

# Forest Ridge Elementary School

Annual Campus Improvement Plan  
2023-2024



Board Approval Date: September 2023

## Table of Contents

<b>Mission, Vision , &amp; Board Commitments</b>	<b>4</b>
<b>Strategic Design Goals &amp; Evidence of Impact</b>	<b>6</b>
<b>Goals, Specific Results, Strategies, and Action Steps</b>	
<a href="#"><u>Goal 1, Specific Result 1.1</u></a>	<b>7</b>
<a href="#"><u>Goal 1, Specific Result 1.2</u></a>	<b>9</b>
<a href="#"><u>Goal 1, Specific Result 1.3</u></a>	<b>12</b>
<a href="#"><u>Goal 1, Specific Result 1.4</u></a>	<b>13</b>
<a href="#"><u>Goal 2, Specific Result 2.1</u></a>	<b>14</b>
<a href="#"><u>Goal 2, Specific Result 2.2</u></a>	<b>15</b>
<a href="#"><u>Goal 3, Specific Result 3.1</u></a>	<b>16</b>
<a href="#"><u>Goal 3, Specific Result 3.3</u></a>	<b>17</b>
<a href="#"><u>Goal 6, Specific Result 6.1</u></a>	<b>19</b>
<a href="#"><u>Goal 6, Specific Result 6.2</u></a>	<b>20</b>

<a href="#"><u>Goal 6, Specific Result 6.3</u></a>	21
<a href="#"><u>Appendix A: Executive Comprehensive Needs Assessment Summary</u></a>	22
<a href="#"><u>Appendix B: Professional Learning Plan</u></a>	28
<a href="#"><u>Appendix C: Federal and State Requirements</u></a>	29
<a href="#"><u>Appendix D: Campus Educational Improvement Team Members 2022-2023</u></a>	38

## **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 campus improvement plan, we expect to see the following evidence of impact at the end of the 2023-24 school year:

- Continued development of the MTSS framework with implementation of evidence based Tiered instruction for both intervention and enrichment as evidenced by improved student achievement in both reading and mathematics across all student groups and grade levels.
- Continued development and implementation of school-wide enrichment for all students as evidenced by our master schedule, student artifacts, educator learning plans, and community partnerships.
- Stronger connections focused on communication and collaboration between and amongst all stakeholders as evidenced by favorable Panorama Stakeholder Survey data, implementation of Collaborative Teams and Work Crews, community involvement and attendance of school wide events.

**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	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	
<p>Continue to enhance the depth and complexity of all staff's understanding of the CSISD Framework for Success by:</p> <ul style="list-style-type: none"> <li>Reviewing the components of the framework including best practices, and learner, and educator protocols.</li> <li>Implementing in year 3, the phase Connect, to build on our work in year 1 (Explore) and year 2 (Create). Integration of these phases will be the goal so that one supports the other.</li> <li>Reflecting on individual and collective roles in supporting this work as a campus.</li> </ul>	Campus Administration, Leadership Team	Time, Campus Funds, Strategic Design Framework for Success, CIP, DIP	Aug 2023- May 2024	All				
<p>Based on Panorama Survey Data and student achievement data, we will implement the Connect phase as our third phase of the CSISD Framework for Success. This phase will be integrated into our professional learning plans to improve instructional practices and build on our previous years' work with a focus on communication and collaboration.</p>	Campus Administration, Leadership Team	Time, Campus Funds, Strategic Design Framework for Success	Aug 2023- May 2024	All				
<p>Integrate the Framework for Success into onboarding of new campus staff through professional development and ongoing PLC work through our collaborative teams.</p>	Campus Administration, Leadership Team	Time, Campus Funds, Strategic Design Framework for Success	Aug 2023- May 2024	All				
<p>Provide Campus-based professional learning regarding the instructional framework that is designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with a focus on:</p> <ul style="list-style-type: none"> <li>SEL: Restorative Practices and Character Strong</li> <li>Technology Integration</li> <li>Fundamentals of Literacy and Mathematics</li> </ul>	Campus Administration, Leadership Team, Grade Level Leaders, SOAR Team	Time, Campus Funds, Strategic Design Framework for Success, Professional Development Planning	Aug 2023- May 2024	All				

<ul style="list-style-type: none"> <li>School-wide enrichment and inquiry</li> <li>Multicultural Education</li> </ul>								
<p>Facilitate two campuswide SOAR challenge days (fall and spring) where all classrooms will engage in STEAM related experiences and challenge based learning to CONNECT new information with prior experiences and provide opportunities for learners to develop a deeper understanding of content, interests, and cultural backgrounds through intentional collaboration.</p>	<p>SOAR Team, STEAM Team, Leadership Team, All Staff</p>	<p>Campus Funds  Campus STEAM resources and community outreach resources</p>	<p>Fall 2023 TBD  Spring 2023 TBD</p>	<p>All</p>				
<p>Continue to build our home-school CONNECTION to our strategic design work by incorporating weekly SOAR challenges into our campus wide newsletters to extend communication and collaboration of our school wide enrichment learning and opportunities with our families.</p>	<p>SOAR Team, STEAM Team, Leadership Team, All Staff</p>	<p>Campus STEAM resources and community outreach resources  Falcon Flyer</p>	<p>Aug 2023 - May 2024</p>	<p>All</p>				
<p><b>Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li>Campus Improvement Plans</li> <li>Campus Professional Development Sessions Documented in Professional Learning System</li> <li>Walk Through Data</li> <li>Planned and scheduled events</li> <li>Student work samples</li> <li>Stakeholder Survey Data and Feedback</li> <li>Campus Collaborative Team meetings and minutes</li> <li>Campus communications via e-messenger and the Falcon Flyer Newsletter</li> </ul>								
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**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	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	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	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	Aug 2023- May 2024	All				Title II
Teachers will participate in content area professional learning provided by the district and the campus 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, and Campus Leaders	Time, Campus Funds	June 2023- June 2024	All				Title II
Engage in coaching conversations and processes of support to facilitate goal attainment of teacher driven next learning steps, personalized professional development, and feedback to make data-informed refinements to instructional practices to improve student outcomes.	Campus Administration, Instructional Coach	Time, DIG Cohort, Growe Lab Platform, and <a href="#"><u>Differentiated Coaching: A Framework for Helping Teachers Change</u></a> by: Jane A.G. Kise	Aug 2023 - May 2024	All				

<p>Utilize collaborative teams to build understanding of personalized learning and support teachers in the implementation of research best practices and data driven instruction that upholds our mission that ALL students will learn at high levels.</p>	<p>Campus Administration, Leadership Team, Teachers</p>	<p><u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u> By: DuFour, EAker, Many and Mattos</p> <p>Training materials from the <i>High Impact Teams in a PLC @ Work Institute</i></p> <p><u>Shifting from Me to We: How to Jump Start Collaboration in a PLC @ Work</u> by: Michael Roberts</p>	<p>Aug 2023 - May 2024</p>	<p>All</p>				
<p>Teachers will CONNECT through collaborative cycles of collective inquiry and action research to achieve improved results through Collaborative Team Structures.</p>	<p>Campus Administration, Leadership Team, Teachers</p>	<p><u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u> By: DuFour, EAker, Many and Mattos</p> <p>Training materials from the <i>High Impact Teams in a PLC @ Work Institute</i></p> <p><u>Shifting from Me to We: How to Jump Start Collaboration in a PLC @ Work</u> by: Michael Roberts</p>	<p>Aug 2023 - May 2024</p>	<p>All</p>				

**Evidence of Implementation:**

- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Exemplars that represent:
  - Curated choices at campus level
  - -Learning /doing model
- Coaching sessions
- Professional Learning and development for campus Leadership Team including the High Impact Teams in a PLC @Work Institute
- Collaborative Team Meetings and Discourse
- Teacher goal setting data, reflections, and student growth measures

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**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	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	
Continue to develop campus structures for student goal setting and progress monitoring towards goals that will foster student agency and cultivate a learner-centered environment that supports student ownership of learning, self-awareness, and metacognition.	Campus Administration, Leadership Team, Teachers	Time, goal setting templates  <u>Strength-Based Goal Setting in Gifted Education</u> By Phelps and Lewis  <u>Step Into Student Goal Setting</u> by: Chase Nordengren	Aug 2023 - May 2024	All				
Build understanding with educators on effectively using data from multiple data points and different assessments to facilitate student goal setting practices and to inform instructional practices ( MAP, state, district and campus assessments).	Campus Administration, Leadership Team, Teachers	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	Aug 2023 - May 2024	All				
Create and implement a classroom treatment agreement as a foundational piece to our work in Restorative Practice and to connect to our new work with Character Strong, to build connections with and among students, and to engage in collective goal setting.	Classroom Teachers	Restorative Practices Resources, Treatment Agreement	Aug 2023 - May 2024	All				

**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
- Student created Treatment Agreements

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**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 through meaningful professional development, collaborative team structures, and individualized and team coaching sessions.	Campus Administration, Leadership Team, Instructional Coach, Teachers	Time, continued research of instructional best practices	Aug 2023- May 2024	All				Title II
Implement the instructional best practices, collaboration and communication, in conjunction with phase 3 of our campus work with the Framework for Success based on instructional needs of students and monitor walk through data for implementation.	Campus Administration	Time	Aug 2023- May 2024	All				
Implement the instructional best practices, standards & alignment and assessment & formative feedback in conjunction with phase 3 of our district work with the Framework for Success based on instructional needs of students and monitor walk through data for implementation.	Campus Administration	Time, DIP	Aug 2023- May 2024	All				

**Evidence of Implementation:**

- Campus & District Professional Development Sessions Documented in Professional Learning System
- Exemplars
- Walkthrough data
- Collaborative team agendas and minutes
- Continued best practice research and notes

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**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**

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	
Implement aligned K-4 MTSS practices for reading and math in the CSISD MTSS Handbook.	Campus Administration, Leadership Team, SIT Team	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-4 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction.	Campus Administration, Leadership Team, SIT Team	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Develop and provide high-quality, evidence based instruction that addresses diverse learning needs at all tiered levels of the MTSS diamond including both intervention and enrichment.	Campus Administration, Leadership Team, Interventionists, Enrichment Specialist, Teachers	Time, Planning, Campus Funds	Aug 2023 - May 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
- Collaborative Teams Meetings and Minutes
- Student Growth Measure Data
- SIT Team Minutes

√ =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**

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 Administration, Campus representatives	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 Administration, Counselor, Behavior Leadership Team	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	Aug 2023- May 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 Administration	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Walk through observations will focus on our Strategic Design phase of CONNECT with an emphasis on the best practices of communication and collaboration. Educators will focus on building relationships and connecting knowledge as evidenced in lesson development and delivery.	Campus Administration, Teachers	Time	Aug 2023- May 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
- Walk through Data

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**Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.**

**Specific Result 3.1: Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	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 the Character Strong curriculum to promote positive relationships among students, staff and families.	Campus Administration, Leadership Team, Counselor, and Teachers	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	Aug 2023- May 2024	All				
Continue to reinforce our campus-wide shared language and practices centered on "power skills" that focus on key traits such as grit, perseverance, creativity, flexibility, teamwork, and problem solving within the school community and beyond.	Campus Administration, Leadership Team, Counselor, SOAR Team and Teachers	Time, Planning	Aug 2023- May 2024	All				
CONNECT and promote positive working relationships with staff through the creation and implementation of collaborative teams and work crews in the areas of behavior, STEAM, Literacy & Social Studies Instruction, Math & Science Instruction, Technology, and Campus Culture.	Campus Administration, Leadership Team, Counselor, and Teachers	Time, planning, Campus Funds	Aug 2023- May 2024	All				

**Evidence of Implementation:**

- Exemplars from classroom usage Character Strong and Power Skills
- Walk through data
- Master Schedule
- Work Crews

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**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	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> <b>#1                      #2                      #3</b>			Supported by State or Federal Funds
Facilitate community outreach events to engage stakeholders in off-campus opportunities to CONNECT, build relationships, and celebrate our community partnerships. <ul style="list-style-type: none"> <li>● Neighborhood Connection: Uniting Blocks and Building Bonds Event</li> <li>● Monthly Spirit Nights attended by families and staff</li> <li>● Parent information home visits</li> <li>● Staff participation and presence at student events outside of school</li> </ul>	Campus Administration, Leadership Team, Teachers & Staff	Time, planning	Aug 2023- May 2024	All				
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"> <li>● FLIP Clothing and toiletries drive for Chrissy's Closet</li> <li>● Food for Families Food Drive (Fall &amp; Spring)</li> <li>● American Heart Association Kids Heart Challenge</li> <li>● Community Gift Giving Service Project</li> <li>● Lemonade Day</li> </ul>	Campus Administration, FLIP Leaders, PE Coach, STEAM Campus Team, PTO, and Enrichment	Time, planning, calendar of events, social media platforms	Aug 2023- May 2024	All				
Facilitate school wide events to foster a family atmosphere to build a positive school culture and contribute to the safety and well-being of the school community including but not limited to: <ul style="list-style-type: none"> <li>● Meet the Teacher</li> <li>● Parent Conference Day</li> <li>● Falconpalooza</li> <li>● Sing-A-Longs (Fall &amp; Spring)</li> <li>● Grandparents' Day</li> <li>● Book Fairs (Fall &amp; Spring)</li> <li>● Spirit Nights (Monthly)</li> <li>● Multicultural Celebrations</li> <li>● Grade Level Celebrations and Highlights</li> <li>● Talent Show</li> <li>● Field Day</li> </ul>	Campus Administration, Staff Work Crews	Time, planning, calendar of events, social media platforms	Aug 2023- May 2024	All				

<ul style="list-style-type: none"> <li>• Dogs with Dads</li> <li>• Muffins with Moms</li> <li>• Family Night (LIFE SKILLS)</li> <li>• Kindergarten Signing Day</li> <li>• Parent Information Nights</li> <li>• STEAM Nights</li> </ul>								
<ul style="list-style-type: none"> <li>• Share campus-based community outreach activities and community service projects with the broader CSISD community.</li> </ul>	Campus Administration	Time, Campus Funds, Calendar of Events, Social Media Platforms	Aug 2023 - May 2024	All				
<p>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>								

**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, digital learning ambassadors, 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 Ambassador, Instructional Coach, Teacher Representatives	Time	June 2023- June 2024	All				
Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	Campus Principals, Digital Learning Coordinator	Time, SAMR Resources	Aug 2023- May 2024	All				

**Evidence of Implementation:**

- Walk Through 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			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	
Collaborate with the Digital Learning Coach and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately.	Campus Administration, Digital Learning Ambassador, Computer Lab Paraeducator	Time, District Funds	Aug 2023 - May 2024	All				
Create and Implement campus based plans for implementation of K-4 digital citizenship learning throughout the school year by utilizing structured and standards aligned instructional technology resources.	Campus Administration, Digital Learning Ambassador, Computer Lab Paraeducator	Time, Campus Funds	Aug 2023 - May 2024	All				

**Evidence of Implementation:**

- Artifacts from collaborative team meetings.
- Acquisition and implementation of high quality instructional technology resources.

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**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	
Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas including: <ul style="list-style-type: none"> <li>• Embedded professional development and training</li> <li>• Opportunities for individualized instructional technology coaching sessions</li> </ul>	Digital Learning Ambassador, Instructional Coach, Staff	Time, technology resources	Aug 2023-May 2024	All				
Build instructional capacity surrounding purposeful usage of existing digital platforms at both the district and campus levels. Inventory all available resources and communicate availability and accessibility to staff.	Digital Learning Ambassador, Staff	Time, technology resources	Aug 2023-May 2024	All				

**Evidence of Implementation:**

- Professional Learning sessions
- Inventory of available digital platforms and communication of resources to all staff

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## **Appendix A: Executive Comprehensive Needs Assessment Summary**

Forest Ridge Elementary is devoted to fostering a safe, inclusive, and nurturing environment where students from diverse backgrounds, interests, and aspirations can learn to their fullest potential. We are led by a team of dedicated and passionate educators who focus on developing student strengths and are committed to preparing students for a successful future. Through innovative teaching, engaging learning opportunities, and a strong sense of community, we strive to live our mission each and every day. ALL students WILL learn at high levels.

Our campus improvement team, composed of staff and community members, is highly committed to identifying opportunities and campus needs by reviewing key areas such as demographics, student achievement, curriculum and instruction, culture and climate, staff quality and retention, technology, and community involvement. Our team reviewed multiple data points and stakeholder feedback as noted on page 27.

### **Summary of Strengths**

#### *Demographics*

Forest Ridge currently serves approximately 489 students in Early Childhood through 4th grade. Our student population summary includes: African American at 8.40%, Hispanic at 17.20%, Caucasian at 58.80%, and Asian at 15.50%. Our demographics are further disaggregated by Economically Disadvantaged at 21.98%, LEP at 10.78%, Gifted and Talented at 14.14% and Special Education at 14.87%. The diversity represented at Forest Ridge provides a necessity for practical, research-based, community building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.

#### *Student Achievement*

Forest Ridge has maintained positive growth trends in all content areas and grade levels according to our 2022 - 2023 MAP Assessment data. Forest Ridge continues to exceed the district and national mean RIT scores in all grade levels and content areas as well. We have focused on closing the achievement gaps of underperforming student groups by providing early intervention in both literacy and mathematics. We also provide accelerated learning opportunities through enrichment for all students. Our campus SOAR initiative engages students in building power skills through STEAM education, inquiry, and challenge based learning.

Our 2022 - 2023 STAAR achievement data indicates continued mastery and meeting of grade level expectations in both reading and mathematics. 3rd grade had an overall passing rate of 83% in reading and 89% in mathematics. 4th grade had an overall passing rate of 87% in reading and 94% in mathematics. While there was a decrease in passing rates from the previous testing year, it is noted that the testing format and design has changed. We will see continued improvement as we are deepening our understanding of the test design and digital platform.

### *Curriculum and Instruction*

Classroom teachers and staff collaboratively plan, create, and implement meaningful and relevant instruction through the use of district curriculum documents, district and campus resources, and technology. Teachers and staff also execute unique opportunities for exploration and enrichment through STEAM related learning. As indicated by our Panorama Student Survey Data, Rigorous expectations was an area of strength as students feel their teachers hold them to high expectations around effort, understanding, and persistence.

### *Culture and Climate*

Forest Ridge maintains a welcoming, positive, and safe environment where staff members are highly invested in our families and students. We have built expectations through positive behavior interventions and supports (PBIS), focused on Social Emotional Learning (SEL), CD, Champs, Boys Town – Girls Town, Trauma Informed Practices, and Restorative Practices. This year we will be adding the Character Strong curriculum to our SEL supports. We also use MTSS to offer academic and behavioral support in both intervention and enrichment. Our Family Panorama Survey data indicated school climate and safety as a campus strength.

### *Staff Quality and Retention*

Forest Ridge recruits strong staff members who are mostly proficient or higher on T-TESS/ATR evaluations. All staff members engage in professional goals and learning through collaborative teams. These opportunities build leadership capacity and allow staff to gather information and problem solve together to meet student needs.

### *Technology*

Forest Ridge teachers regularly and effectively integrate technology into their practices to enhance student learning and use tools that extend student experiences. Our work in challenge based learning has allowed us to expand our knowledge base in STEAM education, including opportunities for students to explore coding, robotics, and drones. We have increased our number of laptop devices to improve accessibility and this year we will add several 3-D printers to our enrichment rotations.

### *Family/Community Involvement*

Forest Ridge has overall strong parental support and elicits frequent feedback to best serve our diverse community of learners. This year we will continue to foster relationships through the use of social media platforms, school-wide communications, and onsite events. We will continue to partner with community leaders and organizations through our FLIP Leadership program, our SOAR initiative, and intentional learning opportunities.

## **Summary of Needs**

Addressing student academic needs and closing the achievement gap for underperforming student groups (AA, ED, SPED) will continue to be a priority at Forest Ridge Elementary. Through the MTSS process we will continue to provide targeted support with early intervention and strengthen Tier I and Tier II instruction by implementing research based best practices across all content areas. We will also continue our efforts in the area of schoolwide enrichment in order to provide accelerated learning opportunities for all students. As we transition into the second year of STAAR 2.0, we will also support students' progress towards mastery of grade level standards and facilitate learning opportunities that are aligned to the new assessment design and platform in order to increase student achievement. We also want to extend our professional learning and understanding of student goal setting processes in order to strengthen our structures for campus wide implementation.

This year will begin year three of the implementation of CSISD's Framework for Success. We will be implementing the Connect phase in order to build on our work from previous years in the areas of Explore and Create. We will focus on the best practices of communication and collaboration in order to cultivate relationships amongst stakeholders and bridge new information with prior learning experiences. With this work we will continue to expand our campus wide enrichment initiative and broaden our scope of implementation by connecting with our families and community partners to increase learning opportunities and build unique educational experiences for all student learners. Based on feedback from the Panorama Family Survey, families are interested in becoming further involved in school events. This phase will strengthen our efforts in building these collaborative and communicative relationships with our school community and families.

With a focus on Connection this year, we will continue to utilize and implement research based best practices to promote the social and emotional well being of all students, families, and staff at Forest Ridge. We will continue to build consistent and congruent common area protocols and refine processes to restore and promote positive relationships amongst all stakeholders. We will also continue to calibrate our use of Restorative Practices campus wide and this year will integrate the Character Strong curriculum. Our campus "power skills" of grit, perseverance, creativity, flexibility, teamwork, and problem solving will also be a staple for building leadership capacity in all our students.

To further strengthen our Connection phase we will also implement meaningful opportunities for teachers and staff to communicate and collaborate as high impact teams. We will work towards refining our collaborative team structures and processes to elevate our collective work as a campus community. We believe that leadership capacity is fostered through self-selected topics and interest groups and we will continue to support educators in the development of thinking, reflecting, problem solving, and moving educational practices to higher levels. In addition, our staff will receive ongoing and embedded professional learning in technology integration in order to fully utilize digital platforms and devices.



## Priorities

The District's and our campus priorities for leveraging strengths and addressing the identified needs are captured in the six goals identified:

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
  - a. Forest Ridge will continue to enhance our schoolwide enrichment program known as SOAR: Where Falcon Creativity and Innovation Takes Flight. SOAR is a campus wide initiative that promotes student development and growth in the area of "power skills" through the context of enrichment and challenge-based learning. Students attend a SOAR class each week where they are involved in engaging, thought-provoking, STEAM related learning opportunities.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
  - a. Forest Ridge will ensure that the MTSS framework becomes an integral part of the school culture in order to identify and implement evidence-based instruction that addresses diverse learning needs at all tiered levels of the MTSS diamond including both intervention and enrichment across all content areas and grade levels.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
  - a. Forest Ridge will implement year 3 of the CSISD's Strategic Design Framework for Success with a focus on the CONNECTION phase. Educators will focus on cultivating relationships and bridging new information with prior experiences. This will include:
    - i. Proactive and consistent communication with all stakeholders
    - ii. Acknowledgement of diverse backgrounds and recognition of lived experiences
    - iii. Facilitation of frequent and intentional collaboration
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
  - a. Forest Ridge will continue to build community partnerships through service related projects for students, educational opportunities with Texas A&M University for student and teacher learning, local businesses and experts in various fields of study to encourage career and technical education.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

- a. Forest Ridge will continue to increase our laptop devices in order to improve accessibility to all students and integrate two 3D printers into our enrichment rotations.
- 6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.
  - a. Forest Ridge teachers will regularly and effectively integrate technology into their practices to enhance student learning and use tools that extend student experiences.

## **Data Used for Campus Comprehensive Needs Assessment**

Data from the following sources was reviewed in creating the action steps for the Goals and Specific Results of the Campus Improvement Plan.

<ul style="list-style-type: none"><li>• TAPR Report</li><li>• Demographic Data</li><li>• STAAR Data</li><li>• NWEA MAP Growth</li><li>• Literacy Data</li><li>• Math Data</li><li>• 504 Data</li><li>• Dyslexia Screener</li><li>• Special Education</li><li>• C.I.R.C.L.E. (Pre-K)</li><li>• TELPAS</li><li>• Curriculum Data</li><li>• Panorama Survey Feedback from Students, Teachers, Staff, and Families</li><li>• PEIMS Discipline Data</li><li>• District Benchmark Assessments</li><li>• Professional Development Feedback</li><li>• MTSS Data, Notes, and Processes</li><li>• GT Identification</li><li>• Attendance</li><li>• PAC Data</li><li>• DEIC Input</li><li>• Counselor Input</li></ul>	<ul style="list-style-type: none"><li>• Staff Health Inventory</li><li>• Technology Input from Teachers</li><li>• Failure Rates</li><li>• Accountability Report</li><li>• Administrator Input</li><li>• Educator Evaluations</li><li>• CSISD Vision and Mission</li><li>• Campus Vision and Mission</li><li>• CSISD Portrait of an Educator</li><li>• CSISD Portrait of a Leader</li><li>• CSISD Portrait of a Learner</li><li>• CSISD Strategic Design Framework</li></ul>
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## **Appendix B: Forest Ridge Professional Learning Plan 2023-2024**

<p>Literacy</p> <ul style="list-style-type: none"><li>● HB3 Reading Academies</li><li>● Foundational Literacy Practices</li><li>● Decodables</li><li>● Data Collection and Analysis</li></ul> <p>ESL</p> <ul style="list-style-type: none"><li>● TELPAS calibration and data training</li></ul> <p>Mathematics</p> <ul style="list-style-type: none"><li>● Eureka Math</li><li>● Guided Math</li><li>● Data Collection and Analysis</li></ul> <p>Special Services</p> <ul style="list-style-type: none"><li>● Co-Teach Model and Inclusionary Practices</li></ul> <p>Leadership Development</p> <ul style="list-style-type: none"><li>● Success Team/SALI</li><li>● Professional Learning Communities at Work</li><li>● High Impact Teams in a PLC @ Work</li><li>● CSISD Teacher Leader Academy</li></ul> <p>Social Emotional Learning</p> <ul style="list-style-type: none"><li>● Restorative Practices Review</li><li>● SEL Tier 1 Teacher Training</li><li>● Trauma Informed Training</li><li>● Character Counts</li></ul>	<p>Teacher Development</p> <ul style="list-style-type: none"><li>● CliftonStrengths Based Leadership</li><li>● CSISD Framework for Success (Phase III)</li><li>● MTSS, Performance Matters Assessment Analytics Core+</li><li>● T-TESS/Walkthrough Observations</li><li>● STEAM Education</li><li>● MAP Assessments and Report Analysis</li><li>● STAAR Training</li><li>● Coaching Conversations</li><li>● Safety Drills Update</li><li>● GT Update</li></ul> <p>Digital Learning (Instructional Technology)</p> <ul style="list-style-type: none"><li>● SAMR Model and Implementation</li><li>● Schoology 2.0</li><li>● Google Suites</li><li>● SMART Panels</li><li>● Canva</li><li>● Lumio</li><li>● PowerSchool</li><li>● Performance Matters</li><li>● STAAR 2.0</li></ul>
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## **APPENDIX C: STATE AND FEDERAL REQUIREMENTS**

### **Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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
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### 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"> <li>Provides a law enforcement presence at various</li> </ul>	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"> <li>• 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</li> <li>• Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>• Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees</li> <li>• Participate in required training according to HB2195 and SB 11.</li> </ul> <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.	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.	<a href="#">Title I Part A Plan</a>	Director of Special Programs	Budget reports, Annual federal compliance report

<p>All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .</p>	<p>Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start  <a href="#">Title II Part A Plan</a>  <a href="#">Title III Part A Plan</a>  <a href="#">Title IV Part A Plan</a></p>	<p>Director of Purchasing, Director of Business Services, Directors over federal funds</p>	<p>Budget reports, Annual federal compliance report</p>
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### Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
<p>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.</p>	<p>Campus counselors, Xello, substitutes for counselors</p>	<p>Director of Student Services, Campus counselors, Campus administration</p>	<p>Plans in place for 8th graders, meetings scheduled</p>
<p>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</p>	<p>State Comp Ed Funds</p>	<p>Executive Director of Secondary Education, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

## 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	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

develop the knowledge, skills, and competencies necessary for a broad range of career opportunities			
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**APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2023**

Riley Dickson	Early Childhood
LeNan Francis	Kindergarten
Stephanie Weaver	First Grade
Carie Aguirre	Second Grade
Brooke Lyon	Third Grade
Andrea Prcin	Fourth Grade
Olena Stuart	Fine Arts
Magen Lanfear	Special Education
Roxane Hord	Counselor
Jody Rodriguez	Reading Interventionist
Amy Burns	Math Interventionist
Pam Beard	ESL Specialist
Angie Sasse	Enrichment Specialist
Alyssa Johnson	Instructional Coach
Susan Sweitzer	Instructional Assistant
Camille Blundell	Parent Representative
Farrah Spears	Community Representative
Mike Newkham	Business Representative
Lauren Given	Assistant Principal
Terresa Katt	Principal