

College Station Independent School District

Annual District Improvement Plan
2021-2022



Board Approval Date: TBD

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 Core 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 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 DIP/Strategic Plan 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.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	<p>College Station ISD has close to 14,000 students and some diversity with 52.1% of the population being White, 23.3% being Hispanic, 13.5% African-American, 7.3%, Asian/Pacific Islander, 3.4% Two or more races and 0.4% American Indian.</p> <p>The economically disadvantaged population accounts for 35.11% of our students for the 2018-2019 school year, which is about the same as the 2019-2020 school year, while 34.71% of the students are designated at-risk as compared to the 2018-2019 percentage of 34.4% of the student population is designated at-risk. Our LEP population is consistent with around 8.4% of our students being LEP. With the state change in identification of our dyslexic students, the number of students with dyslexia has increased 20% since 2018-2019. We are able to catch these students earlier for intervention, enabling them to start their dyslexia program in earlier grades. There are currently 1,750 identified gifted learners of which 98% of identified 7th-8th graders and 94% of identified 9th-12th graders are taking advanced courses. We currently have 2,738 or 69% of our students in grades 9-12 taking a CTE course and 1,406 or 65% of our students taking a CTE course in grades 7 and 8.</p>	<p>The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) across the district. We currently have around 1,787 special education students with 31% of these students being in "Speech Services," 24% identified as being "Learning Disabled," 14% being identified with "Other Health Impaired" and 13% being students with "Autism." The Gifted and Talented Program demographic percentages do not mirror our overall student population. The largest discrepancies are in the ethnic groups of African American (AA) and Hispanic (H), with the AA students being under-identified by 11%, and the Hispanic students being underidentified by 13%. We would like to expand the number of students who are taking a CTE course in order to expose more students to career opportunities.</p>	<p>Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. One priority includes establishing a strong, calibrated MTSS program across PK-12th grades in order to address our increasing special education population. We will embed gifted and talented strategies in the core curriculum for grades 7th-12th in order for all students to have the opportunity to learn through their interest, experience performance based assessments, and rigor throughout their day. CTE courses will continue to be added to 7th and 8th grade to encourage more students to explore career choices.</p>
Student Achievement	<p>Students continue to be highly involved in extracurricular activities, with approximately 83% of our students participating in some</p>	<p>Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty,</p>	<p>K-3 teachers and administrators will attend the K-5 Reading Academies based on the Science of Teaching Reading in order to</p>

	<p>kind of fine arts and 43% participating in athletics. Our students experience success in competing at the regional and state levels and some CSISD students progress to the national level in competitions. CSISD students are highly competitive on their SAT and ACT scores for college admission, with graduates' average scores exceeding state averages where they are available (SAT CSISD 1131 with no state or national average available and ACT CSISD 23.9 vs. State 20.6 and National 20.6) from those that took the test.</p> <p>Since we did not have STAAR last year, our results stay the same in that at the all-student level, CSISD students outperform state averages in reading, writing, math, social studies and science at all grades on STAAR, with the exception of 7th grade mathematics.</p>	<p>and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.</p> <p>Participation in our CTE program is at 24.4%, which is below the state participation rate of 26.3%.</p> <p>We have a range of gifted and talented students in grades 7th-12th who failed at least one class in the first semester, with the highest percentage of failures at 9th and 10th grade with failure rates of 5.9% and 5.3 % respectively. Because we did not have STAAR data from last year and our data is not yet in for this year's STAAR assessment, we continue to have five Targeted Improvement Campuses with an overall district rating of a "B." Supporting our TIP campuses and pursuing excellence in growth for all students in our district will continue to be a focus in the 2021-2022 school year.</p>	<p>ensure all students are reading by third grade. Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. The district will purchase and train stakeholders on the Branching Minds software to promote effectiveness in progress monitoring and efficiency in SIT meetings.</p> <p>In the 2021-2022 school year, we will add Principles of Applied Engineering, Principles of Law, and Cyber Citizenship to our 7th and 8th grade CTE offerings in order to expand CTE opportunities for students at the middle school level.</p> <p>Purchase an MTSS system that meets the needs of all grade spans and train stakeholders in the use of the new MTSS System; continue data talks and training with administrators for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2021-2022 school year; continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners</p>
<p>Curriculum and Instruction</p>	<p>Curriculum documents in the English Language Arts, Math, and Science K-12 are at a point of refinement and Social Studies will be at that point after curriculum writing</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for use PK-12, and writing training for</p>	<p>Administer CBM,'s for 5th, 6th, and 7th grade social studies and US History; complete a district math inventory and use IMA funds to establish a base inventory of</p>

	<p>the summer of 2021. This summer additional performance assessments will be added to the documents and Stage 3 of the curriculum will be refined with ensuring all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency was used to drive instruction at most of our campuses this past year with targeted instruction for students happening as a result. 5-12 science teachers were trained in inquiry practices and Argument Drive Inquiry; the curriculum team completed the Virtual Schools Network Virtual Learning Training to learn how to write quality curriculum to support our teachers teaching virtually and the curriculum team took a Quality Matters Rubric class to learn how to evaluate virtual curriculum for quality. 98% of our AVID senior class met four year entrance requirements for college readiness; the SAMR (Substitution, Augmentation, Modification and Redefinition) model was introduced to all 19 campuses this year; we added summer school programs for K-12 students to help close the gaps as a result of students missing six weeks of instruction this past spring. Our curriculum coordinators for math and ELAR have prepared targeted curriculum for teachers to implement during summer school to maximize their instructional time with students. We grew from 70 to 80% on CIRCLE math.</p>	<p>consistency and we need consistency with teachers teaching small guided reading and math groups across the district; resources for GT at the secondary level need to be embedded in the curriculum, and implementation of inquiry strategies in science need to be strengthened; data indicates that many of our students are not growing at the rate projected on MAP assessments; we need to increase CTE courses at the 7th and 8th grade levels and the number of “completers” as per the new state emphasis on CTE programming; walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers’ and administrators’ capacity in the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction</p>	<p>math manipulatives for each campus; continue to monitor implementation of a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades through walkthroughs and lesson plans; K-3 teachers and principals will participate in HB3 Reading Academies; target 50% of the AVID students to take an AP or dual credit class; provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use MAP data to ensure instruction is adjusted for student success; write curriculum for newly defined “Advanced” courses; write stage 3 for non-core classes; train students, counselors, and parents on CTE “completer” criteria; ensure CTE students take certification tests during the school year; build capacity of teachers to design virtual instruction and administrators to supervise teachers who teach virtually in order to strengthen instructional leadership; continue to build capacity in using our LMS (Schoology) throughout the district and build capacity of staff in using instructional technology; increase Head Start attendance to 90%, 75% on target in CIRCLE /phonological awareness; introduce the Instructional Framework</p>
<p>Culture and Climate</p>	<p>In considering the culture and climate of our schools and the classrooms we look at discipline data and district surveys. We had .7% of our students placed in DAEP this</p>	<p>Out of School Suspensions (OSS) had 51% of the students being AA, 20% of the students being H and 23% of the students W. Partial Day Out of School Suspensions</p>	<p>We will continue to use Panorama Survey data to monitor and respond to staff input on climate and culture as well as systems and support throughout the district.</p>

	<p>year. Out of the 94 student placements in DAEP, 43% were African Americans (AA), 31% were Hispanic (H) students, and 22% were White (W). Our leadership programs continued for educators throughout this year and several of our participants have moved into higher administrative roles.</p>	<p>had 47% of the students being AA, 29% of the students H, and 17% of the students W. In School Suspension (ISS) numbers are 44% AA, 25% H, and 27% W with partial day In School Suspension being 55% AA, 15% H, and 22% W. This indicates there is a disproportionate number of our students who are AA being placed in OSS, Partial Day OSS, and ISS. Staff surveys from campuses are mixed with some expressing high satisfaction with the culture and climate on their campuses while others express a potential need for improvement. Staff overall indicated a need for more professional learning. We did have limited professional learning this year due to COVID restrictions.</p>	
<p>Staff Quality and Retention</p>	<p>Ninety-six percent of new hires completing the NTU process were satisfied or very satisfied with the overall NTU experience this year. One hundred percent were satisfied with their campus orientation day. 82% of the participants were satisfied or very satisfied with the district day and 83% of them were satisfied or very satisfied with the technology orientation day. When asked about the things they did not like about NTU, the overwhelming response was having the district day run through Zoom due to COVID-29. CSISD staff have access to virtual learning experiences through Schoology and Hoonuit to build their capacity in a wide range of areas.</p>	<p>Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. The district chose to make some of our professional learning days student instructional days due to COVID-19 and the number of days students were out of school last spring. We implemented Panorama surveys this year and the surveys have given us insight into the culture and climate of some of our buildings. While some schools have very healthy climates and cultures, others need to improve in this area. Time is needed this year for professional learning the teachers are requesting. A shortage of substitutes has also been a problem this year and campuses have had to cover classes when they are short substitutes.</p>	<p>We will leverage our 2021-2022 adopted calendar to provide time for our elementary campuses to complete a good portion of the K-5 Reading Academy and provide supplemental pay in proportion to hours the state says are needed. The district will utilize funding to “close the gap” for time lost with instruction due to COVID-19. We will also implement the 20212022 calendar to maximize planning and learning time for grades 4-12 educators in the district aligned to our Strategic Plan; provide optional ongoing training that is aligned to our strategic plan throughout the year for our teachers; target support for campuses based on need</p>
<p>Technology</p>	<p>Our technology department responded to 6,187 Device Helpdesk Tickets put into our system this year and resolved 6,174 of</p>	<p>A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for</p>	<p>Increase devices across the district to better support instructional integration of technology into instruction; establish a</p>

	<p>them for a response rate of 99.7%. There were 735 Infrastructure Related Helpdesk tickets and 686 of them were closed for a solution rate of 93.3%. Schoology expectations are in place and teachers have built a comfort level using our LMS over the last year. We introduced the SMAR model to all campuses.</p>	<p>the infrastructure to be more robust as more and more devices are using the network. Our strategic plan with input across the community and school district indicates we need to work in these two areas as well. While we introduced SMAR at campuses, teachers do not understand how to incorporate it into instructional design.</p>	<p>comprehensive technology plan for staff and begin implementation</p>
<p>Family/Community Involvement</p>	<p>Schools have implemented innovative ways to maintain contact with their parents throughout this year with not being able to have parents volunteer in the buildings. They did drive through “Meet the Teacher” evenings and days, Zoom Meet the Teacher Individual Family time and gave orientations online. Some of the events went so well, administrators want to keep them moving forward. We continued to offer Leadership CSISD and continued to have District Education Committee and SHAC Committee meetings. Principals had PTO meetings online and our Head Start Policy Council held all their meetings online this year. We did notice that our online meetings were consistently well attended. The use of our Learning Management System (Schoology) was highly used throughout this year to communicate with parents and students. Our Director of CTE is actively out in the community seeking partnerships and community partnerships is a focus in our new strategic plan.</p>	<p>Partnerships need to be expanded to support internships for students in our CTE program; we would like more service and reciprocal partnerships between our schools and the community.</p>	<p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.</p>

Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

- STAAR
- AP
- PBMAS Report
- Failure Rates
- Community and Business Partner Input (DEIC)
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education Data
- Curriculum Documents
- C.I.R.C.L.E Data
- PAC Data
- CSISD Portrait of a Learner
- Schoology Participation Data
- ACT
- District Benchmark Assessments(SS, Sci)
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- College View High School Enrollment
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development Feedback
- Dyslexia Data
- District Survey
- CSISD Portriat of a Leader
- CSISD Parent Survey
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- MTSS (Rtl) Data
- Dual Credit
- GT Demographics and Performance
- MAP Data
- New Teacher Survey
- HR Complaints and Grievance data
- T-TESS
- CSISD Strategic Plan
- 504 Data

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.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	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
Audit instructional resources	Curriculum	Classroom Impact	June 2021 -	All	Streamlined list of				

and strategically abandon those that are not being utilized.	Coordinators; Dpt. Heads; Teacher Leaders; Campus Administrators	Inventory	Dec. 2021		resources with connection to the CSISD Framework for Success				
Develop protocols for the CSISD Framework for Success (learning innovation framework)	Engage2Learn	Engage2Learn	June 2	All	Complete framework				Title II Funds
Train campus leadership and C&I staff on the CSISD Framework for success	Engage2Learn; Success Team Design Team	Strategic Plan	June 8-June 9	All	Sign-in sheets; Training module				Title II Funds
Using a variety of data sources (end of year surveys, MAP data, etc.) campus principals will identify an area for instructional focus from the CSISD Framework for Success and plan for implementation	Campus Principals	Campus Instructional Implementation Plan	June 9 - June 2021	All	Campus instructional focuses; walkthrough data				
Carry out the Campus Instructional Implementation Plan (rooted in step 4)	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				
Integrate the CSISD Framework for Success into the UbD Stage 3 sample lessons in the curriculum documents in Schoology	Curriculum Coordinators; Curriculum writing teams	CSISD Framework for Success	August 2021-May 2022	All	2 sample lessons per course				

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

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive MTSS (Rtl) Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
All key stakeholders and curriculum staff will be trained on the use of MTSS software	Chief Academic Officer; Director of Instruction and Leadership Dev.; C&(Coordinators & Directors; Campus Principals; Campus Core Teams	MTSS software, Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				Title II Funds
Clearly define the district MTSS process that will be used PK-12 with the software, MTSS software, and document it in an MTSS Handbook	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	MTSS software, training	June 2021- July 2021	At-risk students	MTSS Handbook				
Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-risk					

Implement and monitor for calibration across the district	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					
√=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 achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	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
Determine which research based best practices will be utilized to provide targeted support for struggling learners.	Chief Academic Officer, Content Coordinators, Director of Special Programs, Executive Director of Secondary Education, Director of Special Services	Articles, books	July 2021-Sept. 2021	All	Defined best practices for instruction in CSISD				

Communicate finalized best practice expectations to campus leadership teams and include in the Curriculum Management Plan	Chief Academic Officer, Content Coordinators, Director of Special Programs, Executive Director of Secondary Education, Director of Special Services	Resources to support expectations	Sept. 2021	All	Defined "CSISD Best Practices" in the Curriculum Management Plan				
Principals will establish a best practice focus area(s) for their campus based on instructional needs for students and target it for 40% implementation in walkthroughs and observations	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				
Provide walkthrough training for principals and revise current walkthrough considering best practices and the Teacher Incentive Allotment	Director of Instruction and Leadership Development, Chief Academic Officer	Dana Center Training	September 2021	All	Training sign-in sheets				Title II Funds
√=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					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	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

Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				
Each campus will identify and participate in one community service project	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 4				CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.			
Specific Result 4.1				Develop a coordinated initiative for community partnerships.			
Summative Evaluation (to be filled in by June 2022 by administration)							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	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

Identify the lead in developing the team	Cabinet		Aug.1, 2021 -Sept. 1, 2021	All	Name of the lead person for community partnerships				
Identify and confirm other district personnel to be a part of the team	Lead person for Community Partnerships		Sept. 2021-Oct. 2021	All	Committee or Partnership Team				
Explore opportunities to engage existing CSISD committees/groups to combine/streamline efforts	Lead person for Community Partnerships		Oct. 2021 -Nov. 2021	All	List of opportunities found and/or list of businesses and community members approached for this goal				
Identify community members to be a part of the team	Lead person for Community Partnerships		Nov. 2021 -Feb. 2022	All	List of community members on the team				
Establish regular opportunities to meet as a team	Lead person for Community Partnerships		Feb. 2021 - May 2022	All	Sign-in sheets, Agendas				

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

Goal 5:	CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
Specific Result 5.1	Increase the number of classroom sets of devices based upon assessment of needs.

Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
Update inventory of existing devices on campuses	Director of Technology; Technicians	Existing Inventory	May 2021-Aug. 2021	All	Accurate records in TipWEB and spreadsheet by campus				
Identify the specific types of devices to be purchased by level and estimated cost per device	Curriculum and Instruction Dept.; Director of Technology	Funds to purchase equipment	Sept. 2021 - Nov. 2021	All	PO's for purchased devices; Teacher survey				
Determine number/type of devices needed per campus	Curriculum and Instruction Dept.; Director of Technology	Current campus inventories; Baseline number of devices per grade level to implement curriculum	Nov. 2021 -Dec. 2021	All	Plan with inventories for each campus and number of devices to be purchased for equity				
Create multi-year purchase plan	Technology Dept.; Chief Financial Officer	Funds to purchase devices each year	May 2021	All	Multi-Year Plan				
Review funding options and revise the plan if necessary	Chief Financial Officer	Funding options	May 2021	All	Revised Multi-Year Plan				
Purchase devices and implement deployment plan (to and within each campus)	Technology Dept.	Deployment Plan	Dec. 2021	All	Deployment Plan with Timeline				

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

Goal 6:				CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.					
Specific Result: 6.1				Establish and utilize a comprehensive instructional technology plan for teachers and staff.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
Create a district vision for instructional technology that aligns with most recent work from the District Strategic Plan.	Coordinator for Digital Learning; Chief Academic Officer; Cabinet with Principal Input	Stakeholder input	June 2021- July 2021		Updated vision aligned with Strategic Plan goals				
Professional Learning for Administrators to include how to incorporate the SAMR Model and Digital Citizenship into instructional walkthrough feedback and guiding PLC work.	Coordinator of Digital Learning; Curriculum & Instruction Dept.	SAMR Model; TEKS	Aug. 2021-May 2022		Sign-in sheets; Training modules; campus schedules incorporating Digital Citizenship				
Professional Learning for staff to include how to design lessons utilizing the SAMR Model and Digital Citizenship, including reflection based on feedback.	Campus Leadership Teams; Campus Technology Facilitators; Coordinator of Digital Learning; Integration Specialists	Professional learning modules	Aug. 2021- May 2022		Professional Learning modules; Agendas; Sign-in sheets				
Create a timeline of needed instructional support (staffing).	Cabinet	Campus input	June 2021- May 2022		Input from campuses; Budget priorities; Staffing decision				

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

CSISD Professional Learning Plan 2021-2022

CSISD 2021-2022 Professional Development Calendar -- Days Designation

Elementary Campuses

August 9	August 10	August 11	August 12	August 13
Campus Day	District AM Campus PM	District day (Elementary Reading Academy)	District day (Elementary Reading Academy)	Campus day

August 16
Campus Day

August PD Day Allocation - 2.5 district day - 1 teacher work day - 2.5 campus days

October 8	October 11	January 4	February 18	February 21
District day (Elementary Reading Academy)	Parent Conference Day	Campus day	Campus day	District day (Elementary Reading Academy)

Secondary Campuses

August 9	August 10	August 11	August 12	August 13
Campus Day	District AM Campus PM	District Day	District Day	Campus day

August 16
Campus Day

August PD Day Allocation - 2.5 district day - 1 teacher work day - 2.5 campus days

October 8	October 11	January 4	February 18	February 21
Campus day	District day	Campus day	District day	Campus day

APPENDIX A: 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	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 MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to “Texas Peace Officer” as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; 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 Student Activities; 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 Student Activities; SHAC Chairperson	Membership List

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
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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
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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 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; Mizuni Software and Eduphoria Aware; 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	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across CSISD.	Title II Part A Funds	Director of Instruction and Leadership Development Campus Principals	Program nominations, participation of nominees, sign in sheets

Title II Part A funds will be utilized in the development of aspiring administrators and aspiring principals across CSISD.	Title II Part A Funds	Director of Instruction and Leadership Development Aspiring Administrator Institute Participants Aspiring Principal Participants AAI and API Design Team	Program applications, participation, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds	Director of Instruction and Leadership Development Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for drug prevention and awareness training of secondary campuses	Title IV Part A	Director of Instruction and Leadership Development Director of Student Services Campus Administrators	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for development of gifted and talented teachers and programs grades 5-6	Title IV Part A	Director of Instruction and Leadership Development Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs

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, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

Pre-K

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021

Grades Pre-K – Grade 4

Matt Fleener	CH	
Kacy Divjak	CV	<i>Vice Chair</i>
Lauren Given	FR	<i>Secretary</i>
Jean Bingaman	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

Grades 5-6

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

Grades 7-8

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS
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Elementary-At-Large

Nur Rashid	DEAP
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Secondary-At-Large

Emily Feagan	CVHS
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Elementary Administrator

Renee Sanders	RP	<i>Chair</i>
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Secondary Administrator

Emily Feagan	CVHS
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Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
Kara Comte	Parent, Grades 9-12 (AMCHS)
Barbara Moore	Parent, Grades 9-12 (CSHS)
Trudy Bennett	Parent, Grades 7-8 (WMS)
Suzanne Porter	Parent, Grades 5-6 (OW)
Laura Kurk	Parent-At-Large
James Haverland	Community Member
Paul Dorsett	Business Member
Thomas Hall	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Chief Administrative Officer
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	Director for Instruction and Leadership Development
Kevin Ross	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Susan Heath	Director of Early Childhood
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning
Bobbi Rodriguez	Coordinator for Social Studies