

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 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?)
<p>Demographics</p>	<p>Pebble Creek serves over 550 students in grades Head Start and Pre-K through fourth grade. Our student population summary includes:</p> <p>African American: 10.61% Hispanic: 6.82% White: 72.53% Asian: 8.14% American Indian: .57% 2 or more: 1.33% Economically Disadvantaged: 26.04% At Risk 18.37% ESL: 4.55% Special Education: 15.91% Special Education Speech Only: 8.71% GT: 10.31%</p>	<p>Culturally Responsive practice and strategy implementation is needed to address the needs of African American, Hispanic, economically disadvantaged, special education and English language learners.</p> <p>Our students who achieve at high levels need to continue to grow and achieve at even higher levels.</p> <p>There is a need for continued MTSS training and systems to help all students achieve at their highest potential.</p>	<p>Our priority is to close the achievement gap with our students who are identified as African American, Hispanic, special education and economically disadvantaged.</p> <p>Through MTSS processes we will target student needs in academic and social/emotional and address through professional development and professional learning communities. We will build on strengths to decrease student achievement gaps in the areas of reading and math.</p> <p>We will continue to provide training and professional development to support teachers in the creation and implementation of meaningful instruction for all learners through enrichment and intervention.</p>
<p>Student Achievement</p>	<p>Student achievement on 21-22 STAAR: Overall data indicates positive growth trends in almost all areas: (P) = passing, (M) = mastery 3rd Math - Increased from 82% to 85% (P); increased from 25% to 26% (M) 3rd Reading - Increased from 90% to 93% (P); increased from 41% to 44% (M) 4th Math - Decreased from 80% to 76% (P); increased from 41% to 46% (M) 4th Reading - Increased from 80% to 85% (P); continued with 36% (M)</p> <p>21-22 ~ MAP End of Year Data: Pebble Creek's overall median growth percentile increased from 42 to 54.</p>	<p>In the areas of reading and math, there are achievement gaps with our African American, Hispanic, special education and economically disadvantaged student groups.</p> <p>In third grade math and reading, our students are not consistently performing at a level of high growth based on their achievement level.</p> <p>MAP data will be monitored throughout the year (beginning, middle and end) to monitor student achievement and growth toward grade level mastery and student</p>	<p>Continue to implement the use of MAP for tracking student progress throughout the year. Establish Professional Learning Community (PLC) groups to disaggregate data to determine next steps for students, ensuring all are meeting their potential.</p> <p>Provide training on support for students in special education and those from diverse backgrounds and in targeted intervention or enrichment for all students to ensure growth.</p> <p>Provide training and modeling of differentiation, emphasizing the importance of providing high level learning to students at</p>

	<p>Below are median growth percentile scores per grade level:</p> <p>Kindergarten: Math - Increased from 27.5 to 57 Reading - Increased from 26.5 to 55</p> <p>1st: Math - Decreased from 52 to 51 Reading - Increased from 39 to 52</p> <p>2nd: Math - Decreased from 58 to 55 Reading - Increased from 38.5 to 58</p> <p>3rd: Math - Decreased from 57 to 42 Reading - Increased from 26 to 43 Science - Increased from 50 to 61</p> <p>4th: Math - Increased from 55 to 58 Reading- Increased from 38.5 to 63.5 Science - Increased from 51 to 52</p> <p>For the 21-22 school year, the overall MAP results show that all subjects in grades kindergarten, first, second and fourth fell in the high growth, high achievement quadrant. Third grade scores fell in the high growth and high achievement quadrant in science, and slightly in the low growth, high achievement quadrant for reading and math.</p>	<p>growth. This data will guide teachers in providing targeted instruction to meet all of our students' needs.</p>	<p>the mastery level.</p> <p>Continue to strengthen Tier I and Tier II instruction by implementing best practices in guided instruction for math and reading.</p> <p>Continue to improve our co-teach model with special education students gaining exposure and experience with grade-level content while also receiving specialized instruction as appropriate.</p> <p>Students will participate in Thinker Time/club activities as a school-wide enrichment opportunity. Students will engage in STEAM learning activities that promote collaboration, problem-solving and creation.</p>
<p>Curriculum and Instruction</p>	<p>Implementation of MAP Growth and MAP Fluency aided our campus in better identifying and meeting students' individual needs. Teachers use this data to drive their daily guided instruction groups.</p> <p>Teachers use district curriculum documents to plan and pace instruction. As resources continue to be added to these documents, teachers familiarize themselves with the</p>	<p>Panorama Survey identified the need for more goal setting opportunities for students, more enrichment opportunities and problem-solution based learning. STEAM content and resources will be used to plan for implementation of such opportunities.</p> <p>MTSS resources will be found and utilized in planning to help address areas of</p>	<p>K-4 teachers and administrators will attend the K-5 Reading Academies and/or implement learned strategies to help improve students' reading skills and provide science-based instruction and intervention</p> <p>K-4 teachers will learn and implement the Eureka Math curriculum.</p> <p>Utilize district resources referenced in CSISD</p>

	tools available resulting in strengthened instruction and lesson delivery.	student need as identified through campus data.	<p>curriculum documents.</p> <p>Utilize district resources to support implementation of MTSS and targeted instruction for all students.</p> <p>Implement a PLC structure that focuses on student data and professional conversations to promote planning and instruction with greater depth and complexity.</p>
Culture and Climate	<p>We have many avenues through which we support the social and emotional needs of students (e.g. PBIS, PAWS, Restorative Practices, Conscious Discipline, CHAMPS, counseling lessons, weekly morning assemblies) and staff (e.g. lunch bunch, mentors, social activities, staff recognition, etc.).</p> <p>Panorama Survey data indicated that the campus climate and safety were areas of strength.</p>	<p>Continued implementation of trauma informed practices as well as an emphasis on multicultural learning to promote well-being for all students and staff.</p> <p>Careful planning and collaboration with staff members in supporting the social and emotional development of students.</p> <p>On-going training collaboration time to brainstorm and prepare social emotional activities and student leadership opportunities within the classrooms and school.</p>	<p>Develop a plan for social and emotional skills and work together to teach and practice the skills in multiple campus environments such as virtual morning assembly, morning meetings, etc. Implement PBIS components and Restorative Practices.</p> <p>Provide opportunities to address staff social and emotional needs through increased opportunities for colleagues to work together, spend time with one another and share.</p> <p>Provide more frequent opportunities for staff to work collaboratively.</p>
Staff Quality and Retention	<p>Pebble Creek has a very low turnover rate in staff. At the end of the 21-22 school year, we had four employees leave the campus to pursue different career options, four move to different cities as they continue working in education, one move into a new role within the district and one transfer to a different campus. Due to increased enrollment we added four new teaching positions at our school.</p> <p>The new staff to our campus are assigned campus mentors and have additional support from our campus instructional</p>	<p>Our Panorama Survey data indicated that teachers wanted more professional learning opportunities through collaboration and coaching.</p> <p>Time to have collaborative conversations and collegial learning opportunities continues to be a challenge.</p>	<p>Our staff will have opportunities for staff collaboration and coaching through PLCs, faculty meetings, leadership meetings, support team meetings, content area teams, grade level teams, mentoring and professional development.</p>

	<p>coach.</p> <p>Our staff engage in professional goals of the campus and district, campus collaboration and professional learning communities.</p> <p>Additionally, CSISD staff have opportunities for in-district training in person and online. This year staff are participating in the Reading Academies online learning opportunity if new to CSISD or elementary education.</p>		
Technology	<p>Teachers and students use a variety of technologies in order to access curriculum and support learning. A review of our technology subscriptions shows that we are allocating funds to programs that have many users.</p>	<p>Continued training in the implementation of the SAMR model to bring about meaningful and authentic technology use in the classroom.</p> <p>Schoology implementation and use between staff, students and families will continue to be a focus area of training.</p>	<p>Staff will continue to receive training and support from the CTF and campus leaders in the following programs:</p> <p>Schoology, NWEA MAP, Google, Nearpod, Lumio, ST Math, Smart Panels, Education Galaxy, Performance Matters, tech subscriptions and more.</p>
Family/Community Involvement	<p>School events are well-attended by Pebble Creek families. We have events throughout the year so parents have opportunities to come to school during the evenings.</p> <p>We also have a strong parental volunteer group who help during the school days.</p>	<p>We will continue to increase our use of Schoology and social media to share successes and connect with our families.</p>	<p>Schedule multiple opportunities for family members to attend campus events.</p> <p>Coordinate volunteer opportunities for parents such as Daddy Patrol, lunch helpers and guest speakers, etc.</p> <p>Send weekly communication to parents via principal updates and/or Schoology/social media posts.</p> <p>Parent, student and staff surveys conducted each semester to gain feedback and make adjustments to best meet the needs of our school.</p> <p>Teachers will communicate student progress</p>

			<p>through weekly folders, conferences, phone calls and Schoology.</p> <p>Continue to partner with community organizations and leadership to promote community wide educational experiences and opportunities.</p>
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Data Used for District 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, Support Team	Strategic Design Framework, CIP, DIP	August 2022 - May 2023	All	Sign-in Sheets, Minutes				
<p>Campuswide enrichment initiative (Thinker Time and clubs) by incorporating monthly challenges to extend thinking, problem solving, and creativity.</p> <p><i>Create and Explore Phase II</i> Best Practices Alignment: Critical Analysis, Inquiry, Differentiation, Problem-Solving, Creativity, Innovation</p>	Thinker Time Committee, Administrative Team, Support Team, All Staff	<p>Campus STEAM Resources</p> <p><u>Launch - Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student</u> by Spencer and Julani</p> <p><u>An Educator's</u></p>	Sept 2022 - May 2023	All	Student Work Samples, Anecdotal Notes, Stakeholder Survey Data				

		<u>Guide to STEAM: Engaging Students Using Real-World Problems</u> by Quigley, Herro and Hanuscin Online STEAM Resources Parent Newsletter							
Facilitate two campuswide Thinker Time Challenge days (fall and spring) where all classrooms will engage in STEAM related experiences and challenge based learning to further our enrichment opportunities to extend experiences into the classroom. <i>Create and Explore Phase II</i> Best Practices Alignment: Critical Analysis, Inquiry, Differentiation, Problem-Solving, Creativity, Innovation	Thinker Time Committee, Support Team Administrative Team, Leadership Team	<u>Launch - Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student</u> by Spencer and Juliani <u>An Educator's Guide to STEAM: Engaging Students Using Real-World Problems</u> by Quigley, Herro and Hanuscin Campus STEAM Resources	Fall 2022 Spring 2023	All	Student Work Samples, Anecdotal Notes, Stakeholder Survey Data				
Refine current instructional practices within the approach of small group instruction in order to differentiate and personalize individual learner needs with a specific focus on the core content areas of literacy and mathematics. <i>Explore</i>	Support Team, Classroom Teachers, Interventionists	Strategies for Improving Small Group Instruction Article <u>The Art and Science of Teaching</u> by Marzano	August 2022 - May 2023	All	Student progress data, anecdotal notes, teacher reflection, professional conversations				

<i>Best Practices Alignment: Small Group Instruction</i>		Re-examining and Revising our Thinking to Transform our Practices: Small Groups Broadening our Perspectives Article							
Continue to build enrichment and intervention opportunities into the campus schedule to support the needs of the whole child outlined in the MTSS framework. <i>Create and Explore Best Practices Alignment: Differentiation, Scaffolding, Creativity, Innovation, Problem Solving, Inquiry, Small Group Instruction</i>	Administrative Team, Leadership Team, Thinker Time Committee, Support Team	<u>The Flexibly Group Classroom</u> by Doubet	August 2022 - May 2023	All	Campus, Thinker Time, Intervention, and PLC Schedules				
Implement PBIS through various learned strategies and classroom implementation (GTKY Circles, CHAMPS, Safe Place, Greetings, Treatment Agreement, Pulse Meters, PAWS).	All Teachers and Staff	Restorative Practices Resources, CHAMPS, Conscious Discipline, PBIS Support from Region 6	August 2022 - May 2023	All	Walk-through observations, Panorama Survey Data, Behavior 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			Supported by State or Federal Funds
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
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, Support Team, Teachers	<u>PLC - Better Decisions and Greater Impact by Design</u> by Fisher, Frey, Alamarode, Flories and Nagel <u>Collaborative Teams that Transform Schools</u> by Marzano	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>Student Centered Coaching</u> by Sweeney <u>The Art of Coaching Teams</u> by Aguilar Texas Lesson	September 2022 - May 2023	All	Observation Notes and data, teacher feedback				

		Study Design from Region 4							
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
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
Develop a campus framework for student goal setting that will foster student agency and cultivate a	Campus Administration, Support Team, Leadership Team,	<u>Step Into Student Goal Setting</u> by: Chase Nordengren	Fall 2022	All	Student Goal Setting Framework				

<p>learner-centered environment that supports student ownership of learning, self-awareness, and metacognition.</p> <p><i>Create (Phase I)</i> <i>Best Practices Alignment:</i> <i>Goal Setting and Autonomy</i></p>	Teachers	E2L: Best Practices Rubric							
<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:</i> <i>Goal Setting and Autonomy</i></p>	Campus Administration, Leadership Team, Teachers	<p><u>Step Into Student Goal Setting</u> by: Chase Nordengren</p> <p>E2L: Best Practices Rubric</p>	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> <p><i>Create (Phase I)</i> <i>Best Practices Alignment:</i> <i>Goal Setting and Autonomy</i></p>	Campus Administration, Leadership Team, Teachers	<p><u>Step Into Student Goal Setting</u> by: Chase Nordengren</p>	August 2022 - May 2023	All	PLC Agenda and Minutes				

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) #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>PLC - Better Decisions and Greater Impact</u> by Design by Fisher, Frey, Alamarode, Flories and Nagel <u>The Art of Coaching Teams</u> by Aguilar	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				
Implement culturally responsive strategies to meet the learning needs of all students.	MTSS Team	<u>From Behaving to Belonging - The Inclusive Art of Supporting Students</u> by Causton and Macleod <u>Turning High-Poverty Schools into High-Performing Schools</u> by Parrett and Budge	August 2022 - May 2023	All	Training sign-in sheets PLC Agendas				

		True North Intercultural Training							
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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>Leading with Intention by Spiller and Power</u> <u>PLC - Better Decisions and Greater Impact by Design by Fisher, Frey, Alamarode, Flories and Nagel</u> <u>Collaborative Teams that Transform Schools by Marzano</u> <u>The Art of</u>	August 2022 - May 2023	All	Documentation of PLC Norms, Agendas, and Minutes				

		<u>Coaching Teams</u> by Aguilar							
<p>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.</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>HMH Intervention</p> <p><u>Turning High-Poverty Schools into High-Performing Schools</u> by Parrett and Budge</p> <p><u>The Art and Science of Teaching</u> by Marzano</p> <p>Eureka Math curriculum</p> <p>AVMR</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Walkthrough data analysis, Lesson Plans, Observation Data</p>				<p>State Comp Ed</p>
<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>HMH Intervention</p> <p><u>Turning High-Poverty Schools into High-Performing Schools</u> by Parrett and Budge</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Walkthrough Data, PLC Agenda and Minutes, Team Planning Notes, Training Sign-In Sheets</p>				

		<u>The Art and Science of Teaching</u> by Marzano Eureka Math curriculum AVMR							
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. <i>Create Best Practice Alignment: Goal-Setting and Autonomy</i>	Campus Administration, Instructional Coach, Teachers and Staff	<u>Step Into Student Goal Setting</u> by: Chase Nordengren <u>From Behaving to Belonging - The Inclusive Art of Supporting Students</u> by Causton and Macleod <u>The Chick-in Check-out Intervention</u> by Hawken, Crone, Bundocl and Horner	August 2022 - May 2023	All	Walkthrough data analysis, Observation Data				
Implement the SAMR Instructional Technology model in classrooms to facilitate higher levels of meaningful technology integration. <i>Create Best Practice Alignment:</i>	Campus Administration, CTF/Instructional Coach	SAMR Resources, District and Campus Training	August 2022 - May 2023	All	PLC Minutes Sign in Sheets, Walk Through Data, Lesson Plans, Observation Data				

<i>Digital Learning</i>									
Monitor and adjust the implementation of campus selected research based best practices to meet the targeted supports for Tier I and struggling learners.	Campus Administration, Support Team, Leadership Team	Articles, books	August 2022 - May 2023	All					

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 <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
Facilitate a community outreach event at Wolf Pen Creek to engage stakeholders in an off-campus opportunity to connect, build relationships, and celebrate our community partnerships.	Campus Administration, Leadership Team		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"> • Student Council Clothing and Toiletries Drive for Chrissy's Closet • Food for Families Food Drive 	Campus Administration, Enrichment Specialist, Student Council 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"> ● Panthers Helping Panthers 									
<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 ● Enrichment Days ● Spirit Nights ● Multicultural Celebrations ● Panther Carnival ● Grade Level Celebrations and Highlights 	<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>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>				
<p>Coordinate volunteer opportunities for parents and community at the school (lunch helpers, Daddy Patrol, POPs - Parents of Panthers, guest speakers, TAMU Reads and Counts Tutors, TAMU Methods Students, etc.)</p>	<p>Campus Leadership</p>	<p>PTO Schedule of Events Social Media Platforms University Partners</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Campus artifact and reports of community service projects and participation</p>				

Create and implement campus-based plans for implementation of K-12 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				
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 Administration, CTF, Teachers, 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 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 <ul style="list-style-type: none"> Scheduled Campus Technology Professional Development and Training (Once every 9 weeks) 	CTF, Teachers	CTF, Digital and Campus Resources	August 2022 - May 2023	All	Sign in Sheets, PD Participation, Staff Surveys				

<ul style="list-style-type: none"> • Opportunities for individualized Instructional Technology Coaching • District and Campus Resources 									
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✓=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue
 Summative Evaluation (to be filled in by June 2023 by administration)

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
- Stress Management and Self Regulation
- PBIS Year 4 implementation/next steps

Digital Learning (Instructional Technology)

- SAMR Model and Implementation
- Schoology 2.0
- Google Suites
- SMART Panels
- Nearpod
- 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 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
<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 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>forms necessary such as juvenile referral forms, etc.</p> <ul style="list-style-type: none"> • Performs all other duties as authorized to “Texas Peace Officer” as determined by the Board of Trustees • Participate in required training according to HB2195 and SB 11. <p>SROs will not have any administrative duties, nor will they address classroom 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	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

bullying, harassment, and violence (dating and/or sexual abuse)			
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
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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; Performance Matters Software; 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

Becky McGarr	Kindergarten
Courtney Payne	First Grade
Sarah Dixon	Second Grade
Amy Hall	Third Grade
Lizzie Shaw	Fourth Grade
Jesus Garcia	Special Education
Julie Zapalac	CAMP
Stacie Watson	Counselor
Courtney Noynaert	Reading Interventionist
Paula McCann	Math Interventionist
Candy McGuire	Instructional Coach
Michelle Gallagher	Enrichment Specialist
Lindsey Burdett	Instructional Assistant
Megan Jonasson	Parent Representative
Eric Walters	Community Representative
Candace Light	Business Representative
Jordan Lauhoff	Assistant Principal
Blaire Grande	Principal