

# College Station Independent School District

South Knoll Elementary  
Annual Campus Improvement Plan  
2021-2022



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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 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 Board 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

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the campus?)
<b>Demographics</b>	<p>South Knoll Elementary typically has an enrollment of 600-650 students. The student population is quite diverse with 18% being African American, 45% being Hispanic, 30% White, 4% identifying as two or more races, 2% Asian and the remaining 1% being Pacific Islander/Native American. The economically disadvantaged population accounts for 58.9% of our students. 32% of the students at South Knoll are identified as English Language Learners. Additionally 18% 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.</p>	<p>Our student diversity requires the teachers to be skilled at planning and delivering differentiated instruction.</p>	<p>Our priority in this area is to provide teachers with dedicated time in a PLC format to discuss core content and best Tier I practices.</p>
<b>Student Achievement</b>	<p>Preliminary STAAR results for 2020-21 are:            3rd grade Reading: 73%            3rd grade Math: 61%            4th grade Reading: 67%            4th grade Math: 67%            4th grade Writing: 56%</p>	<p>Scores for the 20-21 school year were significantly lower than previous years. Much of this can be attributed to learning loss from the 19-20 school year. Campus scores clearly indicate a need for differentiated instruction based on individual student data to accelerate student performance.</p> <p>The South Knoll Principal, the Campus Leadership Team and Chief Administrative Officer will revise the Targeted Improvement Plan to improve overall student performance.</p>	<p>Provide teachers with Professional Learning Community (PLC) time to allow for the review of student data, in depth work with new curriculum documents and to plan for small group instruction. (CSISD Framework: Explore)</p> <p>As a campus team, we will implement the activities outlined in the South Knoll Targeted Improvement Plan and monitor student progress.</p>
<b>Curriculum and Instruction</b>	<p>District curriculum documents are the basis of core instruction.</p>	<p>Systemic implementation of practices from The Reading Academy learning</p>	<p>Reading Academy Completion</p>

	<p>Providing time for extended planning and curricular conversations.</p> <p>Intervention materials for math and reading are streamlined and provided for staff.</p>	<p>Understanding of how to identify an academic need in a student and use the HMH / AVMR tools to understand the needed intervention</p>	<p>Professional learning on implementation of intervention resources</p>
<b>Culture and Climate</b>	<p>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.</p>	<p>With many students returning to campus this year from virtual instruction or home schooling, we will need to devote time to rebuilding our school community.</p>	<p>The South Knoll staff will utilize the principles of Conscious Discipline and Safe and Civil Schools to reinforce and reteach our campus rules and expectations.</p>
<b>Technology</b>	<p>Teachers have access to multiple mediums for digital assessments, assignments, and collaboration opportunities via Schoology, Nearpod, and Zoom.</p>	<p>With the increased use of several district online resources (Schoology, Zoom, Think Central, HMH, Go Math, Nearpod), assessment tools (MAP) and campus online subscriptions, teachers need time to fully integrate these resources into classroom instruction.</p>	<p>Provide time for teachers to receive professional development regarding the integration of technology in their instruction.</p>
<b>Family/Community Involvement</b>	<p>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.</p>	<p>Many of our parents either do not know how to advocate for their child, or how to support their child academically.</p>	<p>As we design parent involvement events, we will make sure each event provides parents with a way to help their children academically as well as provides an opportunity for a low stress way for parents to interact with teachers and staff.</p>

**Data Used for Campus Comprehensive Needs Assessment**

- STAAR
- Attendance
- Curriculum Documents
- CSISD Portrait of a Learner
- CSISD Portrait of a Leader
- T-TESS
- TELPAS
- CSISD Portrait of an Educator
- Educator Evaluations
- Rtl Data
- CSISD Vision
- PEIMS Discipline
- CSISD Strategic Plan
- Accountability Report

<b>Goal: 1</b>				<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>					
<b>Specific Result 1.1</b>				<b>Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <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>			<b>Supported by State or Federal Funds</b>
Survey/inventory instructional resources to help determine effectiveness and needs.	Teachers, Support Staff, Campus Administrators	Survey tool	June 2021 - Dec. 2021	All	Provide a list of resources and needs for the district.				Title I
Train campus staff on the CSISD Framework for success	Campus Administration, Engage2Learn;	Strategic Plan	August 2021	All	Sign-in sheets; Training module				
Using a variety of data sources (end of year surveys, MAP data, etc.) South Knoll identified Explore as an area for instructional focus from the CSISD Framework for Success and plan for implementation	Teachers, Support Team, Campus Administrators	Campus Instructional Implementation Plan	August 2021-May 2022	All	Campus instructional focuses; walkthrough data; student data; PLC conversations				Title I
Carry out the Campus Instructional Implementation Plan (stated above)	Teachers, Support Team, Campus Administrators	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				Title I



Continue to increase campus technology devices available to maximize daily use in learning	Support Team Campus Administrators		Fall 2021	All	Decrease device to student ratio. Provide all device accessories as needed for successful classroom use				Title I
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.1</b>				<b>Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
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	
Campus support team and administration will be trained on the use of a selected MTSS data management software	Campus Administration, Support Team	Executive Launch Training	June 2021-May 2022	At-risk students	Training sign-in sheets				
Understand Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook	All staff	Training	August 2021-May 2022	At-risk students	Student data entered in Branching Minds and used in data talks and SIT meetings.				
Provide intervention support for all learners within the MTSS framework as possible.	Campus Support Team Campus Administration Teachers Tutors		Sept 2021- May 2022	All	Solid intervention groups with targeted goals and consistent progress monitoring data				Title I
Communicate expectations for use of MTSS software	Campus Principals	MTSS Handbook with processes	August 2021	All at-risk					
Implement and monitor for calibration across the campus.	Campus Principals	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					

Communicate needs of transferring students to receiving campuses within the MTSS software system	Support Team Campus Administrators		May 2022	All	Data moved efficiently to receiving campuses				
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<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.2</b>				<b>Increase student achievement by implementing research-based best practices in Tier I instruction in all classrooms.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <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>			<b>Supported by State or Federal Funds</b>
Establish a best practice focus of differentiation and scaffolding where teachers design diverse, standards-aligned resources and learning experiences for varying ability levels of learners.	Campus Administration		August 2021-May 2022	All	Walkthrough data analysis with a target of 40% implementation, Lesson Plans, Observation data				Title I
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				
Establish dedicated time in master schedule for Professional Learning Communities (PLC) for collaboration and discussion of instructional planning	Campus Administration Campus Support Team		August 2021-May 2022	All	Master Schedule created with PLC time built in.  Agenda and notes				Title I
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<b>Goal: 3</b>				<b>CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.</b>					
<b>Specific Result 3.3</b>				<b>Promote an engaging relationship between the school district and community</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i> <b>#1</b>	<i>Review 2 - Campus (Feb), DEIC (March)</i> <b>#2</b>	<i>Review 3 - Campus (May), DEIC (June)</i> <b>#3</b>	
Each grade level will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	All	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				Title I
The campus will identify and participate in one community service project	All	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				Title I
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b>									

**South Knoll Professional Development Plan**

[Link to plan](#)

## **APPENDIX A: 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

### **Child Abuse and Sexual Abuse Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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, Hoonuit	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"> <li>● Provides a law enforcement presence at various schools throughout the College Station Independent School District</li> <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>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

**Coordinated Health- SHAC Council**

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

## Drug Prevention

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

## Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement 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, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

## 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	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

<p>will occur to ensure that students are progressing towards graduation with their cohort as expected.</p>			
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

**APPENDIX B:**

**CAMPUS IMPROVEMENT COUNCIL MEMBERS 2021-2022**

Laura Richter- Principal

Taylor Coker- Assistant Principal

Olga Carrillo- Pre-Kindergarten Teacher

Kari Ramirez- Kindergarten Teacher

Katie Eckhardt- 1st Grade Teacher

Greta Gammill- 2nd Grade Teacher

Laura Luna- 3rd Grade Teacher

Amber Locke- 4th Grade Teacher/Technology Facilitator

Amber Herbelin- Art Teacher

Audrey Rangel- Instructional Coach

Chelsea Conn- Math Intervention

Melinda Brown- Reading Intervention

Maria Limon-Saenz- Bilingual Reading Specialist

Kathy Smith-Dyslexia Specialist

Joni Eberle- ESL Specialist

Kim Wright- Parent

Margo Dailey- Community member

Marla Ramirez- District Representative