

Cypress Grove Intermediate School

Annual Campus Improvement Plan
2023-2024



Board Approval Date: September 19, 2023

Table of Contents

Mission, Vision , & Board Commitments	4
Strategic Design Goals & Evidence of Impact	6
Goals, Specific Results, Strategies, and Action Steps	7
<u>Goal 1, Specific Result 1.1</u>	7
<u>Goal 1, Specific Result 1.2</u>	8
<u>Goal 1, Specific Result 1.3</u>	10
<u>Goal 1, Specific Result 1.4</u>	10
<u>Goal 2, Specific Result 2.1</u>	11
<u>Goal 2, Specific Result 2.2</u>	13
<u>Goal 3, Specific Result 3.1</u>	14
<u>Goal 3, Specific Result 3.3</u>	15
<u>Goal 6, Specific Result 6.1</u>	16
<u>Goal 6, Specific Result 6.2</u>	17
<u>Goal 6, Specific Result 6.3</u>	18

<u>Appendix A: Executive Comprehensive Needs Assessment Summary</u>	19
<u>Appendix B: District Professional Learning Plan</u>	22
<u>Appendix C: Federal and State Requirements</u>	23
<u>Appendix D: District Educational Improvement Council Members 2022-2023</u>	32

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to a learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Strategic Design 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.

Evidence of Impact

As a result of implementing the strategies and action steps in the district improvement plan, we expect to see the following evidence of impact at the end of the 2023-24 school year:

- Improved academic outcomes as demonstrated through NWEA MAP Growth, STAAR/EOC, and locally-created assessments
- Improved college, career, and military readiness outcomes
- Reduction in discipline referrals, ISS placements, and DAEP placements
- Walk through data that indicates student-centered instruction through the implementation of the Framework for Success
- Increase in T-TESS evaluation performance for teachers

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Specific Result 1.1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.

CG: To positively impact student achievement, we will use best practices under the phase, connect, to facilitate collegial collaboration, data driven instructional decisions and campus-wide community building.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	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	
Year 1=Explore; Year 2=Engage; Year 3=Connect in bringing the work of these two collaborative years together to connect all the pieces into a community of collaborative practices.	Campus Principals, IC/Is	Time, Campus Funds	June 2023-June 2024	All				
Based on SWOT data, we will implement the Connect phase as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices.	Campus Principals	Time, Campus Funds	June 2023-June 2024	All				
We will integrate the Framework for Success into onboarding of new campus staff by working closely with campus NTU facilitators on communicating the campus implementations of Connect.	Campus Principals, NTU campus leader	Time, Campus Funds	June 2023-June 2024	All				
Campus-based professional learning regarding the instructional framework will be designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with supports provided by district Curriculum & Instruction staff	Campus Principals, IC/Is	Time, Campus Funds	June 2023-June 2024	All				

Evidence of Implementation:

- IC/I data from dept meetings
- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- PLC Documentation monitoring student goals

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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.

CG will connect staff through a system of personalized professional learning for all educators.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Campus administrators will participate in foundational professional learning for district and campus administration on Professional Learning Communities in partnership with SolutionTree.	Campus Principals, Executive Director of Secondary Education, Director of Leadership and Professional Learning	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Campus administrators will Implement supports for teachers in individual growth toward T-TESS instructional goals	Campus Principals, Executive Director of Secondary Education	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Teachers will participate in content area professional learning provided by the district which will include differentiated learning experiences for teachers in their content areas	Director of Leadership and Professional Learning, Coordinators of ELAR, Math, Science, & Social Studies, Instructional Coaches	Time, Campus Funds	June 2023- June 2024	All				Title I Title II

Evidence of Implementation:

- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Individual Instructional Goal Achievement

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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

CG will connect our processes for student individual goal setting and progress monitoring.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Build understanding with educators on effectively using data within PLC cycles from different assessment types, such as MAP, state, and district assessments	Campus Principals, ICIs, Teaching Staff	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II

Evidence of Implementation:

- Campus Professional Development Sessions Documented in Professional Learning System
- Examples of student goals and progress monitoring
- Examples of data-driven instructional adjustments

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Specific Result 1.4: 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	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	

Train and implement instructional best practices of standards alignment and assessment	Campus Principals, District Coordinators, ICLs, Teaching Staff	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All					Title II
Implement Connect instructional best practice(s) in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation	Campus Principals, ICLs, All Staff	Time, Campus & District Funds	June 2023- June 2024	All					
Evidence of Implementation: <ul style="list-style-type: none"> ● Campus & District Professional Development Sessions Documented in Professional Learning System ● Walk Through Data ● PLC Data talk documentation 									
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 academic Multi-Tiered System of Supports (MTSS) Program

CG: We will use best practices under the phase, Connect, to increase student success of underperforming groups by implementing a calibrated, comprehensive Multi-Tiered System of Supports Program, analyzing MAP data to differentiate learning, communicating a system of school-wide consistent academic language across campus, and improving inquiry-based reading skills.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	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>	Supported by State or Federal Funds
					#1 #2 #3	

Implement aligned K-8 MTSS practices for reading and math in the CSISD MTSS Handbook	Campus Principals, Executive Directors of Elementary and Secondary Education, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Continue to train and provide ongoing support for K-12 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Evidence of Implementation: <ul style="list-style-type: none"> • Campus Improvement Plans • Intervention Plans in Performance Matters • Usage of MTSS Handbook Online 								
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue								

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Specific Result 2.2: Increase student success of underperforming groups by establishing a calibrated, comprehensive behavioral Multi-Tiered System of Supports (MTSS) Program

CG: We will use best practices under the phase, connect, to increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Campus representatives will participate in feedback opportunities to align the K-12 MTSS practices for behavior in Tier 1, 2, and 3 based on stakeholder feedback through the creation of behavioral processes in the CSISD MTSS Online Handbook	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS)	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Campus administration will participate in calibrating systems across the district for documenting student behavior infractions and processing discipline referrals	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				

Evidence of Implementation:

- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online: Behavioral Section

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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

CG will use the phase, connect, to promote character building across campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Train and implement character education curriculum pre-K-12 that promotes positive relationships among students, staff and families	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				

Evidence of Implementation:

- Exemplars from classroom usage of the program
- Survey feedback on SWOT end of year

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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

CG will promote an engaging relationship between the school and its community.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	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
CG will be continuing our food pantry. CG will also provide community outreach by hosting fall and spring events for our school community/neighborhood. (Fall-STEAM night; Spring-Culture Fest)	Campus Principals, Culture Committee, Campus and PTO Volunteers, Community Families and Organizations	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
Each campus will identify and participate in one community service project. CG will also provide community outreach with each village developing its own project. (Holiday cards to First Responders; Valentine Cards to nursing home; Sock Drive-Socktober)	Campus Principals, Village Committee, Staff and Students	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
Provide opportunities for community involvement and parent input: <ul style="list-style-type: none"> ● Increase PTO involvement ● Community events highlighting our students ● Consistent parent communication ● Cultural awareness 	Campus Principals, Various Committee Leaders and Members	Time, Campus & District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Campus artifact
- Reports of outreach activity
- PTO and event attendance
- Food Pantry Usage

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Instructional coaches, campus technology facilitators, and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices.	Digital Learning Coordinator, Campus Admin, CITIs, Teaching Staff	Time, District Funds	June 2023- June 2024	All				
Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	Campus Principals, CITIs	Time, District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Walk Through Data
- CITI data
- EOY SWOT data

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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	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
Collaborate with the Digital Learning Coach and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately.	Campus Principals, Digital Learning Coordinator, CITIs, Teaching Staff	Time, District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- CITI data
- Walk Throughs
- EOY SWOT data

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas by offering a variety of individualized learning opportunities held in person and digitally.	Digital Learning Coordinator, Campus Technology Facilitator	Time	Aug 2023- May 2024	All				
Create a campus digital technology platform to influence staff to promote the digital academic learning opportunities happening around campus in classrooms.	Campus Principals, Digital Learning Coordinator	Time	Aug 2023- May 2024	All				

Evidence of Implementation:

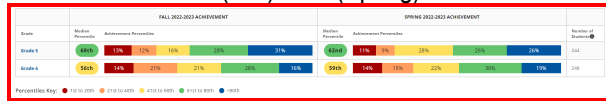
- Professional Learning sessions-attendance
- Platform posts and adoption of new digital risk-taking amongst staff

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Appendix A: Executive Comprehensive Needs Assessment Summary

<p>Demographics</p>	<p>Cypress Grove Intermediate projects for 23-24 that we will house 260 5th graders and 240 6th graders which totals 500 students. 14% of our student population is identified as gifted and talented.</p> <p>Our population diversifies into 51% white, 21% Hispanic/Latino, 17% Black/AA, 6% Asian, 4% two or more races, and 1% American Indian/Alaska Native.</p>	<ul style="list-style-type: none"> • The economically disadvantaged/free and reduced population accounts for students with 205 free meals and 37 with reduced meals which accounts to 48%. • We have 202 students labeled at risk for the upcoming school year 40% of our school population is at risk which is higher than the district's 35%. • We currently have around 113 special education students which accounts for 23% and 46 students receiving 504 services which accounts for 9%. • Behavioral/social emotional disabilities are also affecting the learning environment at CG. 	<ul style="list-style-type: none"> • One priority includes implementing a strong, calibrated MTSS program across 5th-6th grades in order to address our increasing special education population. • Our priorities for demographics this year is to address closing the achievement gap and creating a more individualized plan for our students. • Improve Tier I, II, and III instruction to better meet the needs of our students. • Continue to provide strategies to staff for working with students with challenging behaviors. • Create an environment where everyone is accepted, mentored, and heard.
<p>Student Achievement</p>	<p>Overall, students are performing above normed median achievement percentiles, according to MAP 2020 normative data. As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state assessment measures. Improve Tier I and II instruction to better meet the needs of our students. Students in Tier 3 interventions showed some progress using the Edmentum Study Island intervention program.</p> <p>Reading Grade 5: 70th (Fall) 68th (Spring) Reading Grade 6: 60th (Fall) 55th (Spring)</p> <p>Math Grade 5: 68th (Fall) 62nd (Spring)</p>	<p>Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.</p> <p>As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state assessment measures.</p>	<ul style="list-style-type: none"> • Tier II & III small group interventions for the MTSS system will be conducted in order to close the gaps in learning for students, predominantly in the areas of reading and math. • Continue data talks, vertical teaming and training with staff for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2022-2023 school year; continue to support implementation of inquiry practices in all classrooms to

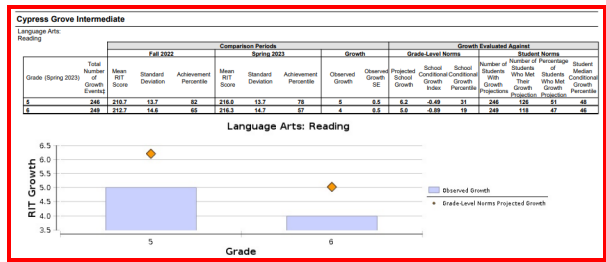
Math Grade 6: 56th (Fall) 59th (Spring)



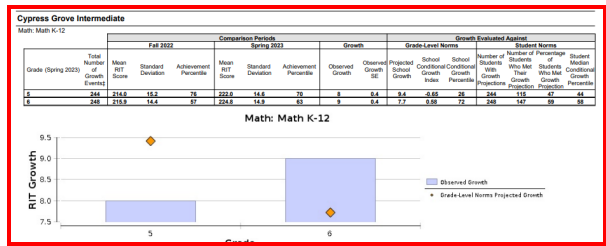
Science Grade 5: 81st (Fall) 85th (Spring)
 Science Grade 6: 70th (Fall) 64th (Spring)



Reading Grade 5: 51% Met Growth Projection
 Reading Grade 6: 47% Met Growth Projection

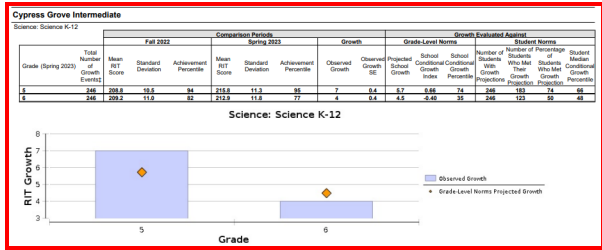


Math Grade 5: 47% Met Growth Projection
 Math Grade 6: 59% Met Growth Projection



Science Grade 5: 74% Met Growth Projection
 Science Grade 6: 50% Met Growth Projection

- maintain the increases in student performance to address the needs of at-risk learners and grow all learners.
- Utilize Junior Great Books through ELA and SS focusing on inquiry-based practices and differentiation. Other members of our core staff will receive this training on inquiry based questioning as well.
- As a step in closing the achievement gap, we will align our strategic planning process in instructional practices as well as use AVID strategies and differentiated instruction school-wide.
- Continue implementation of school-wide academic language through a “word of the week” to promote transfer of academic vocabulary.
- Implement data driven PLCs to increase data response and alignment of standards as well as instructional practices.
- Implement student goal setting to encourage student ownership of learning and increased student outcomes



Curriculum and Instruction

- MAP Growth and MAP Fluency is used to drive instruction this past year with targeted instruction for students happening as a result.
- Our specialists for Math and ELAR will push into classrooms to support Tier II small group instruction as well as pull groups for Tier III instruction.
- School-wide AVID strategies are used to promote organization and note-taking skills. Writing strategies and the student writing process are priorities throughout the school.
- Inquiry based strategies are implemented to focus on improvement of comprehension.
- Collaborative groups and technology are used to improve student engagement.

MTSS training needs to continue to be thorough and consistent. Teachers and specialists providing small guided groups across the campus are necessary. Resources for GT need to be embedded in the curriculum, and implementation of inquiry strategies in all core content areas need to be strengthened. We need to continue to train teachers on the use of MAP data to drive instruction and small group implementation..

Continue to monitor implementation of small group instruction as well as inquiry based questioning skills with students. Teachers use MAP data to ensure instruction is adjusted for student success. Data talks and vertical talks are continued as solution-based, peer resources in implementing best practices and individual student plans. Continue the use of Schoology to connect digitally to all learners and parents. Embed the strategic planning process year 3 for CSISD in all that we do to connect best practices at CG.

Data Used for District Comprehensive Needs Assessment

Data from the following sources was reviewed in creating the action steps for the Goals and Specific Results of the District Improvement Plan. The Student population is included in parenthesis:

- TAPR Report
- Demographic Data (All)
- STAAR (Grades 3-8)
- NWEA MAP Growth (K-8)
- TELPAS (Emergent Bilingual)
- Participation and Demographic Data for Gifted and Talented, Special Education, Career and Technical Education, Fine Arts, and Athletics
- Panorama Survey Feedback from Students, Teachers, Staff, and Families
- PEIMS Discipline Data
- District Benchmark Assessments (SS, Sci)
- TEA Accountability Report
- Professional Development Feedback
- Strategic Design Surveys, Community Forums, and Focus Groups facilitated by Engage2Learn

Feedback from the following sources was used in creating the action steps for the Goals and Specific Results of the District Improvement Plan.

- CSISD Strategic Design Committee
- CSISD District Education Improvement Council
- Chief Officer/Directors/Coordinators as Applicable
- Principal Input
- Campus SWOT Analysis

Appendix B: College Station ISD Professional Learning Plan 2023-2024

[Link to CG 2023-2024 Professional Learning Plan](#)

APPENDIX C: 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 Board Policy FFG	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	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an ILA 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 	Space at campuses Funding	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>schools throughout the College Station Independent School District</p> <ul style="list-style-type: none">• Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law• Maintains appropriate forms necessary such as juvenile referral forms, etc.• Performs all other duties as authorized to "Texas Peace Officer" as 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>			
---	--	--	--

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Athletics Budget	Director of Athletics; 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 Athletics; 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 Athletics; SHAC Chairperson	Membership List

Discipline Management

Strategies	Resources	Staff Responsible	Evaluation
Campus administration will use the Student Code of Conduct to manage discipline practices.	Board Adopted Student Code of Conduct	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports
Campus administration will implement positive behavior intervention and support practices.	Campus Budget Title II for Training	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports

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 and provisions to improve services 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 data; 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 Part A Plan	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head	Director of Purchasing, Director of Business Services, Directors	Budget reports, Annual federal compliance report

compliance with Education Department General Administrative Regulations (EDGAR) .	Start Title II Part A Plan Title III Part A Plan Title IV Part A Plan	over federal funds	
---	--	--------------------	--

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, Xello, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services, resources, and staff, such as instructional coaches, interventionists, and tutors, will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Executive Director of Secondary Education, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

School Counseling Services

Strategies	Resources	Staff Responsible	Evaluation
------------	-----------	-------------------	------------

All campus counselors will implement a comprehensive school counseling program under TEC 33.005	Campus Counselors	Director of Student Services, Campus counselors, Campus administration	Program Implementation
All campus counselors will provide students' parents information about higher education admissions and financial aid opportunities, the need for making informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid.	Campus Counselors, Financial Aid & College Admissions Resources	Director of Student Services, Campus counselors, Campus administration	Program Implementation

Career & Technical Education

Strategies	Resources	Staff Responsible	Evaluation
All students in middle and high school will have the opportunity to enroll in career and technical education courses to develop the knowledge, skills, and competencies necessary	Course Catalogs, Staffing , Perkins Grant Funding, P-TECH Grant for CVHS	Director of Career and Technical Education, Campus counselors, Campus administration	Program Enrollment, Industry-based Certifications Earned, Program Completion

for a broad range of career opportunities			
---	--	--	--

APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2024

[CLICK HERE FOR CG MEMBERS](#)