

River Bend Elementary School

Annual Campus Improvement Plan
2023-2024



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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:

- Student achievement will increase in language arts, math and science in each grade level as measured by performance on campus, district, state and nationally normed assessments.

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	
We will utilize Student Success Meetings and PLCs to increase data-driven conversations that are focused on small-group, differentiated instruction and centered around student collaboration and honest communication. (EXPLORE and CONNECT Phases)	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus Funds	June 2023- June 2024	All				
Based on Campus Needs Assessment data, we will implement the Engage phase as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices, such as formative assessment and feedback and standards alignment.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus Funds	June 2023- June 2024	All				
We will integrate the Framework for Success into onboarding of new campus staff by providing resources that support direct instruction during August PD and continued, embedded actions during PLCs, Student Success Meetings, grade level planning and ongoing PD throughout the school year as indicated by the Campus Professional Learning Plan.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	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, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Student Performance Data

√ =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

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-level guiding coalitions participate in foundational learning and implement Professional Learning Communities on campuses designated as Cohort 1	Campus Principals, Designated Guiding Coalition members	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, Instructional Support Team, Gen Ed Teachers, SPED Teachers	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	Director of Leadership and Professional Learning,	Time, Campus Funds	June 2023- June 2024	All				Title I Title II

differentiated learning experiences for teachers in their content areas	Coordinators of ELAR, Math, Science, & Social Studies, Title I Instructional Coaches, Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers							
Campus admin and teachers will attend professional development opportunities that support instructional best practices for students such as TCEA, TEPSA, Region 6 ESC, Region 4 ESC and Educational Law conferences.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus Funds, Federal Funds	August 2023- July 2024	All				Title 1
Campus administrators and teachers will receive professional development related to their individual strengths as identified by the Clifton Strengths Assessment.	Director of Professional Learning and Leadership Development, Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus Funds	August 2023- July 2024	All				

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
 - -Instructional Coaching and Professional Learning Communities

√ =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

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	
By participating in PLC Cohort 1 we will provide resources that support the refinement and alignment of common structures for campus level, grade level, individual teacher and individual student goal setting and progress monitoring across campus.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Deepening understanding with educators on effectively using data from different assessment types, such as MAP, state, district and common formative assessments, to support students in achieving personalized academic goals.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Provide resources and supplies such as notebooks, labels, books and other materials to support students' individual goal setting and achievement of personalized goals.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers							

Evidence of Implementation:

- Campus Professional Development Sessions Documented in Professional Learning System
- Examples of campus, grade level and student goals and progress monitoring
- Examples of data-driven instructional adjustments
- Teacher reflections in PLC Notebooks

√ =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, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning, Director of Assessment and Accountability, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Implement instructional best practices, such as, standards alignment, assessment and formative feedback, in conjunction with the Framework for Success based on instructional needs for students and walk through data	Campus Principals, instructional support team, gen ed teachers, SPED teachers	Time, Campus & District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Campus & District Professional Development Sessions Documented in Professional Learning System
- Walk through data

√ =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

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-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, Instructional Support Team	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Use Title 1 Academic Tutors to provide additional targeted instruction opportunities for students who score in the bottom two quintiles on the most recent MAP assessment.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus, District, and Federal Funds	August 2023-2024	All, with emphasis on identified underperforming student groups				Title 1
Address Tier 1 academic needs through the purchase of resources such as decodable readers, Really Great Reading Phonics Program, Made for Math, etc.	Campus Principals, Instructional Support Team, Gen Ed Teachers, SPED Teachers	Time, Campus, District, and Federal Funds	August 2023-2024	All, with emphasis on identified underperforming student groups				Title 1
Provide an onboarding opportunity for incoming kindergarten students during the summer months by employing current teachers to provide screening assessments to students and instruct them on school wide expectations.	Campus Principals, Instructional Support Team, Gen Ed Teachers		May 2024-Aug. 2024					Title 1

Evidence of Implementation:

- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online
- Campuswide data

√ =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 Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education, gen ed teachers, SPED teachers	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, gen ed teachers, SPED teachers	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				
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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

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, gen ed teachers, sped teachers, counselor	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
Provide resources and materials to families in order to support students achieving their academic goals	Campus Principals, gen ed teachers, sped teachers, counselor	Time, Campus Funds, Federal Funds	June 2023- June 2024	All				Title 1

Evidence of Implementation:

- Exemplars from classroom usage of the program
- Panorama survey data
- Parent feedback

√ =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

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	
Engage families and community members in community outreach in events such as, Popsicles on the Playground, the Cotton Picking Experience, etc.	Campus Principals, gen ed teachers, sped teachers, counselor	Time, Campus, District, and Federal Funds	June 2023- June 2024	All				Title 1
Participate in community service projects, such as Thank a Police Officer, Brazos Valley Food Drive, Relay for Life, etc.	Campus Principals, gen ed teachers, sped teachers, counselor	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
Share campus-based community outreach activities and community service projects with the broader CSISD community	Campus Principals, gen ed teachers, sped teachers, counselor	Time, Campus & District Funds	June 2023- June 2024	All				
Engage families in school wide events such as, STEAM Night, Bear Share, Book, Burgers and Bingo, parent floral design class, movie nights, Multicultural Night, Papa Bears, etc.	Campus Principals, gen ed teachers, sped teachers, counselor	Time, Campus, and Federal Funds						Title 1

Evidence of Implementation:

- Event parent sign in sheets
- Panorama survey data
- Parent feedback

√ =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 Coach, Technology Ambassador, Campus Principals, gen ed teachers, sped teachers	Time, District Funds	June 2023- June 2024	All				
Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	Digital Learning Coach, Technology Ambassador, Campus Principals, gen ed teachers, sped teachers	Time, District Funds	June 2023- June 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 <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, District Digital Learning Coordinator and Coach, Campus Digital Learning Coach, gen ed teachers, SPED teachers	Time, District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Artifacts from professional learning communities
- Walkthrough data
- Campus 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	
Utilize a campus Digital Learning Coach to continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas.	Digital Learning Coordinator, Campus Digital Learning Coach Campus Technology Facilitators, Admin	Time, District Funds	August 2023- June 2024	All				Title 1
Build instructional capacity surrounding purposeful usage of existing digital platforms.	Campus Principals, Campus Digital Learning Coach, Digital Learning Coordinator, Admin							
Purchase new devices and maintain existing technology and accessories to maintain a 1:1 device ratio for students.	Campus Principals, Campus Digital Learning Coach							Title 1

Evidence of Implementation:

- Professional Learning sessions
- Campus data

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

Appendix A: Executive Comprehensive Needs Assessment Summary

UPDATE For CAMPUS

River Bend entered an extensive campus needs assessment in April 2022. Each grade level team analyzed campus wide data collected from multiple data sources to identify areas of strength and areas of need. Vertical teams then reviewed the grade level feedback looking for common root causes concerning areas of need. CSISD's Strategic Design focus phase of Connect and River Bend's Cultural Expectations served as the guide for this work. Due to extensive foundational work with the PLC framework, River Bend will be participating in the first College Station ISD cohort partnered with Solution Tree. As part of this work, teachers and staff will contribute to crafting mission and vision statements that drive our campus goals and are aligned with our existing Cultural Expectations.

Summary of Strengths

River Bend is a diverse campus, serving over 500 students. Student demographics are 52% White, 22% Hispanic, 18% African American, 6% Asian, and 2% other. River Bend students are able to showcase their unique successes in a variety of ways beyond test scores, especially through individual student goal setting. All students met at least one reading goal during the course of the 2022-2023 school year. On the EOY MAP Growth Assessments all grade levels in all subject areas (Reading, Math and Science) exceeded the national growth norms. Using Title One funds, River Bend is able to provide technology tools, including laptops and iPads to students on a 1:1 ratio. Teachers are willing to accept feedback and coaching on how to best implement technology into their instruction in a meaningful and effective way.

Foundational groundwork was laid within the PLC framework such as grade level specific goal setting, creating PLC reflective notebooks and beginning work with common formative assessments.

Students reported on the Panorama survey that their teachers hold them to high expectations around effort, understanding, persistence and performance in class. River Bend families report in a favorable manner regarding overall school climate and school safety.

Summary of Needs

Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those identified as low-SES, and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our campus STAAR data as well. Additionally, the number of students receiving

special education services and being served through Section 504 services continues to grow. Restructuring the master schedule to allow for special education and general education teachers to plan together and participate in data-driven conversations is a priority. The emergent bilingual student population also continues to grow, along with the percentage of students who are economically disadvantaged.

A digital learning coach is necessary to support teacher's growth in implementing technology that closely aligns with the SAMR model.

Panorama surveys of families indicate that they are wanting to participate in more on-campus and community events. Student survey results indicate a greater sense of belonging is needed.

Priorities

The Campus' priorities for leveraging strengths and addressing the identified needs are captured in the four goals identified:









1. River Bend will create a master schedule that allows for the consistent collaboration between special education and general education teachers.
2. River Bend will elevate academic outcomes of historically underperforming student groups.
3. River Bend will enrich students' school experiences and create a sense of belonging by strengthening relationships between students, staff, and families.
4. River Bend will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.









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.

- Demographic Data (All)
- STAAR (Grades 3-4)
- NWEA MAP Growth (K-4)
- C.I.R.C.L.E. (Pre-K)
- TELPAS (Emergent Bilingual)
- Checklist (K-1)

- Participation and Demographic Data for Gifted and Talented, Special Education,
- Panorama Survey Feedback from Students, Teachers, Staff, and Families
- PEIMS Discipline Data
- District Benchmark Assessments (SS, Sci)
- TEA Accountability Report
- Professional Development Feedback
- The Texas STaR Chart

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken										
 Spring 2023 STAAR Grade 4 Mathematics Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 Math	74	1577 	 <table border="1"> <tr> <td>Percent</td> <td>28%</td> <td>23%</td> <td>20%</td> <td>28%</td> </tr> <tr> <td>Count</td> <td>21</td> <td>17</td> <td>15</td> <td>21</td> </tr> </table> 	Percent	28%	23%	20%	28%	Count	21	17	15	21	05/05/2023
Percent	28%	23%	20%	28%													
Count	21	17	15	21													
 Spring 2023 STAAR Grade 3 Mathematics Online and ASL Forms	STAAR Summative	3	STAAR 3-8 Spring 2023 Math	88	1453 	 <table border="1"> <tr> <td>Percent</td> <td>33%</td> <td>23%</td> <td>26%</td> <td>18%</td> </tr> <tr> <td>Count</td> <td>29</td> <td>20</td> <td>23</td> <td>16</td> </tr> </table> 	Percent	33%	23%	26%	18%	Count	29	20	23	16	05/05/2023
Percent	33%	23%	26%	18%													
Count	29	20	23	16													

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken										
 Spring 2023 STAAR Grade 3 Reading Language Arts Online Form	STAAR Summative	3	STAAR 3-8 Spring 2023 RLA	88	1443 	 <table border="1"> <tr> <td>Percent</td> <td>36%</td> <td>18%</td> <td>22%</td> <td>24%</td> </tr> <tr> <td>Count</td> <td>32</td> <td>16</td> <td>19</td> <td>21</td> </tr> </table> 	Percent	36%	18%	22%	24%	Count	32	16	19	21	04/25/2023
Percent	36%	18%	22%	24%													
Count	32	16	19	21													
 Spring 2023 STAAR Grade 4 Reading Language Arts Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 RLA	74	1548 	 <table border="1"> <tr> <td>Percent</td> <td>24%</td> <td>28%</td> <td>16%</td> <td>31%</td> </tr> <tr> <td>Count</td> <td>18</td> <td>21</td> <td>12</td> <td>23</td> </tr> </table> 	Percent	24%	28%	16%	31%	Count	18	21	12	23	04/20/2023
Percent	24%	28%	16%	31%													
Count	18	21	12	23													

River Bend Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	77	140.6	9.5	63	159.4	10.4	78	19	1.0	16.3	1.19	88	77	52	68	67
1	95	160.9	13.6	60	179.6	14.4	78	19	0.6	15.6	1.35	91	95	65	68	65
2	84	174.7	15.2	52	189.6	15.1	59	15	0.9	13.8	0.53	70	84	49	58	53
3	85	186.2	16.9	38	199.8	16.9	49	14	0.8	11.9	0.85	80	85	54	64	64
4	72	199.2	17.7	50	210.1	18.5	54	11	0.7	10.3	0.32	62	72	40	56	54

Math: Math K-12

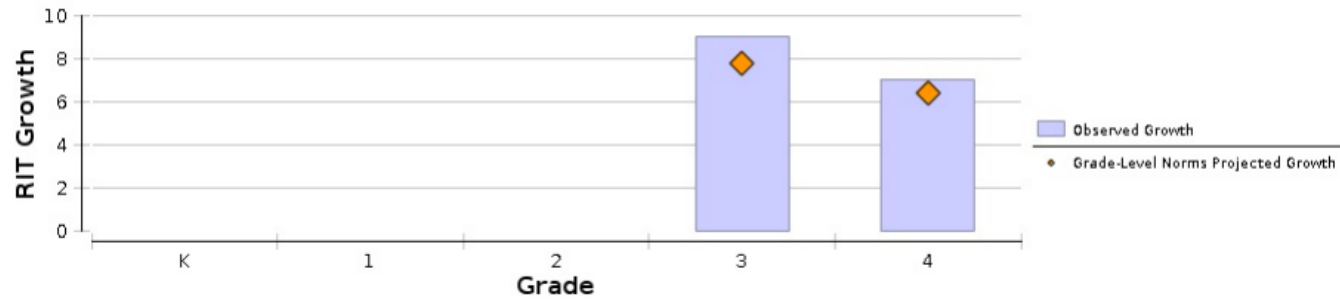


River Bend Elementary

Science: Science K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	84	189.0	15.4	60	197.9	12.9	67	9	0.9	7.8	0.51	70	84	51	61	55
4	72	196.9	14.0	68	203.8	13.3	70	7	0.8	6.4	0.26	60	72	43	60	56

Science: Science K-12

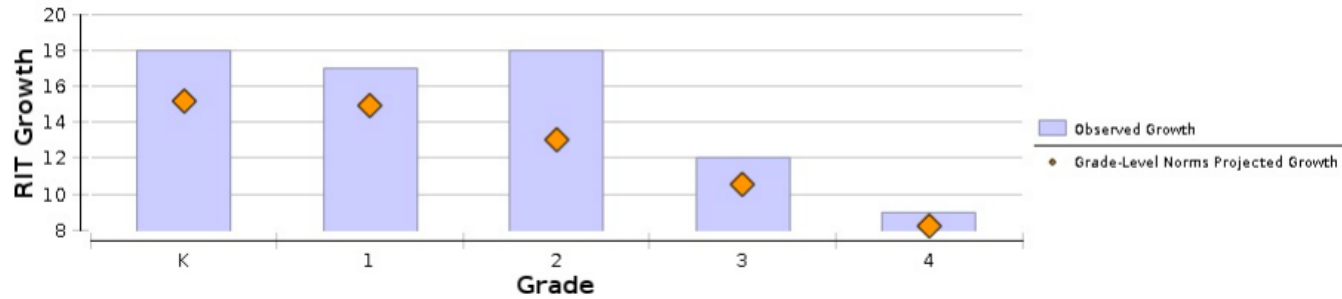


River Bend Elementary

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	77	138.3	8.4	67	155.8	9.5	80	18	1.0	15.2	1.04	85	77	50	65	65
1	98	155.4	14.4	51	172.5	13.7	65	17	0.9	15.0	0.91	82	98	55	56	53
2	83	172.0	19.8	52	189.9	16.5	77	18	1.2	13.0	2.11	98	83	58	70	72
3	85	184.0	19.5	39	195.9	19.2	47	12	1.3	10.5	0.69	76	85	51	60	62
4	72	196.3	19.1	51	205.5	18.5	56	9	1.1	8.2	0.52	70	72	38	53	53

Language Arts: Reading



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

[RB Professional Development 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
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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"> 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>			
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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
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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
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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	
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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 for a broad range of career opportunities	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

APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2023

Heather Sherman- Principal

Lauren Guest- Assistant Principal

Lisa Bishop- Counselor

Rebecca Young - Special Education

Carla Saldivar- Pre-Kindergarten Teacher

Kaylee Orsag- Kindergarten Teacher

Sam Tindall- 1st Grade Teacher

Amy Schorlemmer- 2nd Grade Teacher

Monique Goodman-Lopez - 3rd Grade Teacher

Kim Young- 4th Grade Teacher

Jennifer Houtchens- Art Teacher

Felicia Neville- Instructional Coach

Jill Peterson - Digital Learning Coach

Laura Gage- Math Intervention

Melanie Winslow- Reading Intervention

Jennifer Lilliker- Parent Representative