

# South Knoll Elementary School

Annual Campus Improvement Plan  
2023-2024



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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:

- MAP scores reflect student growth in all areas assessed.
- Panorama survey responses reflect increased parent satisfaction.
- Improved student to technology device ratio resulting in increased intervention of technology into instruction.

**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 <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
Our campus has worked on the phases of Explore and Create from the strategic plan for the past two years. Our work in that area led to the creation of a campus PLC structure with a focus on individualized instruction and student goal setting. Using our previous work in this area as a foundation, we continue our work with the PLC process and with student goal setting so that both become part of the culture at South Knoll Elementary.	Campus Administrators, Executive Director of Elementary	Time, Campus Funds	June 2023- June 2024	All				Title I
Based on feedback from PLC conversations and results from CNA, implement the Reflect phase as the 3rd phase of the CSISD Framework for Success to implement into campus professional learning plans to improve instructional practices.	Campus Administrators, Campus Leadership Team	Time, Campus Funds	June 2023- June 2024	All				
Integrate the Framework for Success into onboarding of new campus staff in a session during NTU (campus days) led by our instructional coach and supported by campus administration, and will continue as a part of the coaching sessions for the duration of the academic year.	Campus Administrators, Instructional Coach	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 Administrators	Time, Campus Funds	June 2023- June 2024	All				

**Evidence of Implementation:**

- Campus Improvement Plan
- Master schedule designed to incorporate PLC time
- Student Growth Binders
- Campus Professional Development Sessions Documented in Professional Learning System
- PLC Minutes and Surveys
- 2024-2025 Campus Needs Assessment
- T-TESS and Walkthrough Data
- Panorama Survey

√ =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 Administrators	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	Camus Administrators, Instructional Coach, Interventionists	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning,	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 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	Campus Administrators, Content Specialists	Time, Campus Funds	June 2023- June 2024	All				Title I Title II

**Evidence of Implementation:**

- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Exemplars that represent
  - -Instructional Coaching and Professional Learning Communities
  - Instructional Coaching/Mentoring

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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 <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
Develop common structures for individual student goal setting and progress monitoring	Campus Administrators, PLC Guiding Coalition	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				Title II
Using structures established during the 2022-2023 school year and new learning from Solution Tree, teams will design and student data tracking/goal-setting rubrics/notebooks.	Campus Administrators, PLC Guiding Coalition	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				Title II Title I
With teacher guidance and support, students will consistently engage in reflective practices to self-monitor progress, set new learning goals, and inform their next steps as learners.	Campus Administrators,	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				Title II Title I

**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**

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 Administrators	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II Title I
Continue to work on the instructional best practices of goal setting and differentiated instruction. In addition the best practice of using assessment data and formative feedback to guide students to evaluate their own learning progress will be utilized to deepen our work with student goal setting..	Campus Administrators	Time, Campus, and Federal Funds,	June 2023- June 2024	All				Title I

**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			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 Administrators, 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 Administrators, 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

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**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 Administrators	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 Administrators	Time, Campus, District, PowerSchool Professional Learning, Schoology,	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 Administrators	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Provide staff with current, research-supported instructional resources (math manipulatives, classroom libraries, mentor texts, fine art supplies, access to online learning materials) to facilitate small-group and/or differentiated instruction.	Campus Administrator	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				Title I

**Evidence of Implementation:**

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

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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 character education curriculum pre-K-12 that promotes positive relationships among students, staff and families	Campus Administrators	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
Student data/goal notebooks will include a progress monitoring or goal setting form related to the district character education program.	Campus Administrators	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

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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			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	
Host a summer reading program in the South Knoll Library that includes a brief library lesson, activities, check out, and incentives to current South Knoll families and siblings.	Librarian	Time, Federal Funds,	June 2023-June 2024	All				Title I
Staff will guide students through age appropriate community service opportunities such as creating thank you notes for veterans on Veterans Day and participating in community food drives to support the Brazos Food Bank.	Campus Administrators	Time, Campus, Funds,	June 2023-June 2024	All				
Share campus-based community outreach activities and community service projects with the broader CSISD community	Campus Administrators	Time, Campus & District Funds	June 2023-June 2024	All				
Hold student-led conferences using student's data notebooks to show parents their child's social and academic growth.	Campus Administrators	Time, Campus & Federal Funds						Title I
Provide parents with tools needed to work with children at home including books, supplies, and manipulatives.	Campus Administrators	Time, Campus & Federal Funds						Title I

<p>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.</p>	<p>Campus Administrators</p>	<p>Time, Campus &amp; Federal Funds</p>						<p><b>Title I</b></p>
<p><b>Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li>• Campus Artifacts</li> </ul>								
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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 6.1: Establish and utilize a comprehensive instructional technology plan for teachers and staff**

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

**Evidence of Implementation:**

- Walk Through Data

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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 6.2: 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 Administrators, Digital Learning Coordinator	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 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	Digital Learning Coordinator, Campus Technology Facilitators	Time, District Funds	June 2023- June 2024	All				
Build instructional capacity surrounding purposeful usage of existing digital platforms.	Campus Administrators, Digital Learning Coordinator	Time, District Funds	June 2023- June 2024	All				
Purchase laptops and ipads in order to provide up to date devices to students and ensure all classrooms and students have equal access to technology.	Librarian, Campus Principals, Secretary	Federal Funds	June 2023- June 2024	All				Title I

**Evidence of Implementation:**

- Professional Learning sessions
- Device to student ratio

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## **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.

For the first two years of working with the strategic plan, South Knoll focused on the Explore and Create phases of strategic plan. As a campus we identified a need to improve our practice with differentiated instruction and the Explore phase best supported this work. While working with students to meet individual learning targets, we recognized a need for students to become more aware of their own learning and to monitor and celebrate their growth. This realization led us to select Create as the focus for our work for the 2022-2023 school year. Over the course of the last school year, we held student-led conferences and had a campus-wide end of the year goal celebration. For 2023-2024 the staff at South Knoll will focus our work in the Reflect phase of the strategic plan which will further refine our work in both differentiated instruction and student goal setting.

### **Summary of Strengths**

South Knoll is a diverse campus, serving over 600 students. Student demographics are 50% Hispanic, 28% White, 18% African American, 3% Asian, and 1% Native American. The economically disadvantaged population accounts for 56.6% of our students. 28% of the students at South Knoll are identified as English Language Learners. Additionally 24% of the students at South Knoll are served in Special Education. It is important to note South Knoll houses many of the district's special programs including Dual Language, PPCD, Pre K, Head Start, and LIFE Skills.

To plan for the unique needs of our students, we use the CSISD curriculum documents as the foundation for our instruction. A PLC process is in place on campus which provides dedicated time for teachers to review student data and plan instruction/intervention based student needs. Additionally, teachers have access to multiple mediums for digital assessments, assignments, and collaboration opportunities via Schoology, Nearpod, Lumio and Zoom to support and enhance instruction.

The demographic and socioeconomic composition of South Knoll Elementary is comparable to the current composition of the United States population. As a staff we work diligently to create a campus culture using strategies from both Conscious Discipline and Safe and Civil Schools where students understand personal differences and support each other on a daily basis.

We plan several family involvement activities throughout the school year that are generally well attended by families. Our primary goal for these events is to build a relationship with parents so they feel comfortable in the school environment. As a result, most parents report they feel welcomed at South Knoll.

### **Summary of Needs**

Our student diversity requires the teachers to be skilled at planning tier I instruction, identifying specific student needs, and developing differentiated, targeted intervention to meet the specific needs of each student. In addition, our diverse student population also requires our staff to be culturally responsive and a variety of strategies to identify and meet social and emotional needs of our students and families.

Over the course of the last year, CSISD began using Eureka Math materials for tier I instruction. Teachers used the time provided in PLC to become familiar with the materials and assessments. As a result, the teachers were able to implement the materials with fidelity and also have time to regularly review student progress. The Math MAP scores of our students showed significant growth in all grade levels. While this growth is a cause for celebration, campus scores in all areas indicate a need for differentiated instruction based on student data to accelerate student performance.

South Knoll is fortunate to work with a group of parents who are committed to wanting to help their children succeed and place a great deal of trust in our staff to do what is right for their children. Many of our parents either do not know how to advocate for their students or how to support their children academically.

### **Priorities**

South Knoll's priorities for leveraging strengths and addressing the identified needs are captured in the goals identified:

1. South Knoll will enhance effective instructional practices by providing dedicated, structured time in a PLC format to discuss core content and best Tier I practice.
2. South Knoll will provide teachers Professional Learning Community (PLC) time to allow for the review of student data, in depth work with curriculum documents and plan for small group instruction.
3. South Knoll will enrich students' school experience by strengthening relationships between students, staff, and families.

4. South Knoll will improve the technology ecosystem by increasing access to devices.
5. South Knoll will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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

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

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

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

[SK -- Campus PD Plan for CIP 2023-2024](#)

## **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
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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.	<a href="#">Title I Part A Plan</a>	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 <a href="#">Title II Part A Plan</a> <a href="#">Title III Part A Plan</a> <a href="#">Title IV Part A Plan</a>	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
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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 2023-2023**

Sarah Bryant, ESL Specialist

Jeannie Carter, Enrichment Specialist

Taylor Coker, Assistant Principal

Chelsea Conn, Math Intervention Specialist

Ashley Dockan, First Grade Teacher

Arsenia Duran, Pre Kindergarten Teacher

Greta Gammill, Second Grade Teacher

Angela George, Reading Intervention Specialist

Angela Guy, Kindergarten Teacher

Amber Herbelin, Art Teacher

Maria Limon-Saenz, Bilingual Reading Intervention Specialist

Amber Locke, Fourth Grade Teacher

Laura Luna, Third Grade Teacher

Audrey Rangel, Instructional Coach

Laura Richter, Principal

Kathy Smith, Dyslexia Specialist