Spring Creek Elementary

Annual District Improvement Plan
2022-2023
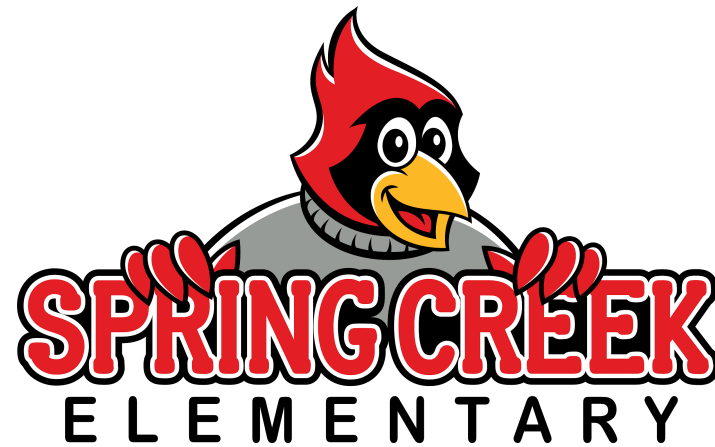
Mission Statement
Success Each Life, Each Day, Each Hour

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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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	Spring Creek Elementary serves approximately 644 students from various backgrounds. Student demographics are recorded as Two or More Races 3.4%, African American 6.4%, Asian 15.5%, Hispanic 13.8%, and White 63.0%. 18.79% of the children are identified as economically disadvantaged. Spring Creek's staff is collaborative and the focus is on working together to design differentiated instruction based on data such as MAP. Spring Creek practices Restorative Practices and is committed to supporting the holistic needs of students, which includes academics and social emotional learning. We value students' diverse backgrounds and experiences, and believe in building relationships with students and connecting learning to their unique backgrounds and experiences.	Spring Creek staff will provide more opportunities for differentiated instruction for more students. We value diversity and recognize that staff benefit from professional development and support to meet the needs of all students through culturally responsive teaching and practices. This is relevant since the majority of Spring Creek teachers identify as White and the demographics of the students does not mirror the demographics of the staff. We believe that differences hold value and will work to connect and relate to students from all different backgrounds.	Priorities include continuing to develop teachers' skills to provide effective instruction by designing data-driven instruction that is also culturally relevant. The master schedule will include protected time for teachers to meet and plan. Team meetings will include discussion of formal and informal data, research-based instructional strategies, and ideas for adjusting instruction. Teachers will collaborate to design instruction that is aligned to the rigor of the standards and will make adjustments to curriculum and instruction by adjusting rigor after identifying gaps. Teachers will work collaboratively to create plans to address gaps to ensure students master curriculum by reteaching as necessary. Academics are a priority, but each child will continue to be supported socially and emotionally with weekly character based lessons.
Student Achievement	The 2021-2022 STAAR Report measured at approaches grade level or above for third and fourth grade math as 93% and reading as 93%. NWEA MAP scores indicate for Spring 2022 our 3rd graders have a mean RIT of 193 for math, 190 for reading and 194 for science. The MAP scores indicate for Spring 2022 our 4th graders have a mean RIT of 207 for math, 204 for reading and 204 for science.	Spring Creek needs to improve creating targeted small group instruction. Our focus will be working with teachers to use data to create targeted small groups within the classrooms. We have begun using a planning document that will assist teachers in identifying students that are on level, above level, and below level. Teachers will differentiate their instructions based on the needs of each group.	Overall, students are making significant growth at Spring Creek. We will use data to create targeted small groups and identify students that need further interventions to be successful. Providing differentiated instruction support for our students on specific skills they are needing is crucial. We will continue to strive to create relevant, meaningful, and engaging activities to connect with all of our student population.
Curriculum and Instruction	Spring Creek utilizes a common planning model in which teachers have protected	Professional learning (PL) and coaching occurred during the 2021-2022 school year	Student-centered and small group instruction are priorities for SC. PLCs will be built into

	time built into the weekly schedule to plan with other teachers and with other support staff such as the academic coach, counselor, interventionists, and administrators to design curriculum and instruction that is aligned to the district curriculum and TEKS. Special education and general education staff work collaboratively to design instruction and provide learning experiences that are differentiated based on individual student needs. Instruction is data driven and a common planning agenda along with a lesson plan template are utilized to ensure that the rigor of curriculum and instruction is aligned to the TEKs and students' needs.	to support teachers to develop skills to differentiate for students based on data driven assessments such as MAP. Teachers will continue to be supported through professional learning, PLCs, and a common planning model to design first instruction aligned to the rigor of the TEKS. Small group instruction of guided reading, guided math, and intervention is needed throughout all grade levels to ensure that all students meet grade level performance indicators related to academic growth and achievement of grade level TEKS.	the master schedule and will take place periodically after school. PLCs scheduled during the school day will include opportunities for teachers to collaborate with their grade level team and also with other staff such as special education teachers, interventionists, and other specialists and/or support staff. After school PLCs will include opportunities for staff to collaborate with others across grade levels, content areas, and programs to develop skill and knowledge of the vertical alignment of TEKS and to share ideas and resources such as strategies for supporting students' learning needs.
Culture and Climate	Social emotional learning is supported through an integrated approach that includes elements of Safe and Secure Schools, Conscious Discipline, and Restorative Practices. CHAMPS is used throughout the school along with Conscious Discipline to develop the staff's ability to support social emotional needs of all students regardless of race, culture or economic status. Restorative Practices are implemented and enmeshed within classroom instruction to provide an additional layer of social and emotional support in addition to CHAMPS and Conscious Discipline, which ensures relationships and connections are fostered among staff and students that are aligned to TEA character traits.	The TEA has established performance outcomes through the Effective Schools Framework (ESF) that outlines continuous improvement guidelines to support positive school culture. Spring Creek has placed priority on Lever #3: Positive School Culture. At the campus level, this is supported through the creation of a vision, mission, goals, and values focused on ensuring a safe environment and high expectations for students. This is needed due to more students needing additional academic support as established through STAAR and MAP assessments results. Specifically, students who identify as African American and Economically Disadvantaged are not achieving at similar performance levels as peers from other subgroups.	Academics are a priority, but each child will continue to be supported socially and emotionally through counselor led character lessons as well as a new curriculum through 2Words character development program. These lessons will be taught weekly during our "Cardinal Connection" time in the mornings. The 2Words programs contains 18 specific lessons that teach a trait and then model how it can be used in the real world. These lessons, in conjunction with the counselor-led program, will allow us to give each student access to SEL that will help them throughout their school career and life.
Staff Quality and Retention	The average years of teaching experience for SC teachers is 9.4%. This is lower than the district average of 12.5% and the state	The average years of teaching experience for SC teachers is lower than the district or state average years of teaching. SC needs	Teachers are supported through a collaborative model that integrates common planning, PLCs, PL, and support from

average of 11.2% (TEA-TAPR, 2020-2021). The ethnicity of the teachers is 92.5% White, 5.3% Hispanic, and 2.2% African American. The percentage of White teachers is higher at SC than the percentage of White teachers for the district and the state.

Student Demographics:

	Campus	District	State
African American	6.4%	16.5%	12.6%
Hispanic	13.8%	23.9%	52.8%
White	65.9%	51.1%	27.0%
American Indian	1.2%	0.7%	0.4%
Asian	15.7%	7.6%	4.6%
Pacific Islander	0.0%	0.3%	0.2%
Two or More Races	3.4%	3.5%	2.5%

to focus on recruiting and retaining experienced quality teachers. The demographics of SC continue to change and as a result, future hiring should focus on increasing the percentage of ethnically diverse teachers (TEA, TAPR, 2020-2021).

campus leaders. PL is provided at the campus level and district level. Curriculum and instruction as well as intervention are driven by data such as MAP to ensure that instruction is aligned to TEKS and to students' needs.

Teacher Demographics:

	Campus	District	State
African American	2.2%	3.7%	11.1%
Hispanic	5.3%	12.1%	28.4%
White	92.5%	82.4%	56.9%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	0.8%	1.8%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.8%	1.2%

| **Technology** | Teachers and students use a variety of technologies in order to access curriculum and support learning.

While we introduced SAMR at the campus level to teachers, we will continue to identify ways to implement technology to best meet the needs of our students. | T-TESS promotes student-centered instruction. SC teachers need to continue shifting their instruction from teacher-centered to student-centered instruction.

Continued training in the implementation of the SAMR model to bring about meaningful and authentic technology use in the classroom will help drive student-centered | Teachers will continue to use Schoology to communicate with students and parents/guardians.

Continued SAMR training and support for all teachers will help them incorporate it more frequently into their instructional design.

Technology will be used in small groups to enhance learning experiences for students |

		instruction. Teachers will provide small group instruction with fidelity and continue to foster student-centered instruction by using technology to enhance learning opportunities.	that show a benefit from it as well as its benefits with differentiating instruction.
Family/Community Involvement	The SC school community is a tight knit and supportive community that regularly participates and attends school events (e.g. , Book Fairs, Family Parent Orientation, Meet the Teacher, Performances). The PTO is very strong and willing to assist the teachers and staff in whatever their needs may be. For the 2022/2023 school year, the PTO is adding several events that we feel will continue to grow our culture. We will host our first ever Fall Festival in conjunction with our book fair. We will also continue with Read-a-thon and other events started during 21/22.	The families of Spring Creek are eager to be involved with the school. Communication from school leadership needs to be more consistent and focus on the many great things that are happening on campus. During the 2022/2023 school year, the administration will make it a priority to connect with the families and community of SC and make sure they feel informed and welcome.	SC staff will continue to make the school community feel welcome. The school community will believe that SC is a safe and loving environment for children. Members of the school community will regularly attend school events. Communication and visibility of administration will continue to be a focus.

Data Used for District Comprehensive Needs Assessment

2021-2022 TAPR

MAP 2021-2022 Data (e.g., Overall Performance, Projected Proficiency, Reading Fluency)

TEA 2022 STAAR Performance

TEA 2022 Academic Growth Calculation Report

TEA 2022 Academic Growth Data Tables

TEA 2022 Relative Performance

TEA 2022 Closing the Gaps Calculation Report

TEA 2022 Closing the Gaps Status and Data Table

TEA 2021-2022 School Report Card

College Station ISD Annual District Improvement Plan for 2021-2022

Effective Schools Framework Data Reflection Tools (e.g., ESF Self-Assessment, A-F Estimator, Barrier Analysis, Theory of Action, Targeted Improvement Plan)

Administrator Walkthrough and Observation Data

Panorama Survey Results and Input

CSISD Vision, Mission, Profiles

Staff Feedback

Discipline Data

Threat Assessments

Restraint Data

Turnover Data

PLC, PL,In-Service, and Coaching Anecdotal Data

HB3 Board Goals and Plans for Literacy and Math

GT and Enrichment Data

ESL Data

Special Education Data

Engage2learn Inspire Phase Resources (Learner and Educator Protocols)

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	
Each campus will identify and implement next steps of the instructional phase of the CSISD Framework for Success implemented in year one to enhance depth and complexity of staffs' understanding: Connect	Principal, Assistant Principal	CSISD Framework for Success	2022-2023 School Year	All	Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; walkthrough data				
Using a variety of data sources (end of year surveys, MAP data, etc.), campus principals will identify and implement their second phase of the CSISD Framework for Success to implement into their professional learning plans to improve instructional practices	Principal, Assistant Principal	CSISD Framework for Success	2022 – 2023 School Year	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				

Spring Creek Elementary school will focus on the INSPIRE phase of the CSISD Framework for Success and focus on the best practices for small group instruction.	Administration, Leadership Teams, & Teachers	Campus PD Plan, CSISD Framework for Success	August 2022 - June 2023	All	Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; walkthrough data; agendas from				
Teachers use protocols from the CSISD Framework for Success (learning innovation framework)	Campus Administration, Instructional Coach.	CSISD Framework for Success	August 2022 - May 2023	All	Utilization of protocols, observations of success components in practice				
Design opportunities and tools for, facilitate a culture of, and model effective small group instruction by focusing on the "inspire" component of the CSISD Framework for Success.	Campus Principals, Leadership Teams, Teachers	Campus Instructional Implementation Plan	August 2022- May 2023	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				

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)* **#1** / **#2** / **#3**			**Supported by State or Federal Funds**
Build understanding of what it means to create personalized learning to grow and develop educators	Principal, Assistant Principal, Instructional Coach	CSISD Framework for Success	2022 – 2023 School Year	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				
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	Principal, Assistant Principal, Instructional Coach, Interventionists	Training for Principal, Assistant Principal, Instructional Coach, & Interventionists	2022 – 2023 School Year	All	Data is being uploaded and utilized in the Power School Professional Learning System				
Provide supports for teachers in individual growth toward T-TESS instructional goals	Principal, Assistant Principal	T-TESS Walkthrough forms	2022 – 2023 School Year	All	Walkthrough data; utilize PLC time to learn and understand the new form				

√ =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)* **#1**　　　**#2**　　　**#3**			Supported by State or Federal Funds
Build understanding with campus administrators on effectively using data from different assessment types, such as MAP, state, and district assessments (CIP – personalize based on needs and next steps, such as student-led conferences and student goal setting)	Principal, Assistant Principal, Instructional Coach, Interventionists	MAP and STAAR data	2022 – 2023 School Year	All					

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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)* **#1**　　　**#2**　　　**#3**			Supported by State or Federal Funds

Provide feedback and and participate in the revision process of the CSISD MTSS Handbook	Principal, Assistant Principal, Instructional Coach, Interventionists	CSISD MTSS Handbook, CSISD Curriculum & Instruction Team	2022 - 2023 School Year	All					
Implement MTSS processes aligned to the CSISD MTSS Handbook	Assistant Principal, Instructional Coach, Interventionists, General Education Teachers, Special Education Teachers	CSISD MTSS Handbook	2022 - 2023 School Year	All	Student growth in the classroom through MAP and STAAR data				
Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district	Principal, Assistant Principal, Instructional Coach, Interventionists	Power School Professional Learning System	2022 - 2023 School Year	All					
Utilize HMH Intervention Binder will be used by teachers in small group settings to support Tier 2 instruction.	Reading Specialist and Instructional Coach.	HMH intervention binder distributed by Aaron Hogan	Sept. 2022- May 2023	All at risk students and students receiving tier 2 intervention	MAP growth at the MOY and EOY				
Interpret MAP Data to identify student's areas of weakness to design differentiated instruction for students to grow in their learning.	K-4 Teachers	Administration, Reading Specialist, Math Specialist, and instructional coach	Sept. 2022- May 2023	All at risk students and students receiving tier 2 intervention	MAP growth at the MOY and EOY				

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**	
Spring Creek will focus on small group instruction in conjunction with the phase of the Framework for Success based on instructional needs for students and monitor walk through data for implementation	Principal, Assistant Principal, Instructional Coach	PLC, Learning walks, professional learning opportunities, resources for small group instruction	2022 – 2023 School Year	All	Teachers will be implementing small group instruction in the classroom on a daily basis; Walkthrough data, T-TESS evaluations, Lesson plans				
Continue professional learning community protocols and practices on campus	Principal, Assistant Principal, Instructional Coach, Interventionists	MAP data, STAAR data, Walkthrough data	2022 – 2023 School Year	All	Teachers participating and collaborating during the PLCs.				
Implementing Heggerty resources into daily lessons	Reading Specialist and Instructional Coach	Heggerty resources	2022 –2023 School Year	All	4 lessons per week monitoring each Friday with Tier 2 and Tier 3 students				
Implement Words Their Way spelling inventory to track	Reading Specialists and Instructional	Words Their Way professional	2022 – 2023 School	All	Student growth will be checked at MOY spelling				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success				
student's phonological growth.	Coach	development books	Year		inventory and EOY spelling inventory				
Continue using MAP data, running record data, and teacher observation to develop guided reading lessons which will be implemented in daily schedule.	Reading Specialists and Instructional Coach	MAP data, Running records data, T-TESS Walkthroughs	2022 – 2023 School Year	All	Lesson plans, observation, and MAP growth				
Continue tracking running records to better annotate student's performance in their reading skills to align our guided reading instruction.	Reading Specialist and Instructional Coach	Fountas and Pinnell Running Record Kit	2022 – 2023 School Year	All	Teachers will produce running record data sheets from their finding into data talk spreadsheet				
Continue Using MAP data, Eureka Math TEKS edition and teacher formative assessments to design and implement guided math instruction into daily math schedule.	Math Specialist and Instructional coach	MAP data, Eureka Math TEKS edition	2022 – 2023 School Year	All	Lesson plans, observation, STAAR report and MAP growth				

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 *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	
Spring Creek will hold at least two Family Nights for 2022 -2023	Administration, Spring Creek Staff	PTO, Sponsors	2022 - 2023 School Year	All	Attendance of Family Nights, Panoramic Survey				

school year (Fall Festival, Character Book Parade, Spring Book Fair/Reading Night, Morning Assembly, Watch Dogs, Sing-alongs, Family Fun Nights, Book Fairs, STEM night, Literacy night.).									
Spring Creek will participate in at least one community service project (Food Drives, Angel Tree)	Administration, Counselor	PTO, Spring Creek Staff, Food Bank, Angel Tree program	2022 - 2023 School Year	All	Community participation				
Share campus-based community outreach activities and community service projects with the broader CSISD community.	Principal, CTF Coordinator, PTO	Social Media, PTO	2022 - 2023 School Year	All	Weekly parent Smore, Social Media, PTO				
Spring Creek will continue implementation of Restorative Practices into the everyday culture of the campus and classrooms to empower learners to resolve interpersonal conflict and to recognize learners' lived experiences and how they impact relationships.	Administration, Spring Creek Staff	Counselor lessons with students, Modeled by Admin during PD and PLC sessions; Walkthrough data.	2022 - 2023 School Year	All	Panorama Survey Data, Administration in attendance at grade level and PLC meetings.				

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
Administrators and Digital Learning Coordinator Continue to conduct walkthroughs with r to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model	Coordinator of Digital Learning; Campus Technology Facilitators	Professional learning modules	2022 - 2023 School Year	All	Professional Learning modules; Agendas; Sign-in sheets				

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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: 6.2	**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	District Technology Coordinator, CTF Coordinator	Digital Citizenship Curriculum/ Program	2022 - 2023 School Year	All	Student completion of digital citizenship				
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.	District Technology Coordinator, CTF Coordinator	Digital Citizenship Curriculum/ Program	2022 - 2023 School Year	All	Student completion of digital citizenship				

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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	District Technology Coordinator, CTF Coordinator	CTF Coordinator, Technology Trainings	2022 - 2023 School Year	All	Teacher implementation of digital learning, Walkthrough data				

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[CSISD Professional Learning Plan 2022-2023](#)

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	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports

violence (dating and/or sexual abuse)			
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	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. 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	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

progressing towards graduation with their cohort as expected.			
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: Campus Improvement Plan Representatives

Kinder
Laura Loke

1st Grade
 Shannon Hugghins

2nd Grade
Carrie Knight

3rd Grade
 Jana Barrett

4th Grade
LaShan Phillips

SPED
Rylie Osterman

Administrators
Chris Southard-Principal
 Mindy Chapa -Asst. Principal

Technology
Cassie Reynolds

Non-Teaching Representatives

 Lisa McIntyre -Math Specialists
 Kelly Simpson --Reading Specialists
 Melissa Crouch -Instructional Coach
 Tracey Calanog -Parent
Michael Martinez-Parent