# Rock Prairie Elementary School

## Annual Campus Improvement Plan
## 2023-2024

**Board Approval Date: September 2023**

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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:
- **STAAR and MAP scores will increase in terms of student growth**
- **Panoroma Surveys will show student safety, sense of belonging, and parent involvement**

## 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | Supported by State or Federal Funds |
|---|---|---|---|---|---|---|---|---|
| | | | | | **#1** | **#2** | **#3** | |
| Based on PLC feedback, grades, and MAP scores, we will implement the Reflect phase as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices.  We will be using PLCs as the avenue to explore assessment, student growth, and teacher goal-setting. | Campus Principals, IC, Interventionists | Time, Campus Funds | June 2023- June 2024 | All | | | | **Title I** |
| We will integrate the Framework for Success into onboarding of new campus staff by using time during NTU and mentor meetings throughout the year. | Campus Principals, Executive Directors of Elementary and Secondary Education | 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, Executive Directors of Elementary and Secondary Education | Time, Campus Funds | June 2023- June 2024 | All | | | | |

**Evidence of Implementation:**
- Campus Improvement Plans
- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through 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<br>*Review 1 - Campus (Oct), DEIC (Nov)*<br>*Review 2 - Campus (Feb), DEIC (March)*<br>*Review 3 - Campus (May), DEIC (June)* | | | Supported by State or Federal Funds |
|---|---|---|---|---|---|---|---|---|
| | | | | | **#1** | **#2** | **#3** | |
| Campus administrators will participate in foundational professional learning for district and campus administration on Professional Learning Communities in partnership with SolutionTree | Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology | June 2023-June 2024 | All | | | | **Title II** |
| Campus administrators will Implement supports for teachers in individual growth toward T-TESS instructional goals | Campus Principals, Executive Directors of Elementary and Secondary Education | 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. Supports could include attending conferences such as TCEA and Lead4Ward that support instructional best practices for students. | Campus Administrators, Instructional Coach, Content Specialists | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, | June 2023-June 2024 | All | | | | **Title II**<br>**Title I** |
| Teachers will participate in content area professional learning provided by the district which will include differentiated learning experiences for teachers in their content areas | Director of Leadership and Professional Learning, Coordinators of ELAR, Math, Science, & Social Studies, Title I Instructional Coaches | Time, Campus Funds | June 2023-June 2024 | All | | | | **Title I**<br><br>**Title II** |

**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. |
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| 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 Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) | | | Supported by State or Federal Funds |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | #1 | #2 | | |
| | | | | | #3 | | | |
| Build understanding with educators on effectively using data from different assessment types, such as MAP, state, and district assessments | 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** |

**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

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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 |
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| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) | | | Supported by State or Federal Funds |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | #1 | #2 | #3 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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 Small Group Instruction, Formative/Summative Assessments, and Goal Setting in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation | Campus Principals, Executive Directors of Elementary and Secondary Education | Time, Campus & District Funds | June 2023-June 2024 | All | | | | |

**Evidence of Implementation:**
- Campus & District Professional Development Sessions Documented in Professional Learning System
- Exemplars

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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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | Supported by State or Federal Funds |
|---|---|---|---|---|---|---|---|---|
| | | | | | **#1** | **#2** | **#3** | |
| Implement aligned K-8 MTSS practices for reading and math in the CSISD MTSS Handbook | Campus Principals, Executive Directors of Elementary and Secondary Education, C&I Department | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website | June 2023-June 2024 | All, with emphasis on identified underperforming student groups | | | | |
| Continue to train and provide ongoing support for K-12 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction | Campus Principals, Executive Directors of Elementary and Secondary Education | Time, Campus & District Funds | June 2023-June 2024 | All, with emphasis on identified underperforming student groups | | | | |
| Identify underperforming students who would benefit from additional reading intervention and hire tutors who will be able to help fill in gaps for those we have identified. | Teachers, Interventionists, | Title I Timesheets Title I Funding Reading Resources | Sept. 2023-May 2024 | All, with emphasis on identified underperforming student groups | | | | **Title I, SCE Funds** |

**Evidence of Implementation:**
- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online

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

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Special Populations | Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | Supported by State or Federal Funds |
|---|---|---|---|---|---|---|---|---|
| | | | | | **#1** | **#2** | **#3** | |
| Campus representatives will participate in feedback opportunities to align the K-12 MTSS practices for behavior in Tier 1, 2, and 3 based on stakeholder feedback through the creation of behavioral processes in the CSISD MTSS Online Handbook | Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website | June 2023-June 2024 | All, with emphasis on identified underperforming student groups | | | | |
| Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS) | Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website | June 2023-June 2024 | All, with emphasis on identified underperforming student groups | | | | **Title I** |
| 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 | | | | **Title I** |
| Train, model, and support teachers in TIER 1 and 2 behavior supports (CD, PBIS, and others); bring classroom referrals down 15% year over year. | Campus Admin, Behavior Coach, Counsleor | Time, Campus & District Funds | June 2023-June 2024 | All | | | | **Title I** |

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

**Evidence of Implementation:**
- Exemplars from classroom usage of the program

√ **=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** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | **Supported by State or Federal Funds** |
| | | | | | **#1** | **#2** | **#3** | |
| RP will continue and expand on the "RP at the Park" events to include 6 different times throughout the year, focusing on Math. Reading, and Community Service | Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website | June 2023-June 2024 | All | | | | **Title I** |
| RP will develop a menu of community service projects that can be completed as classes/teams. Student participation in these will be over 75%.  (Clothes drives, Outreach to the local retirement/assisted living communities, etc) | Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services | Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website | June 2023-June 2024 | All | | | | **Title I** |
| Share campus-based community outreach activities and community service projects with the broader CSISD community | Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services | Time, Campus & District Funds | June 2023-June 2024 | All | | | | |
| Provide parents with tools needed to work with children at home including books, supplies, and manipulatives. | Campus Administrators | Time, Campus & Federal Funds | | | | | | **Title I** |

| Host a variety of family events to help support literacy/ math at home and to help the parents become more comfortable in the school environment.  Families will be provided with materials to support learning at home and light snacks to incentivize participation. | Campus Administrators | Time, Campus & Federal Funds | | | | | | **Title I** |
|---|---|---|---|---|---|---|---|---|

**Evidence of Implementation:**
- Campus Artifacts

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

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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.** |
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| **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** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | **Supported by State or Federal Funds** |
|---|---|---|---|---|---|---|---|---|
| | | | | | **#1** | **#2** | **#3** | |
| Instructional coaches, campus technology facilitators, and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices. | Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education | Time, District Funds | June 2023-June 2024 | All | | | | |
| Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts. | Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education | 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | Supported by State or Federal Funds |
|---|---|---|---|---|---|---|---|---|
| | | | | | #1 | #2 | #3 | |
| Collaborate with the Digital Learning Coach and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately. | Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education | Time, District Funds | June 2023-June 2024 | All | | | | |

**Evidence of Implementation:**
- Artifacts from professional learning communities

√ **=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

18

## 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* | | | Supported by State or Federal Funds |
|---|---|---|---|---|---|---|---|---|
| | | | | | **#1** | **#2** | **#3** | |
| Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas | Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education, Campus Technology Facilitators | Time, District Funds | June 2023-June 2024 | All | | | | |
| Build instructional capacity surrounding purposeful usage of existing digital platforms. | Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education | | June 2023-June 2024 | All | | | | |
| Provide more instructional technology devices for all students to ensure equal access to technology | Campus Admin, DLA, Secretary, Librarian | Federal Funds | June 2023-June 2024 | All | | | | **Titel I** |

**Evidence of Implementation:**
- Professional Learning sessions

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

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

Through partnership with engage2learn, College Station ISD engaged our community, staff and students in a strategic planning process during spring 2021 to set our course for the future. The strategic design team included approximately 40 individuals including students, parents, teachers, principals, district administrators, and school board trustees. Grounded in community feedback, the team developed our vision, portraits, goals, specific actions and framework for success.

RP adopted the phases of Engage and Inspire for the first two years of the strategic plan. Coming out of the Covid period, we felt it rather important to get the students and community back into the schools and classes, reconnecting with the strong community we serve. We have implemented numerous items to do so.

## Summary of Strengths

A school of approximately 620 students in 22-23, Rock Prairie is a proud and diverse campus. Multiple cultures and languages are represented. Here is a breakdown of the campus demographics:

Ethnicity
White- 41%
African-American- 29%
Hispanic- 16%
Asian- 11%
Two or more races- 3%

Special Education- 18%
Free/Reduced Lunch- 58%
Gifted/Talented-- 6%
ESL/LEP- 7%

RP hosts a branch of the district's Life Skills program.

The RP staff is a very talented and widely experienced group, with a blend of veteran and newer teachers. Almost all grades reched or exceeded their MAP Growth projections in Math, and most did in Reading as well. We have a strong student enrichment program, with a Student Council made up of 3rd and 4th graders and multiple after-school clubs. Our positivity project enhanced the culture of the school in 22-23, and will be expanded upon this year.

RP began the use of PLCs last year in order to increase time spent in Professional Development. We have a good structure in place, and will continue to uitilize it to strengthen tier I instruction.

The campus made family connections a focal point for the 22-23 school year, with events scattered throughout the year both at school and out in the community. These were very well received.

### Summary of Needs

At RP, like in most areas, 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, leading to a need for increased staffing and logistical flexibility.

As the student population continues to grow, we have encountered more social-emotional needs, with a greater emphasis needing to be placed in this area, behavioral coaching, and effective responses to student behaviors- especially from students in trauma.

MAP data indicates that growth made in K-1 is not as widespread nor as significant as at grades 2-4.

### Priorities

Rock Prairie's priorities for leveraging strengths and addressing the identified needs are captured in the six goals identified:

1. RP will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. RP will elevate academic outcomes of historically underperforming student groups.

3. RP will enrich students' school experience by strengthening relationships between students, staff, and families.
4. RP will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. RP will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. RP 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.  The Student population is included in parenthesis:

- TAPR Report
- Demographic Data (All)
- STAAR (Grades 3-8)
- NWEA MAP Growth (K-8)
- C.I.R.C.L.E. (Pre-K)
- TELPAS (Emergent Bilingual)
- RTI Data
- Panorama Survey Feedback from Students, Teachers, Staff, and Families
- PEIMS Discipline Data
- District Benchmark Assessments (SS, Sci)
- TEA Accountability Report

- Professional Development Feedback
- G/T demographics and performance data
- CSISD Portriats of a Learner, Educator, and Leader
- Campus Staff and Family Survey

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

## APPENDIX C: STATE AND FEDERAL REQUIREMENTS

### Community Based Accountability System

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System. | Local Funds | Chief Administrative Officer | CBAS document and evaluation tools complete and communicated to the public annually. |

### Bullying Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse) | Campus Budgets | Director for Student Services, School counselors | Discipline Referrals, Anecdotal Campus Reports |

| Revise the bullying training module for teachers and students | District Budget | Director for Student Services, School counselors | Revised Modules, Sign-in Sheets from trainings |
|---|---|---|---|

## Child Abuse and Sexual Abuse Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year. | Online training through EduHero<br><br>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 |
|---|---|---|---|
| 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:<br><br>● Provides a law enforcement presence at various | Space at campuses<br><br>Funding | Board of Trustees Superintendent | Peace Officers on campuses and call |

| | | | |
|---|---|---|---|
| schools throughout the College Station Independent School District<br>● 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<br>● Maintains appropriate forms necessary such as juvenile referral forms, etc.<br>● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees<br>● Participate in required training according to HB2195 and SB 11.<br><br>SROs will not have any administrative duties, nor will they address classroom discipline issues. | | | |

## Coordinated Health- SHAC Council

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| The SHAC Council will meet a minimum of 4 times per year. | 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<br><br>Title II for Training | Director of Student Services, Campus Principals and Assistant Principals | Discipline Referrals, Anecdotal Campus Reports |

## Dating Violence Awareness

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

| | | | |
|---|---|---|---|
| Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse) | Campus Budgets | Director for Student Services, School counselors, Campus Administrators | Discipline Referrals, Anecdotal Campus Reports |
| Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention. | Counselors, Campus administrators, Campus Budget | Director for Student Services, School counselors, Campus Administrators | Discipline Referrals, Anecdotal Campus Reports |

## Suicide Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| All staff members will be trained in Suicide Prevention Training | District Budgets | Director for Human Resources | Training sign in sheets, Training Agendas |

## Trauma-Informed Care

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| All staff members will be trained procedures for trauma-informed care | Board Policy FFAC LEGAL and FFAC LOCAL | Director of Student Services; Nurses; Principals | Training sign in sheets, Training Agendas |

## Drug Prevention

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

| | | | |
|---|---|---|---|
| College Station ISD will teach drug awareness and prevention | TEKS, Curriculum resources | Director of Student Services, Counselors, Educators | Lesson Plans, Discipline Records |
| Implement a drug testing program in the district to be approved by the Board of Trustees | Funds for drug testing | Director of Student Services, Campus Administrators, Chief Administrative Officer | Results of testing, Discipline Records |

## Federal Programs Compliance

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| The district will evaluate student achievement and provisions to improve services in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations. | MAP software; Performance Matters data; STAAR data | Curriculum and Instruction Staff, Campus Administration, School Counselors | Data reports; Comprehensive Needs Assessment |
| Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement. | Title I Part A Plan | Director of Special Programs | Budget reports, Annual federal compliance report |
| All programs which receive federal funding will maintain | Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head | Director of Purchasing, Director of Business Services, Directors | Budget reports, Annual federal compliance report |

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

**Student Achievement**

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|---|
| All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected. | Campus counselors, Xello, substitutes for counselors | Director of Student Services, Campus counselors, Campus administration | Plans in place for 8th graders, meetings scheduled |
| Services, resources, and staff, such as instructional coaches, interventionists, and tutors, will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students | State Comp Ed Funds | Executive Director of Secondary Education, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators | State Comp Ed Reports, Annual district report to school board, School board agenda |

**School Counseling Services**

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

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

## Career & Technical Education

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

| for a broad range of career opportunities | | | |
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**APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2024**

**RP CIP Committee**
Jeff Durand, Principal
Renee Sanders, AP
Susan Surovik, Counselor
Melinda Marshall, Instr. Coach
Laura Stasney, Math Interventionist
Kristen Reynolds, Reading Interventionist
Natalie Martinez, Kindergarten
Lisa Brister, 1st Grade
Amanda McMillin, 2nd Grade
Sylvia Pierdolla, 3rd Grade
Laura Decell, 4th Grade
Kellye Downing, HS teacher
Tabitha Browne, PE coach
Mary Worley, SPED Teacher
Kathryn Knowles, ESL Specialist
Cynthia Stephens, GT Specialist
Marnie Cannon, PTO president
Stacey Comer, Community Member