

DRAFT
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College Station Independent School District

DISTRICT IMPROVEMENT PLAN
2012-13

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2012-13 District Improvement Plan

Executive Summary

The Districtwide Educational Improvement Council considered a great deal of student performance data and other data as we crafted the new District Improvement Plan (DIP). The committee looked at the TAKS performance by student group for each subject and compared CSISD scores to overall state scores. We looked at district and state comparisons for those students passing the test and those students earning commended performance on the tests as well.

Assessment results improved in 2011 in the TAKS Reading (2 percentage points gain). District performance fell two percentage points to 90% of all students passing TAKS Science. The performance of all students held steady in TAKS Math, Writing and Social Studies. The committee observed that the African American scores did not meet the performance levels of their peers throughout the state in four subject areas: Reading/ELA, Writing, Science and Social Studies.

The committee also compared the gaps between white student performance and other student groups (African American, Hispanic and economically disadvantaged) for the past two years. The goal was for the performance gap between white students and the other student groups to decrease in 2011 when compared to 2010. The gaps did decrease for African American students in math and writing and for Hispanic students in reading/ELA and Social Studies. Unfortunately, the gaps between White students and their African American, Hispanic and Economically Disadvantaged peers increased in the other subject areas.

Another major focus of the DIP is ensuring that all student groups are not over-represented or under-represented in many of our educational programs. To that end we looked at the percentage of students in each student group (1) in advanced courses, (2) nominated for gifted and talented testing, and (3) referred for and receiving special education services. In advanced course participation, the percentage of Hispanic students (13.4%) and Economically Disadvantaged (17.1%) increased from last year while the percentage of African American students (6.9%) decreased in the same time period. The percentage of African American students referred for special education testing dropped from 36.3% in 2009 to 29.1% in 2010, and held steady at 29.2% for 2011. The committee felt the district needs to continue making improvements in these three areas, so they were included in the 2011-12 DIP.

Goal 1: All Students Will Achieve Academic Success

Objectives

Objective A: All students will pass state mandated assessments.

Objective B: In all tested grade levels and subject areas, each African American, Hispanic and economically disadvantaged student group will exceed the state average on state mandated assessments in their respective student groups.

Objective C: Student performance on state mandated assessments will reflect a reduced achievement gap.

Objective D: *Advanced Academic* Performance will exceed the State average at all tested grade levels and subject areas.

Objective E: The district will provide higher education and career/technology education preparation and awareness for all students.

Objective F: Students will graduate from CSISD ready to enter college or the workforce.

Activity Statements

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Each campus principal will develop a clear and <u>compelling instructional focus</u> based on campus needs identified through the Campus Improvement Plan process	- Superintendent - Campus Principals - Deputy Supt for C&I	Staff Time	July-June	- Planning documents will reflect the principal's map for student success
Activity 2	The district will utilize an <u>online student data</u> repository and reporting system to support Response-to-Intervention	-Director for Instruction -Director for Technology	Staff Time	August 2012	- System is online and used by <i>all</i> campuses

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 3	The district will <u>evaluate student achievement</u> in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations	- Deputy Supt for Administrative Services - C&I Directors	Staff Time	Completed by October 2012	- Programs evaluated and analyzed and all students pass the state mandated assessments.
Activity 4	Use data collected during universal screenings and ongoing assessments to <u>differentiate instruction</u>	- C&I Directors -Principals	\$2,000 Head Start \$23,000 Local	July-June	- Data will be evaluated to determine interventions for students. Random collection of small group lesson plans.
Activity 5	Research-based <u>interventions and progress monitoring</u> will be provided for identified students	- C&I Directors - Principals	- Local funds - State Funds - ARI, AMI Funds - Title I, III - Staff Time	July-June	- District will track interventions and progress made by students at risk
Activity 6	The district will provide support for the <u>students at risk of dropping out of school</u> by providing supplemental instruction through instructional resources and staff development resources, including through an alternative education program	- Dir. for Special Programs - Principals	\$937,210.39 State Comp Ed Funds to include at least 18.5 teaching units	July-June	- Completion rate at 95% or higher, drop-out rate for grades 7-8 below 1%, all students pass the state mandated exams
Activity 7	Evaluate the need and explore the possibility of increasing technical or academic <u>dual credit</u> hours for high school students	- Deputy Supt for C&I - High School Principals	Staff Time	July-Dec	- Possible increase in dual credit hours for students

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 8	The district will provide information regarding curriculum/career choices that prepare students for <u>success beyond high school</u> , including colleges, universities and technical schools	- Dir. for CATE - Dir. of Student Services - Dir. of Special Services - AVID teachers - Counselors - Principals	Staff Time	July-June	- Counseling Guidance Plans; Transition Plans; CATE Handbook; Counselor Handbook; Course Selection Guide
Activity 9	<u>Continue alignment of curriculum</u> to the State TEKS, readiness and supporting standards in the core subject areas	- Dir. for Curriculum - Deputy Supt for C&I	-Staff Time -Local funds	July- June	- Scope and sequence designed and implemented
Activity 10	Provide staff development for teachers that focuses on best instructional practices (such as the Workshop Approach, AVID and differentiated instruction models) <u>with an emphasis on student learning/effective teaching.</u>	-C&I Directors -Campus Principals	-Title II Part A -Local Funds - Title III - State ESL/ bilingual -State G/T funds	June-July	- Lessons utilizing best instructional practices will be observed in classrooms - Reduced number of Special ed referrals, SIT meetings
Activity 11	<u>Professional Learning Communities</u> will provide the support structure to evaluate <u>leading indicators</u> , align curriculum and incorporate research-based instructional strategies.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	-Staff Time <u>through focused early release days on 9/26, 10/31, 12/12, 2/1, and 4/17.</u>	July- June	- Staff development plans reflect team sessions - Student passing rate on <u>2012-13</u> state mandated assessments
Activity 12	Title I, Part A campuses will implement the <u>ten components of a school-wide campus</u> to maximize student learning and achievement	- Principals - Academic Coordinators	Title I, Part A Funds <u>\$1,000,000</u>	July- June	- Campus Improvement Plans

Evaluation for Goal 1

- All students will pass the state mandated assessments in 2012-13.
- The percentage of African American, Hispanic and economically disadvantaged students passing the state mandated assessments in all subjects will exceed the state average in their respective student groups.
- Based on the new state assessment results, establish a data baseline of student groups regarding achievement gaps between white students and African American, Hispanic, and economically disadvantaged students.
- The percentage of all students and all student groups achieving advanced academic performance on the state mandated assessments in all subjects will exceed the state average in their respective student groups.
- The Leading Indicators of passing/failure rates, attendance rates and discipline data will be reflective of the CSISD student population.

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social, and Emotional Needs of All Students

Objectives

Objective A: The percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes will be representative of the CSISD school population.

Objective B: Students nominated for Gifted and Talented/Enrichment will be representative of the CSISD student population.

Objective C: Students identified for special education will be representative of the CSISD student population.

Objective D: A Coordinated School Health Program will be implemented by child nutrition services, physical education teachers, classroom teachers, nurses, counselors, and family facilitators.

Objective E: Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations, and school culture play in student performance and behavior.

Activity Statements

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Use <u>data collected</u> during universal screenings and ongoing assessments to differentiate instruction	- Dir. for Instruction - Principals	\$2,000 Head Start \$23,000 Local	July-June	- Data will be evaluated to determine interventions for students.
Activity 2	The district will utilize an <u>online student data</u> repository and reporting system to support RTI	-Director for Instruction -Director for Technology	Staff Time	August 2012	- Establish a baseline of RTI tier movement numbers for each campus.
Activity 3	<u>Professional Learning Communities</u> will provide the support structure to evaluate <u>leading indicators</u> , align curriculum and incorporate research-based instructional strategies.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	-Staff Time through <u>focused early release days</u> on 9/26, 10/31, 12/12, 2/1, and 4/17.	July- June	- Staff development plans reflect team sessions - Student passing rate on state mandated assessments.
Activity 4	Provide staff development for teachers that focuses on best instructional practices (such as the Workshop Approach, AVID and differentiated instruction models) <u>with an emphasis on student learning/effective teaching.</u>	-C&I Directors -Campus Principals	-Title II Part A -Local Funds - Title III - State ESL/ Bilingual funds	June-July	- Lessons utilizing Differentiated Instruction will be observed in classrooms - Reduced number of Special ed referrals, SIT meetings
Activity 5	Provide staff development for teachers that focuses on the <u>intervention strategies</u> for exceptional learners	- C&I Directors - Principals	- Bilingual/ESL Allotment - Title II, III funds - IDEA Part B funds	July-June	- Staff development provided - Sp Ed referrals as a percentage of enrollment will decrease

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 6	Research-based <u>interventions and progress monitoring</u> will be provided for identified students	- C&I Directors - Principals	- Local funds - Staff - Title I, III - State funds	July-June	- District will track interventions and progress made by at risk students - Sp Ed referrals as a percentage of enrollment will decrease
Activity 7	Include underrepresented student groups in activities leading to <u>enrichment & G/T opportunities</u>	- Dir. for Special Programs - Dir. for Curriculum	<i>\$10,000</i> Local Funds	July-January	- Increased representation of student groups participating in enrichment activities.
Activity 8	Fourth through eleventh grade African American, Hispanic and economically disadvantaged <u>students</u> will be identified and encouraged to participate in <u>advanced courses</u> and parents will be personally contacted	- Dir of Student Services - Counselors - Principals	Staff Time	August-January	- A list of students who are counseled to take advanced courses - Representative group of students in advanced classes
Activity 9	Support <u>Conscious Discipline® / Safe and Civil Schools®</u> training and practice for all campuses	- Director of EHS/Head Start - Director of Instruction	- <i>\$ 50,000</i> Title II Part A funds	July – June	- Sign in Sheets and Agendas - Classroom/campus wide observations
Activity 10	Implement <u>Special Services program options</u> at selected campuses to maintain feeder patterns where appropriate	- Dir. of Special Services	- Staff	July-June	- Selected Special Services programs are expanded in feeder patterns
Activity 11	<u>School Health Advisory Council</u> will continue to meet and evaluate District health needs/practices	- Dir. for Curriculum - Dir. of Student Svcs - Dir. for Child Nutrition - Deputy Supt for C&I	- <i>\$1,500</i> Local	August – May	- Program Implemented - Status report presented to the School Health Education Council

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 12	Explore the possibility of offering <u>teen parent support services</u>	-Director for Special Programs -Director of CATE -Director of EHS/Head Start	- SCE \$15,000 - Early Head Start - Local funds	2012-13 School year	- 100% retention rate of students participating
Activity 13	Implement <u>online learning support</u> services through CSISD's Success 24/7 in Algebra I, geometry, biology, and chemistry courses.	-Dir of Technology -Principal -C&I Directors	- \$14,000 Education Foundation	2012-13 School Year	- Online learning support - Student online survey results
Activity 14	Explore the possibility of a summer bridge program for AVID students; encourage advanced math/Algebra I enrollment following grades 6 and 7, respectively.	- Director of Special Programs - Director of Curr (Math/Science) - Principals	Local Funds	2012-13 School Year	- Recommendation regarding summer program

Evaluation for Goal 2

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| <ul style="list-style-type: none"> • Increase the percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes by 10%. • Students nominated by CSISD staff and participating in Gifted and Talented/Enrichment will be representative of the student population. • Reduce the percentage of African American students in special education to below 27%. |
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Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objectives

Objective A: Curricula will be monitored, reviewed, and aligned to meet TEKS standards.

Objective B: Instructional strategies will be used so that students are engaged in learning at all levels.

Activity Statements

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	<u>Continue alignment of curriculum</u> to the State readiness and supporting standards in the core subject areas	- Dir. for Curriculum - Campus Principals	- Staff Time - Local funds	July-June	- Vertical and horizontal teacher groups meet and curricula revised - Curricula based on State standards
Activity 2	The district will utilize an <u>online student data</u> repository and reporting system to support Response-to-Intervention	-Director for Instruction -Director for Technology - Dir of Special Services	Staff Time - Local Funds - IDEA	August 2012	- System is online and used by all campuses
Activity 3	Research-based <u>interventions and progress monitoring</u> will be provided for students at risk	- C&I Directors - Principals	- Local funds - Staff - Title I, III - State funds - EIS funds	July-June	- District will track interventions and progress made by at risk students - Sp Ed referrals as a percentage of enrollment will decrease
Activity 4	Implement a process which assures that <u>curricular materials</u> meet scientifically-based research requirements	- Dir. for Curriculum - C&I Directors	Staff Time	July- June	- A process is developed which assures that curricular materials purchased meet scientifically-based research requirements

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 5	<u>Professional Learning Communities</u> will provide the support structure to evaluate <u>leading indicators</u> , align curriculum and incorporate research-based instructional strategies.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	-Staff Time <u>through focused early release days on 9/26, 10/31, 12/12, 2/1, and 4/17.</u>	July- June	- Staff development plans reflect team sessions - Student passing rate on state mandated assessments
Activity 6	Provide staff development for teachers that focuses on best instructional practices (such as the Workshop Approach, AVID and differentiated instruction models) <u>with an emphasis on student learning/effective teaching.</u>	-C&I Directors -Campus Principals	-Title II Part A - Local funds -Title III -State ESL/ Bilingual	July-June	- Lessons utilizing Differentiated Instruction will be observed in classrooms - Reduced number of Special ed referrals - Reduced number of SIT meetings
Activity 8	Staff development for all <u>ESL/Bilingual</u> certified teachers will be available	- Dir. for Special Programs	- Bilingual/ ESL allotment - Title III Funds	July-June	- Training provided - Meet AMAO's
Activity 9	Provide technology training for teachers that <u>focuses on engaging students</u> by enabling them to integrate technology into student products.	- Deputy Supt for C&I - Campus Technology Facilitators	\$8,000 Local funds	July-June	- Technology training provided and lessons integrated
Activity 10	Investigate <u>project-based learning</u> for use with a group of 12 th grade students	- Supintendent - Deputy Supt for C&I - High School Principal	Staff time	July-June	- Recommendation that addresses <u>project-based learning</u>

Evaluation for Goal 3

- Staff development session statistics will be compiled and analyzed
- Online curricular documents/resources (e.g., CSISD's Success 24/7) will be available for access

Goal 4: Parents and Community Members Will Be Actively Engaged

Objectives

Objective A: Parental involvement will be representative of the CSISD student population.

Objective B: Training and resources for parents and volunteers will be provided at all campuses.

Objective C: Parents will be informed of career and higher education opportunities for their children.

Objective D: Community members will be used as a resource for educational opportunities.

Objective E: Communication strategies will engage community members to learn about the district's strengths and challenges.

Activity Statements

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Campuses will continue <u>outreach initiatives</u> through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members	- Principals - Dept Supt for C&I - Dir. for EHS/Head Start	Staff Time Head Start	July-June	- Events scheduled at community centers - Parent and community member attendance at events
Activity 2	African American, Hispanic and economically disadvantaged parents and community members will be <u>recruited</u> to participate in CSISD schools activities	- DEIC - Principals - Deputy Supt for C&I	Staff Time	July-June	- Identified leaders actively participate in CSISD Schools
Activity 3	Campus and District Improvement Committees will be <u>representative</u> of district demographics	- Principals - Deputy Supt for C&I	Staff Time	July-June	- Committee membership represents school demographics

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 4	<u>Maintain</u> parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress	- Dir. of Communications - Principals	Staff Time	July-June	- Evidence of communications to parents via web, hardcopy, and similar items - Increased parent use of online programs such as Home Access Center (HAC)
Activity 5	<u>Training</u> will be provided to parents that will better enable them to support their children's school success to include the areas of state mandated assessments in reading, writing, math, social studies and/or science	- Parent Involvement Specialist - Dir. of EHS/Head Start/Pre-K - Principals	Title I (\$10,000)	July-June	- Training sessions conducted at multiple places within CSISD
Activity 6	The district will provide information regarding curriculum/career choices that prepare students for <u>success beyond high school</u> , including colleges, universities and technical schools	- Dir. for CATE - Dir. of Student Services - Dir. of Special Services - AVID teachers - Counselors - Principals	Staff Time	July-June	- Counseling Guidance Plans; Transition Plans; CATE Handbook; Counselor Handbook; Course Selection Guide
Activity 7	CSISD will <u>partner</u> with local businesses, community members and parents to support the educational efforts of CSISD schools through programming and donations	- Dir. of Communications - Dir. of Education Foundation	\$5,000 Local	July-June	- Partnerships established with businesses, community members and parents
Activity 8	The district website, SchoolMessenger and district social media outlets will be used to actively communicate with parents and community members.	- Dir. of Communications - Director of Technology	Staff time	June – July	- Listserv and SchoolMessenger services used by parents and community
Activity 9	<u>Update</u> the <u>district Communication Plan</u> which specifies the strategies to convey the strengths, challenges, and vision for CSISD	- Dir. of Communications - Director of Technology	Staff time	June - July	- A district Communication Plan will be developed and distributed

Evaluation for Goal 4

- Communication Plan developed and distributed
- Increase usage statistics for csisd.org, Facebook, Twitter by 10 percent.
- Establish a baseline for the number of parent and community volunteers identified by demographic data (race and socio-economic group) also identified as parent/guardian or community member.

Goal 5: A Safe and Supportive Environment Will Be Provided For All

Objectives

Objective A: Each campus will comply with the District Crisis Management Plan.

Objective B: Procedures for management of student behavior will be consistent across the district.

Objective C: Behavior management plans will serve the needs of all students.

Activity Statements

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	The district will continue to update the district crisis management plan to comply with <u>NIMS (National Incident Management System) guidelines</u>	- Deputy Supt. for Administrative Services	Staff Time	July-June	- Guidelines followed as necessary
Activity 2	Each campus safety team will review and change (if needed) its <u>Crisis Management Plan</u> at least annually	- Deputy Supt. for Administrative Services - Principals	Staff Time	July-June	- Management plans followed as necessary

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 3	Review <u>Safety Audit</u> recommendations and implement as appropriate	- Deputy Supt. for Administrative Services	Staff Time	July-June	- Safety Audit strategies are implemented as appropriate such as Raptor, locked/secure classroom doors, etc.
Activity 4	District and campus administrators will <u>review data</u> at the end of each six weeks based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, number of placements in the LEAP program, reasons for placements in the LEAP program, and number of physical restraints	- Deputy Supt. for Administrative Services - Campus Administrators - Dir. of Special Services - Dir. of Instruction	Title II Part A	September 1, 2012	- District discipline referrals decrease from the 2011-12 school year.
Activity 5	CSISD will be <u>consistent</u> in applying disciplinary consequences at all levels	- Dir. for Student Services	Staff Time	July-June	- Discipline reported in a consistent manner
Activity 6	Continue to develop and/or implement <u>positive proactive intervention strategies</u> (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals	- Dir. for Instruction - Dir. of Special Svcs - Coord. of Special Svcs - Dir. of EHS/Head Start/Pre-K	Title II Part A	July-June	- District discipline referrals decrease from the 2011-12 school year.
Activity 7	Develop and/or implement <u>positive proactive intervention strategies</u> that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	- Dir. for Student Services	Staff Time Staff Development	July-June	- District discipline referrals decrease from the 2011-12 school year.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 8	<u>Staff development</u> will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental differences	- Deputy Supt for C&I - Principals - Dir. of EHS/Head Start/Pre-K - Dir. of Instruction	\$5,000 Local Funds -Title II Part A	July-June	- Staff development provided - Discipline referrals are representative of the CSISD student population
Activity 9	At the District and Campus levels, administrators will <u>review discipline data and develop a plan</u> to appropriately address campus discipline issues based on campus needs	- Deputy Supt. for Administrative Services - Deputy Supt for C&I - Dir. of Student Services - Principals	Staff time	July-June	- Plans developed. - Discipline referrals are representative of the CSISD student population

Evaluation for Goal 5

- Discipline and referral data will be reflective of CSISD student population