

Cypress Grove Intermediate

Annual Campus 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 Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to a learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD 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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[District Improvement Plan Acronyms & Definitions Sheet](#)

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 CG?)
Demographics	Cypress Grove Intermediate projects for 21-22 that we	<ul style="list-style-type: none"> The economically disadvantaged/free 	<ul style="list-style-type: none"> Our priorities for demographics this

	<p>will house 271 5th graders and 319 6th graders which totals 590 students. That population diversifies into 52% white, 19% Hispanic/Latino, 17% Black/AA, 9% Asian, 3% two or more races, and 0.3% American Indian/Alaska Native. 86% of our students speak English.</p> <p>11% of our student population is identified as gifted and talented, but we also serve another 12% in enrichment.</p>	<p>and reduced population accounts for 36% of our students which is comparable to the district's 35%.</p> <ul style="list-style-type: none"> The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) at CG. We currently have around 86 special education students although 504 services serve a larger population of students. Behavioral/social emotional disabilities are affecting the learning environment at CG. 	<p>year is to address closing the achievement gap and creating a more individualized plan for our students.</p> <ul style="list-style-type: none"> One priority includes implementing a strong, calibrated MTSS program across 5th-6th grades in order to address our increasing special education population. Improve Tier I, II, and III instruction to better meet the needs of our students. Continue to provide strategies to staff for working with students with challenging behaviors. Create an environment where everyone is accepted, mentored, and heard.
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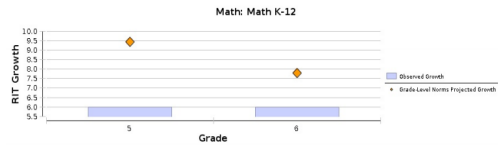
<p>Student Achievement</p>	<p>Overall, students are performing at or above mean RIT achievement norms, according to MAP 2020 normative data. As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state assessment measures. Improve Tier I and II instruction to better meet the needs of our students.</p> <table border="1" data-bbox="394 943 957 1507"> <thead> <tr> <th></th> <th>Fifth grade BOY (Mean RIT Norm vs.CG campuses)</th> <th>Fifth grade MOY (Mean RIT norm vs.CG campuses)</th> <th>Fifth grade EOY (Mean RIT norm vs.CG campuses)</th> <th>Sixth grade BOY (Mean RIT norm vs.CG campuses)</th> <th>Sixth grade MOY (Mean RIT norm vs.CG campuses)</th> <th>Sixth grade EOY (Mean RIT norm vs.CG campuses)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>(N) 208.4 (CG) 213.5</td> <td>(N) 213.3 (CG) 218</td> <td>(N) 217.4 (CG) 260</td> <td>(N) 214.1 (CG) 216.2</td> <td>(N) 218.4 (CG) 220</td> <td>(N) 221.8 (CG) 221.5</td> </tr> <tr> <td>Reading</td> <td>(N) 203.7</td> <td>(N) 208.2</td> <td>(N) 210.5</td> <td>(N) 209.6</td> <td>(N) 213</td> <td>(N) 215</td> </tr> </tbody> </table>		Fifth grade BOY (Mean RIT Norm vs.CG campuses)	Fifth grade MOY (Mean RIT norm vs.CG campuses)	Fifth grade EOY (Mean RIT norm vs.CG campuses)	Sixth grade BOY (Mean RIT norm vs.CG campuses)	Sixth grade MOY (Mean RIT norm vs.CG campuses)	Sixth grade EOY (Mean RIT norm vs.CG campuses)	Math	(N) 208.4 (CG) 213.5	(N) 213.3 (CG) 218	(N) 217.4 (CG) 260	(N) 214.1 (CG) 216.2	(N) 218.4 (CG) 220	(N) 221.8 (CG) 221.5	Reading	(N) 203.7	(N) 208.2	(N) 210.5	(N) 209.6	(N) 213	(N) 215	<p>Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, 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>As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state assessment measures.</p> <p>Asian Math-30% met Reading-46% met</p> <p>AA Math-36% met Reading-29% met</p>	<ul style="list-style-type: none"> Tier II & III small group interventions for the MTSS system will be conducted in order to close the gaps in learning for students, predominantly in the areas of reading and math. Continue data talks, vertical teaming and training with staff 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 all classrooms to maintain the increases in student performance to address the needs of at-risk learners and grow all learners. Implement Junior Great Books through ELA and SS focusing on inquiry-based practices and differentiation. Other members of our core staff will receive this training on inquiry based questioning as well. As a step in closing the achievement
	Fifth grade BOY (Mean RIT Norm vs.CG campuses)	Fifth grade MOY (Mean RIT norm vs.CG campuses)	Fifth grade EOY (Mean RIT norm vs.CG campuses)	Sixth grade BOY (Mean RIT norm vs.CG campuses)	Sixth grade MOY (Mean RIT norm vs.CG campuses)	Sixth grade EOY (Mean RIT norm vs.CG campuses)																		
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S c i e n c e	(N)19 9.6 (CG) 207.4	(N)20 3.5 (CG) 209	(N) 205.7 (CG) 212.9	(N) 203.3 (CG) 209.8	(N) 206.6 (CG) 212	(N) 208.2 (CG) 211.9

****2020/2021 scores based on Fall, Winter and Spring MAP Data**

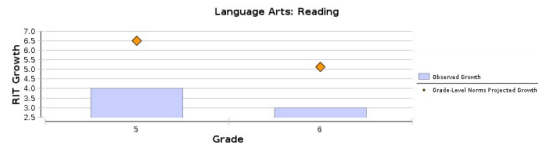
Cypress Grove Intermediate
Math: Math K-12

Grade (Spring 2021)	Growth Count	Comparison Periods						Growth						Grade-Level Norms						Growth Evaluated Against						Student Norms					
		Fall 2020			Spring 2021			Growth		Observed Growth		Projected Growth		School Conditional Growth Index		School Conditional Growth Percentile		Count with Projection		Count Met Projection		Percent Met Projection		Student Median Conditional Growth Percentile		Student Median Conditional Growth Percentile					
5	244	212.9	14.4	37	218.9	13.9	82	6	6.8	6.4	-1.03	6	244	82	38	35															
6	280	216.1	16.1	40	222.1	16.4	91	6	6.4	7.8	-8.87	18	280	127	45	45															



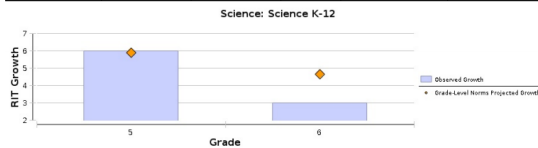
Cypress Grove Intermediate
Language Arts: Reading

Grade (Spring 2021)	Growth Count	Comparison Periods						Growth						Grade-Level Norms						Growth Evaluated Against						Student Norms					
		Fall 2020			Spring 2021			Growth		Observed Growth		Projected Growth		School Conditional Growth Index		School Conditional Growth Percentile		Count with Projection		Count Met Projection		Percent Met Projection		Student Median Conditional Growth Percentile		Student Median Conditional Growth Percentile					
5	226	209.1	14.0	37	212.9	14.3	82	4	6.6	6.6	-1.83	6	226	110	47	43															
6	281	213.9	13.6	33	217.9	13.8	82	3	6.6	8.1	-2.26	16	281	119	42	43															



Cypress Grove Intermediate
Science: Science K-12

Grade (Spring 2021)	Growth Count	Comparison Periods						Growth						Grade-Level Norms						Growth Evaluated Against						Student Norms					
		Fall 2020			Spring 2021			Growth		Observed Growth		Projected Growth		School Conditional Growth Index		School Conditional Growth Percentile		Count with Projection		Count Met Projection		Percent Met Projection		Student Median Conditional Growth Percentile		Student Median Conditional Growth Percentile					
5	239	207.6	15.2	32	213.5	9.8	91	6	6.8	6.8	-8.08	47	239	148	52	58															
6	279	208.7	15.3	40	212.7	11.8	77	3	6.4	6.6	-8.83	25	279	138	49	47															



Students in Tier 3 interventions showed some progress using the Edgenuity MyPath intervention program.

	Fifth grade EOY	Sixth grade EOY
Math	22/24	12/24

gap, we will align our strategic planning process in instructional practices as well as use AVID strategies and differentiated instruction school-wide.

- Implement school-wide academic language through a “word of the week” to promote transfer of academic vocabulary.
- Implement PLCs to increase data response and alignment of instructional practices.

	<table border="1" data-bbox="401 90 837 258"> <tr> <td></td> <td>(91%)</td> <td>(50%)</td> </tr> <tr> <td>Reading</td> <td>12/24 (50%)</td> <td>9/14 (64%)</td> </tr> </table> <p data-bbox="401 264 989 331">**2020/2021 scores based on MyPath Course Grade of 60% or higher</p>		(91%)	(50%)	Reading	12/24 (50%)	9/14 (64%)		
	(91%)	(50%)							
Reading	12/24 (50%)	9/14 (64%)							
<p data-bbox="107 367 302 435">Curriculum and Instruction</p>	<ul data-bbox="401 367 995 792" style="list-style-type: none"> ● MAP Growth and MAP Fluency is used to drive instruction this past year with targeted instruction for students happening as a result. ● Our specialists for math and ELAR will push into classrooms for Tier II small group instruction as well as pull groups for Tier III instruction. ● School-wide AVID strategies are used to promote organization and note-taking skills. Writing strategies and the student writing process are priorities throughout the school. ● Collaborative groups and technology are used to improve student engagement. 	<p data-bbox="1024 367 1480 716">MTSS training needs to be thorough and consistent. Teachers and specialists teaching small guided reading and math groups across the campus are necessary. Resources for GT need to be embedded in the curriculum, and implementation of inquiry strategies in all core content areas need to be strengthened. We need to continue to train teachers on the use of MAP data to drive instruction.</p>	<p data-bbox="1509 367 1978 792">Continue to monitor implementation of small group instruction as well as inquiry based questioning skills with students. Teachers use MAP data to ensure instruction is adjusted for student success. Data talks and vertical talks are continued as solution-based, peer resources in implementing best practices and individual student plans. Continue the use of Schoology to connect digitally to all learners and parents. Embed the strategic planning process for CSISD in all that we do at CG.</p>						
<p data-bbox="107 899 359 930">Culture and Climate</p>	<p data-bbox="401 899 995 1393">In considering the culture and climate of our schools and the classrooms we look at discipline data and district surveys. We had 0% of our students placed in DAEP this year. We use a Tiered Behavior System (I, II, and III). Restorative Practices is our sole focus in building SEL skills and relationships amongst our staff & students. We will continue to build leadership capacity with our staff and students and allow for growth and collaboration. School admin is focused on building relationships across the building and our counselor is focused on doing SEL lessons in classrooms. New visioning and the creation of villages throughout the school will also build relationships and camaraderie at CG.</p>	<ul data-bbox="1024 899 1480 1214" style="list-style-type: none"> ● Our Panorama survey showed the largest growth area is in our parent and school community communication and connection. ● More and more of our students are showing issues of concern with mental health needs, behavior issues, and social and emotional needs. ● 	<ul data-bbox="1509 899 1978 1507" style="list-style-type: none"> ● 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 at CG. ● Cypress Grove will continue to improve the implementation of Restorative Practices. We will also continue to work on developing a positive school culture and implement strategies to ensure the development of collegial relationships and effective collaboration of campus staff. ● The counselor will be focused on going into classrooms to do whole group weekly lessons with students. ● We are creating an inclusive atmosphere with Villages where every student and 						

			staff member (including custodians) will be heard and seen so that we may be cognizant when building/maintaining relationships with students.
Staff Quality and Retention	The only turnover we had on our campus this year were 4 teachers (which we had to lose due to demographer projections with campus numbers) and 2 paraprofessionals who both moved out of our city which is less than 1% of our staff.	<ul style="list-style-type: none"> • A culture that fosters continued emphasis on social and emotional needs of the diverse staff and students on campus is critical to success. • Additionally all staff seeing that they are a critical team member who needs to continue to learn and develop professionally is important. 	Provide ongoing training that is aligned to our strategic plan and vision throughout the year for our teachers. Professional development will be offered in meeting the needs of all learners: social and emotional needs of learners and staff, working professionally together as a team, and a focus on customer service with our school community.
Technology	College Station ISD has a strong “bring your own device” program to allow for more students to have access to technology for their learning throughout the day. CSISD is open to helping our campus locate and purchase more devices so that we can adequately access the digital learning opportunities. Schoology expectations are in place and teachers have built a comfort level using the resource over the last year.	Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms. Devices at individual campuses are primarily supported through our Parent Teacher Organizations creating discrepancies in the availability of technology for teaching and learning. A lack of devices and access will limit the use of our Learning Management System and its benefits for students, teachers, and parents. Network speed and access is better, but the number of devices on campus hinders the ability to provide access to the use of technology at CG.	<ul style="list-style-type: none"> • Continue the expectations using Schoology school-wide post COVID necessity. • Increase devices available to staff in order to better support instructional integration of technology into instruction. • Continue to build teachers’ and administrators’ capacity in the use of instructional technology resources. • Purchase a variety of devices, as the budget permits, to increase access to technology for students and teachers.

<p>Family/Community Involvement</p>	<p>Our school was resilient in trying to find ways to connect as best as possible to our school community through a pandemic, so we did implement drive through material pickups and a virtual meet the staff night to stay connected. We invited parents to class zoom meetings throughout the year. We used video resources to send to parents so there would be a face behind the information to see instead of just hearing or reading text.</p>	<ul style="list-style-type: none"> ● Per our Panorama survey, this area is the largest area of growth. COVID did not help with connecting to the school community like we would have liked to do. We need to expand our thinking with PTO connections and parent nights. ● The majority of our parent volunteers tend to come from specific CG neighborhoods leaving some areas of our school community feeling out of touch and unsupported. ● Our families' post COVID needs (SEL/lack of resources) have to be addressed. 	<p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with our extended school community.</p> <ul style="list-style-type: none"> ● Utilize the features in Schoology that support parent involvement in classroom learning. ● Offer multiple parent nights to inform and celebrate student success at CG. ● PTO meetings need to be recorded, shared with all families, and a feedback form needs to be included so that we are hearing from everyone willing to contribute. Another idea is to offer them in the evenings so we can get more participation. ● Utilize parent and community volunteers to interact with our students. ● Create a food pantry that addresses our families' needs.
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Data Used for District Comprehensive Needs Assessment

<ul style="list-style-type: none"> ● MAP testing (BOY, MOY, EOY) ● Failure Rates ● Community and Business Partner Input (DEIC) ● Teacher Input ● Attendance ● Teacher Retention ● Special Education ● Curriculum Documents 	<ul style="list-style-type: none"> ● PEIMS Discipline ● Counselor Input on Mental Health ● Professional Development ● Administrator Input ● Educator Evaluations ● RtI ● GT Identification ● Parent Input
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	<ul style="list-style-type: none"> ● Panorama Survey Data ● Demographics ● STAAR results ● Technology Input ● T-TESS ● SPED/504 Data
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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.				To positively impact student achievement, we will use best practices under the phase, connect, to facilitate collegial collaboration, data driven instructional decisions and campus-wide community building.					
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
Two areas for instructional focus from the CSISD Framework for Success based on a variety of data sources will be connect and engage	Admin Team	CSISD Framework for Success	Aug 2021 -May 2022	All Staff	MAP, surveys, walk through data, STAAR, discipline data				
Carry out the Campus Instructional Implementation Plan	Admin Team, Leadership Team	CSISD Framework for Success	Aug 2021 -May 2022	All Staff	PD, PLCs, walk through data, survey data, improved learning outcomes				
Center vertical teaming of core content areas (ELA/SS and Math/Sci) around	Admin, Specialists, Core Content Teachers	PLC schedule TEKS Teacher Ed.	August 2021-May 2022	All Core Content Teachers	Sign-in sheets; project implementation				

collaboration in planning project-based, cross-curricular learning for positive student outcomes									
Structure Professional Learning Communities and implement Strategic Planning protocols with staff for collegial conversations and improvement measures	Admin	PLC schedule Strategic Planning Frameworks Strategic Planning Protocols	August 2021-May 2022	All Staff	Sign-in sheets; survey data				
Create and establish Villages on the campus to facilitate campus expectations and PBIS systems	Admin, Jill Emmons (aspiring AP)	Design Team PBIS system documents	August 2021	All Staff & Students	Campus discipline data (Tier 1,2,3); staff & student survey data				
Plan and facilitate professional development opportunities with a focus on building capacity in staff & student leadership in order to enact campus wide implementations with fidelity	Admin, Specialists, Dept. Heads	Campus days schedule	August 2021-May 2022	All Staff	Sign-in sheets; survey data				
√=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 Multi-Tiered System of Supports Program.				We will use best practices under the phase, explore, to increase student success of underperforming groups by implementing a calibrated, comprehensive Multi-Tiered System of Supports Program, analyze MAP data, create a system of school-wide consistent academic language, and improve inquiry-based reading skills.					
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

Communicate expectations for use of MTSS software	Admin Team; Specialists, District Coordinators; Central Office Staff	MTSS Handbook with processes	Aug 2021	ELA & Math Teachers, At-Risk Students	Use of program				
Implement and monitor for calibration across the district	District Central Office Staff	MTSS Handbook with processes	August 2021-May 2022	ELA & Math Teachers, At-Risk Students	Use of program				
Core content (ELA, Math, SS, Sci) data talks centered around MAP data deep dive findings and MTSS in class support protocols	Admin, Specialists, Core Teachers, SIT team	TEKS MTSS handbook MAP data	August 2021-May 2022	All Core Content Teachers	MAP data; STAAR data, Tier 2 & 3 student SIT data				
Implement school-wide, consistent academic language among all content areas	Admin, Specialists	MAP & STAAR data; Teacher & Specialists input based on student growth areas	August 2021-May 2022	All Content Teachers & Students	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Improve inquiry and curiosity skills in reading by using Junior Great Books (ELA/SS)	Admin, Specialists, JGB instructor	JGB resources	August 2021-May 2022	ELA/SS Teachers	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
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 \$20,950

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				
Train secondary teachers on small group instruction for Tier II intervention time	Region VI; Executive Director of Secondary Education	Training	Feb. 2022- Feb 2022	All	Agendas; Training sign-in sheets				
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					

√ =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.				We will use best practices under the phases, explore and engage, to 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

Principals will establish a best practice focus area(s) for their campus based on instructional needs for at-risk 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				
Improve inquiry and curiosity skills in reading by using Junior Great Books (ELA/SS)	Admin, Specialists, JGB instructor	JGB resources	August 2021-May 2022	ELA/SS Teachers	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Implement school-wide, consistent academic language among all content areas	Admin, Specialists	MAP & STAAR data; Teacher & Specialists input based on student growth areas	August 2021-May 2022	All Content Teachers & Students	MAP data; STAAR data, Tier 2 & 3 student SIT data; Teacher feedback				
Strengthen the use of small group instruction in all core content classrooms based on recognition of students' individual needs infusing technology when appropriate.	Admin, Specialists CTFs	JGB resources; Specialists modeling during push ins District mandated technology resources	August 2021-May 2022	Core Teachers; Specialists	Walk through data; MAP scores; STAAR scores; Tier 2 & 3 SIT data				
√ =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	Promote an engaging relationship between the Cypress Grove and its school community.

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			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	
Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting. CG will be opening a food pantry.	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education; Lauren Cummings-Teacher at CG running pantry	Service opportunities (beyond existing projects); Brazos Valley Food Bank, Cari Horn	August 2021 - May 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance; Food Pantry Usage				
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				
Build rapport between staff and students through restorative practices phase 2.	Admin, RP Rep	Restorative Practices Facilitators RP resources Campus PD schedule	August 2021-May 2022	All Staff & Students	Walk through data; Discipline data (Tier 1,2,3); Survey data				
Strengthen professional relationships and expectations amongst staff through PLCs.	Admin; Dept. Heads	PLC schedule Expectation Protocols	August 2021-May 2022	All Staff	Survey data				
Create and establish Villages on the campus to	Admin, Jill Emmons (aspiring AP)	Design Team PBIS system documents	August 2021	All Staff & Students	Campus discipline data (Tier 1,2,3); staff & student survey data				

produce campus expectations and PBIS systems									
Provide opportunities for community involvement and parent input: <ul style="list-style-type: none"> • Increase PTO involvement • Community events highlighting our students • Consistent parent communication • Cultural awareness • Establish food pantry 	Admin; Cultural Committee; G/T; AVID coordinator	Current PTO members and documents Social Media accounts and community venues Digital newsletter Demographics of campus Brazos Food Pantry	August 2021-May 2022	All Stakeholders	Survey data; PTO attendance; event attendance; food pantry impact on families				
✓ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

CG Professional Learning Plan 2021-2022

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	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

the Community Based Accountability System.			
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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, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
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:	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<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>			
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Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	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
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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
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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

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	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors,	State Comp Ed Reports, Annual district report to school board, School board agenda

achievement and reduce the dropout rate for these students		Campus Testing Coordinators	
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Pre-K

APPENDIX B: CYPRESS GROVE LEADERSHIP TEAM

Campus Leadership Team 2021-2022	Dept. Represented
Department Heads:	
Michelle Dalton	6th ELA
Rachel Cochran	6th Math
Jill Emmons	5th Science
Josh Sonnenberg	6th Social Studies
Amy Mason	Sped
Kelly Montgomery	Fine Arts
Ryanne Jolly	PE
Allison Gilmore	Special Forces (G/T, Dys, ESL)
Michelle Skow	AVID
Level Leaders:	
Jordan Killingsworth	6th Science
Mary Wilson	5th SS

Rachel Fairchild	5th Math
Shavaya Lewis	5th ELA

Piper Cameron, Principal
Jessica Norton, Assistant Principal
Dana Schulte, Counselor
Kiesha Shepard, ELA Interventionist
Lisa Fedora, Math Interventionist