retention	Greens Prairie recruits strong teachers who are either proficient or higher on T-TESS evaluations. Continuous support and professional development is needed to equip teachers with the necessary skills to be proficient or higher on T-TESS evaluations. Coaching is provided to all teachers. Leadership capacity is fostered through opportunities at the campus and district level. We will continue to create and implement a plan to develop campus leadership.	Continuous support and professional development is needed to equip our teachers with the necessary skills to be proficient or higher on T-TESS evaluations. Coaching is provided to new teachers and teachers on the T-TESS evaluation instrument. Leadership capacity is fostered through opportunities at the campus and district level.	*Create and implement a plan to continue to develop campus leadership. *Support professional growth through campus PLC opportunities and specialized learning through after school optional workshops according to needs/surveys of teachers.
Technology	GP teachers regularly integrate enriched technology in lessons providing students authentic ways to apply newly learned concepts. Teachers successfully used Schoology to meet the needs of the students while absent and for parent communication.	At the beginning of the year a staff survey was given to determine PD technology needs. Top 5 PD needs: Flipgrid, Jamboard, Google, Nearpod, & the SAMR Model	*PD will provide opportunities for teachers to deepen their understanding to access all campus technology tools based on staff technology needs. *Tools such as Performance Matters and Schoology will be continuously supported as effective instructional tools. *The SAMR technology model will be integrated into instructional design.
Family/Community Involvement	Attendance at parent conferences, classroom activities and school functions indicates a healthy family/community and school partnership. In addition, family and student Panorama survey results indicate a positive, healthy school learning environment. The community actively seeks to partner with the campus to support a strong education for students.	Communication through a variety of means would ensure that all parents and guardians are aware of school events. Another parent survey is needed for this upcoming year to obtain parent feedback and insight regarding involvement.	*Utilize the features in Schoology that support parent involvement in classroom learning. *Examine opportunities for volunteering and communicate them clearly to parents. *Develop one community outreach project and one service project for the community.

Data Used for Campus Comprehensive Needs Assessment

Student Data Information:

- 2022 STAAR Results
- TELPAS Results
- State Accountability Report
- MAP Data
- Student Attendance
- 504 Data
- Dyslexia Identification Rates
- SPED Referral Rates & DNQs
- Schoology Participation Data
- SCE Reports for Math & Reading
- Student, Parent, & Staff Panorama Surveys
- RTI Data
- PEIMS Discipline
- Panorama Survey Results
- PreK Audit Results & Recommendations

Parent Feedback Data Information:

- Panorama Survey Results
- Attendance at School Events
- Participation in the Watch D.O.G.S. Program
- Participation in Volunteer Opportunities (PTO)

Teacher Feedback Data Information:

- Teacher Data Information:
- Walkthrough Data
- Teacher & Staff Evaluations
- Panorama Survey Results
- Educator Evaluations
- Teacher Retention Rates
- Technology Input from Stakeholders (At the beginning of the year a staff survey was given to determine PD technology needs. Top 5 PD needs: Flipgrid, Jamboard, Google, Nearpod, & the SAMR Model)
- Professional Development Feedback: At the beginning of the year a staff survey was given to determine PD instructional needs. Top Math PD Needs: Number Talks, Differentiation, Guided Math, Small Group Instruction in Math, AVMR, Fluency Top ELA PD Needs: Guided Reading, Deep Dive in Reading Academy, Small Group Instruction, Differentiation 101, Advanced Differentiation

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 *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**	
GP will continue to implement the instructional phase, Explore, from the CSISD Framework for Success implemented from year one in order to enhance depth and complexity of staffs' understanding. Focus: Best Practice: Small Group Instruction/ Differentiation	Campus Admin, Leadership Team, Specialists, Instructional Coach, Classroom Teachers	Campus Instructional Implementa-tion Plan	June 9, 2022-May 2023	All Students	Professional learning plans and artifacts; Walkthrough data; Improved learning outcomes				State; Title II Funds
Using a variety of data sources (Panorama Student Survey - 3rd & 4th, Student interest surveys, etc.), GP will begin their second phase of the CSISD Framework for Success to implement professional learning plans to improve instructional practices. Focus: Inspire	Campus Admin, Leadership Team, Specialists, Instructional Coach, Classroom Teachers	Campus Instructional Implementa-tion Plan	June 9, 2022-May 2023	All Students	Professional learning plans and artifacts; Walkthrough data; Improved learning outcomes				State, Title II Funds

Teachers will facilitate and model higher-order thinking processes/ questions and provide opportunities for students to demonstrate curiosity by asking questions and engaging in dialogue in order to make connections with learning.	Campus Admin, Enrichment Specialist, Instructional Coach, Classroom Teachers	Depth & Complexity Framework, District Inquiry Training	Sept. 2022 - May 2023	All Students	GT Sign-in sheets; Artifacts; Lesson plans; MAP - Student year's growth progress, Walkthroughs				State
During instruction, teachers will strive to inspire and motivate students by connecting learning experiences to a variety of real life people and stories.	Campus Admin, Enrichment Specialists, Librarian, Instructional Coach, Classroom Teachers	Depth & Complexity Framework, Book: *The Gift of Story*	Sept. 2022 - May 2023	All Students	Lesson plans; MAP - Student year's growth progress; Student surveys				State
Design diverse, standards-aligned resources and learning experiences to facilitate student inquiry and create/solve relevant and authentic problems.	Campus Specialists, Instructional Coach, Classroom Teachers	CSISD Curriculum, CSISD Identified Curriculum Resources	August 2022 - May 2023	All Students	Lesson plans; Walkthrough data; MAP - Student year's growth progress				State
The teacher will facilitate individualized, differentiated learning through small group instruction, resources, and adjusting based on formative/summative assessments and other student data.	Campus Specialists, Instructional Coach, Classroom Teachers	CSISD Curriculum, CSISD Identified Curriculum Resources, MAP Data	August 2022 - May 2023	All Students	Lesson plans; Walkthrough data; MAP - Student year's growth progress				State

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** *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**	
Continue to develop personalized learning to grow and develop educators. Examples: PLCs, After school optional PD sessions created by educator choice, etc.	Campus Admin; Instructional Coach; Specialists; Campus Tech Facilitator; Campus Curriculum Leaders; Grade Level Leaders	C&I Department; Professional Organizations	August 2022-July 2023	All Students	Attendance Sheets; Walkthroughs; Educator Feedback				State
Using the Power School Professional Learning system, include varied learning opportunities such as: -Curated choices at campus level -Learning /doing model -Coaching and Professional Learning Communities (PLCs).	Director of Instruction and Leadership; Campus Admin	Power School Professional Learning System	August 2022-July 2023	All Students	Transcripts				State
Provide support for teachers in individual professional growth toward T-TESS instructional goals.	Campus Administrators; Instructional Coach	T-TESS State Resources; C&I Department	August, 2022-April 2023	All Students	T-TESS Instrument				State

√ =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 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	
Effectively use data from different assessment types, such as MAP, state, and district assessments to make instructional decisions to support student-led conferences, student goal setting. small group instruction, and targeted intervention.	Campus Administrators; Instructional Coach; Specialists; SPED Teachers, and Classroom Teachers	MAP Data; STAAR; District Assessments, TX-KEA	August 2022-May 2023	All Students	A year's growth for each student in MAP; Meets/Masters STAAR in 3rd & 4th Grade				State

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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.

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 feedback and participate in the revision process of the CSISD MTSS Handbook.	Campus Admin; Counselor; Specialists	CSISD MTSS Handbook	August 2022- July 2023	At Risk Student Groups	Updated MTSS Handbook				State
Implement MTSS processes aligned to the CSISD MTSS Handbook.	Campus Admin; Counselor; Specialists; Classroom Teachers, SPED Team	CSISD MTSS Handbook	August 2022- May 2023	At Risk Student Groups	Implementation of MTSS Processes				State
Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district.	C&I Department; Campus Administrators; Specialists; Instructional Coach	Performance Matters	August 2022- May 2023	At Risk Student Groups	Walkthroughs; Lesson Plans; Training Attendance Sheets				State

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** *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**	
Walkthroughs will focus on instructional best practice focus areas (small group instruction, inquiry, students asking questions, instruction connecting real life	Campus Admin; Instructional Coach; Classroom Teachers	Talent Ed Data	August 2022- May 2023	All Students	Walkthrough Data				State

people/stories) in conjunction with the phase of the Framework for Success (Explore & Inspire) based on instructional needs of students.									
Continue to implement a professional learning community, PLCs, protocols and practices on campus.	Campus Admin; Instructional Coach; Specialists; Campus Technology Facilitator; Campus Curriculum Leaders; Grade Level Leaders; Classroom Teachers	C&I Dept., Resources from Professional Organizations	August 2022-July 2023	All Students	Attendance Sheets; Walkthroughs; Educator Feedback				State
Teachers will facilitate small group instruction based on identified curiosities of learners to enrich, connect and extend learning for GT/High Achievers to ensure that they grow at least one academic year.	Enrichment Specialist,; Classroom Teachers	Depth & Complexity Framework	September 2022 - May 2023	Identified GT Students	Walkthrough Data, MAP Data, STAAR Data				State
Teachers will facilitate differentiated purposeful, varied, small group instruction considering learning needs, formative/summative	Campus Admin; Specialists; Instructional Coach; Classroom Teachers	CSISD Curriculum, PLC Time, MAP Data, Running Records	September 2022 - May 2023	All Students	Lesson Plans, Walkthrough Data, MAP Data, STAAR Data				State

assessment, standards-aligned topics, interests and/or learning styles in designing learning experiences for students.										
Math teachers will progressively become proficient successfully utlizing Eureka Math to its full potential.	Classroom Teachers, Math Specialist	Eureka Math Curriculum; CSISD Curriculum, Instructiona Coach	August 2022- May 2023	All Students	Lesson Plans, Walkthroughs					State

Goal: 3	CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.									
Specific Result 3.1	**Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents.**									
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)* **#1**	**#2**	**#3**	Supported by State or Federal Funds
The GP staff will intentionally work together to build a positive staff culture and a positive school family learning environment.	Campus Leadership; Faculty & Staff	Schoolwide Discipline Programs (Conscious Discipline, Restorative Practice, & Safe and Civil Schools); GP PTO; College Station Community	August 2022 - May 2023	All Students	Panorama Survey Results Staff, Student, and Parent Feedback				State
The school community will implement safety	Campus Leadership	CSISD Safety Protocols	August 2022 - May 2023	All Students	Completion of Emergency Drills				State

measures to ensure the safety of the school community	Faculty & Staff	GP Faculty and Student Handbook CSISD Safety Drills			Faculty & Staff Debriefs				

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 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**	
GP will provide one community outreach activity during the school year to engage stakeholders .	Campus Leadership, Faculty & Staff	Service Opportunities (beyond existing projects)	August 2022 - May 2023	All Students	Campus artifact and reports of outreach activity and stakeholder attendance				State
GP will identify and participate in one community service project.	Campus Leadership, Faculty & Staff	Service Learning Information	August 2022 - May 2023	All Students	Campus artifact and reports of community service projects				State
GP will share campus-based community outreach activities and community service projects with the broader CSISD community.	Campus Admin; Faculty & Staff	Social Media; School Messenger	August 2022- May 2023	All Students	Campus social media artifact				State

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)* **#1** **#2** **#3**		**Supported by State or Federal Funds**
Campus administrators and Digital Learning Coordinator will conduct walkthroughs to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model.	Campus Admin; Digital Learning Coordinator	SAMR Model Resources; Talent Ed Walkthrough Forms	Sept. 2202-April 2023	All Students	Walkthrough Data; Lesson Plans				State
√ =**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)* **#1** **#2** **#3**		**Supported by State or Federal Funds**

Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year.	Campus Admin; Digital Learning Coordinator; Campus Technology Facilitator; Computer Teacher; Classroom Teachers	Talent Ed Walkthrough Forms	August . 2202- May 2023	All Students	Walkthrough Data; Lesson Plans				State
Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus staff to purposefully and appropriately plan digital learning experiences for students.	Campus Admin; Digital Learning Coordinator & Coach; Campus Technology Facilitator; Classroom Teachers	SAMR Model Resources; Talent Ed Walkthrough Forms	Sept. 2202- April 2023	All Students	Walkthrough Data; Lesson Plans				State

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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)* **#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.	Campus Admin; Digital Learning Coordinator & Coach; Campus Technology	SAMR Model Resources; Talent Ed Walkthrough Forms	Sept. 2202- April 2023	All Students	Walkthrough Data; Lesson Plans				State

	Facilitator; Classroom Teachers								

Link: GP Professional Learning Plan 2022-2023

APPENDIX A: FEDERAL AND STATE 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 achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2021-22

Grades Pre-K – Grade 4

Matt Fleener	CH	
Kacy Divjak	CV	*Vice Chair*
Lauren Given	FR	*Secretary*
Tami Seagraves	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

Grades 5-6

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

Grades 7-8

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS

Elementary-At-Large

Nur Rashid	DEAP

Secondary-At-Large

Emily Feagan	CVHS

Elementary Administrator

Renee Sanders	RP	*Chair*

Secondary Administrator

Emily Feagan	CVHS

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

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

Appendix C: Greens Prairie Elementary School Improvement Planning Committee 2021-2022

Teachers

Julie Grant, Kindergarten

Taylor LeBlanc, First Grade

Tami Seagraves, Second Grade

Micki Lindner, Third Grade

Kellee Steen, Fourth Grade

Michelle Prukop, Specialist

Greg Smith, SPED

At Large Members

Christian Parker, CAMP

Alison Stone, Specialist

Amanda Simmons, Counselor

Shirley Wesley, Paraprofessional

Central Office Representative

Shelly Rice

Parent Representatives

Lyndsey Matthews

Katie Hazlewood

Community Representatives

Randy Seagraves

Hank Roraback

Business Representative

Ashton Nowak, Photo Texas