



CSISD District Improvement Plan

2022-23 End of Year Review
Board Workshop
July 18, 2023



Our Community Inspired Strategic Design Framework



Our 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.*

Strategic 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 experiences 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.

CSISD District Improvement Plan

Strategic Plan Goals:
lofty, to be accomplished
in 3-5 years

Strategies & Action Steps:
what needs to occur *this*
school year to achieve the
specific result and goal

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.1	Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <small>Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)</small>			Supported by State or Federal Funds
	#1	#2	#3						
Each campus will identify and implement next steps of the instructional phase of the CSISD Framework for Success implemented in year one to enhance depth and complexity of staffs' understanding	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2022- June 2023	All	Campus Improvement Plans Campus Professional Development Sessions Documented in Professional Learning System Walk Through Data	S	C	✓	
Using a variety of data sources (end of year surveys, MAP data, etc.), campus principals will identify and implement their second phase of the CSISD Framework for Success to implement into their professional learning plans to improve instructional practices	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2022- June 2023	All	Campus Improvement Plans Campus Professional Learning Sessions Resources and Attendance Walk Through Data	S	C	✓	

Specific Results:
key markers of
progression toward the
goals

June DIP Progress Monitoring

Key for Progress Monitoring Symbols

✓ = **Accomplished:** action step is complete

C = Considerable: action step is near completion (over $\frac{2}{3}$ complete)

S = Some Progress: notable progress has been made toward the action step (over $\frac{1}{3}$ complete)

N = No Progress: no progress has been made toward the action step

X = Discontinue: action step has been abandoned due to misalignment with goal and specific result or achievement of the same outcome through another method

Year Two Progress

Goal 1:

CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.



Year Two Progress - Goal 1

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

1.1 Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.

- ✓ Each campus will identify and implement next steps of the instructional phase of the CSISD Framework for Success implemented in year one to enhance depth and complexity of staffs' understanding
- ✓ Using a variety of data sources (end of year surveys, MAP data, etc.), campus principals will identify and implement their second phase of the CSISD Framework for Success to implement into their professional learning plans to improve instructional practices
- ✓ Develop content area specific supports that integrate the Framework for Success and instructional best practices

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

Year Two Progress - Goal 1

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

1.2 Create a system of personalized professional learning for all educators

- √ Build understanding of what it means to create personalized learning to grow and develop educators
- √ Using the Power School Professional Learning system, include varied learning opportunities such as:
 - Curated choices at campus and district levels
 - Learning /doing model
 - Coaching and Professional Learning Communities
- C Create supports for teachers in individual growth toward T-TESS instructional goals
- √ Implement the CSISD Leadership Definition through personalized professional growth opportunities for campus administrators

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

Year Two Progress - Goal 1

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
















1.3 Engage in a process for student individual goal setting and progress monitoring















√ Build understanding with campus administrators on effectively using data from different assessment types, such as MAP, state, and district assessments













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





Goal 1 Highlights

Campus Framework for Success Implementation

College Station ISD Elementary Schools			
Campus	Year One Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success	Year Two Best Practice Focus
 College Hills Elementary School 21-22 CIP 22-23 CIP	 Beliefs, Authenticity Standards Alignment	 CONNECT	 Communication  Collaboration
 Creek View Elementary 21-22 CIP 22-23 CIP	 Reflect Reflections, Growth Mindset Assessment and Formative Feedback	 CONNECT	 Communication  Assessment & Formative Feedback
 Forest Ridge Elementary 21-22 CIP 22-23 CIP	 Explore Small Group Instruction Differentiated Learning	 CREATE	 Problem-Solving, Creativity, Innovation  Goal-Setting, Autonomy, Entrepreneurship













College Station ISD Elementary Schools			
Campus	Year One Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success	Year Two Best Practice Focus
 Greens Prairie Elementary 21-22 CIP 22-23 CIP	 Explore Small Group Instruction Differentiated Learning	 INSPIRE	 Culture, Environment, Professional Ethics
 Pebble Creek Elementary 21-22 CIP 22-23 CIP	 Explore Small Group Instruction Differentiated Learning	 CREATE	 Problem-Solving, Creativity, Innovation  Goal-Setting, Autonomy, Entrepreneurship
 River Bend Elementary 21-22 CIP 22-23 CIP	 Explore Small Group Instruction Differentiated Learning	 CONNECT	 Communication  Collaboration













College Station ISD Elementary Schools			
Campus	Year One Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success	Year Two Best Practice Focus
 Rock Prairie Elementary School 21-22 CIP 22-23 CIP	 Inspire Growth Mindset Cultural Environment	 ENGAGE	 Small Group Instruction
 South Knoll Elementary 21-22 CIP 22-23 CIP	 Explore Differentiation	 CREATE	 Goal-Setting, Autonomy, Entrepreneurship
 Southwood Valley Elementary 21-22 CIP 22-23 CIP	 Engage Differentiation	 REFLECT	 Goal-Setting, Autonomy, Entrepreneurship















College Station ISD Elementary Schools			
Campus	Campus	Year Two Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success
 Spring Creek Elementary 21-22 CIP 22-23 CIP	 CONNECT Communication Collaboration	 INSPIRE	 Small Group Instruction

Goal 1 Highlights

Campus Framework for Success Implementation

College Station ISD High Schools			
Campus	Year One Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success	Year Two Best Practice Focus
A&M Consolidated High School 21-22 CIP 22-23 CIP 	 Standards Alignment Relevance, Authority		
College Station High School 21-22 CIP 22-23 CIP 	 Communication Collaboration		Culture, Environment, Professional Ethics 
College View High School 21-22 CIP 22-23 CIP 	 Culture, Environment, Professional Ethics		Collaboration 

College Station ISD Middle Schools			
Campus	Year One Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success	Year Two Best Practice Focus
A&M Consolidated Middle School 21-22 CIP 22-23 CIP 	 Communication		Communication 
College Station Middle School 21-22 CIP 22-23 CIP 	 Relevance, Authority		Small Group Instruction 
Wellborn Middle School 21-22 CIP 22-23 CIP 	 Differentiation		Standards Alignment 

College Station ISD Intermediate Schools			
Campus	Year One Phase of the Framework for Success & Best Practice Focus	Year Two Phase of the Framework for Success	Year Two Best Practice Focus
Cypress Grove Intermediate School 21-22 CIP 22-23 CIP 	 Small Group Instruction Standards Alignment		Small Group Instruction Standards Alignment  
Oakwood Intermediate School 21-22 CIP 22-23 CIP 	 Small Group Instruction		Communication Collaboration  
Pecan Trail Intermediate School 21-22 CIP 22-23 CIP 	 Small Group Instruction		Small Group Instruction 



Goal 1 Highlights

Total Number of Leadership Development Participants for 22-23 School Year

Program	Total Participants
Principal Co-Lab	20
Assistant Principal Co-Lab	26
Assistant Principal Fellowship	12
Aspiring Administrator Institute	19
Teacher Leadership Academy	32
N2Learning Principal Institute	2

Cultivates Growth

Leadership Development Participants Hired Into New Roles

Program	Total Participants	Hired into Admin Role	Hired into Instructional Coach / Interventionist Role
Assistant Principal Fellowship (year 2 program)	12	4 AP in CSISD 1 AP Out of CSISD 2 CSISD Summer Coordinator	1 Instructional Coach/ Interventionist
Aspiring Administrator Institute (year 1 program)	19	1 AP in CSISD 1 AP Out of CSISD 1 CSISD Assistant Director	4 CSISD Summer Coordinator 1 Instructional Coach/ Interventionist 1 District Instructional Coach

Cultivates Growth

Goal 1 Highlights

Professional Learning Topic Area	Participant Group	Number of Courses by Topic	Total Hours Earned	Average Hours Per Group Member
All Professional Learning Topics	All Employees	781	50,129	24
Comp Time	All Employees	314	34,272	17
EduHero Courses	All Employees	132	11,592	5.75
Gifted & Talented	All Instructional Staff	61	10,906	9
Mentoring	All Zero Year and First Year Teachers	12 Hours Minimum Each Semester Each Mentee	3,044	24.5



College Station ISD
Professional Learning

Year Three Next Steps - Goal 1

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

- Continue implementation of the Framework for Success through the integration of the 3 phases selected at each campus
- Move instructional Best Practice focus area from Goal 2
- Focus on instructional best practices of standards alignment and assessment and formative feedback as a District
- Implement Professional Learning Communities
 - Cohort 1: 7 Campuses will implement
 - Training for all C&I Staff & Principals
- Differentiate Professional Learning
- Launch Curriculum Management Plan

Goal 2:

CSISD will elevate academic outcomes of historically underperforming student groups.



Year Two Progress - Goal 2

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

2.1 Increase student success of underperforming groups by establishing a calibrated, comprehensive MTSS (RtI) Program.

- C** Align the K-12 MTSS practices for reading and math based on stakeholder feedback through the revision of the CSISD MTSS Handbook
- C** Clearly define areas of district alignment and campus flexibility within the MTSS processes in the CSISD MTSS Handbook
- C** Implement MTSS processes and calibrate systems across the district K-8
- C** Train and provide ongoing support for K-8 teachers on how to use student data in Performance Matters to differentiate instruction

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

Year Two Progress - Goal 2

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

2.2 Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.

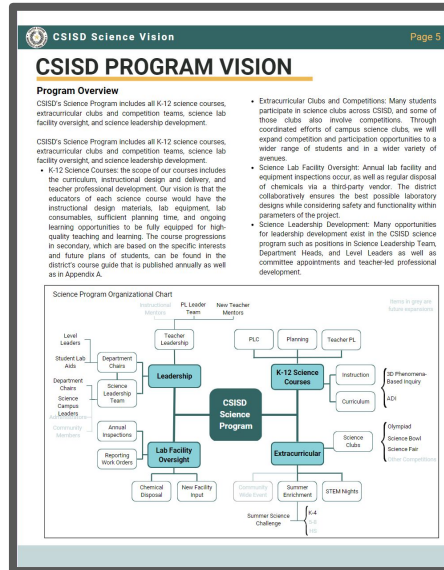
- ✓ Support Tier 1 instruction by creating a Curriculum Management Plan that includes the Engage2Learn instructional best practices that support learners
- ✓ Principals will choose an instructional best practice focus area(s) in conjunction with the phase of the Framework for Success based on instructional needs for students and monitor walk through data for implementation
- C Create content area specific visioning documents and instructional strategies to align Tier 1 instruction
- C Define and align professional learning community protocols and practices across the district

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

Goal 2 Highlights

Improving Tier I Instructional Practices

- Curriculum Management Plan Development
- Visioning Work in Core Content Areas
- Campus Implementation of Instructional Best Practices



CSISD will elevate academic outcomes of historically underperforming student groups.

What methods did you use to train staff on how to implement the best practice and how did you monitor implementation?

GOAL 2

Forest Ridge Professional Learning

CSISD will elevate academic outcomes of historically underperforming student groups.

If your campus started implementing PLCs, describe the work and how it affected your campus.

GOAL 2

Goal 2 Highlights

MTSS Development

- MTSS Website Creation
- Increased Intervention Resources

Academic Intervention MTSS

Academic Intervention MTSS Defined

MTSS stands for Multi-Tiered System of Support. A primary component of MTSS is using assessment data to drive differentiated instruction and decision making for all students. Through MTSS, schools identify students in need of additional support and provide those students with evidence-based interventions to reduce academic gaps.

Tier 1 or primary prevention, also referred to as universal intervention, is a systematic approach for supporting all students' schoolwide. Tier 1 interventions occur in the general education classroom and are designed for all students to participate. It includes evidence-based practices, research-based curricula, differentiated, scaffolded instruction, and universal design for learning. Universal intervention alone meets the needs of about 80% of students for both academic and behavior.

Tier 2 or secondary prevention, often referred to as targeted intervention, is designed for students experiencing difficulty in academics or behavior. Targeted interventions can occur in many different settings—inside or outside of the general education classroom—with small groups of students. Students receiving targeted interventions should continue to receive universal intervention. Typically, about 20% of students require targeted interventions. This is a small percentage of students in a school. If many students need targeted interventions, the school needs to evaluate its universal intervention.

Tier 3 or tertiary prevention, often called intensive intervention, is designed for students who demonstrate inadequate response to universal and targeted interventions. Intensive intervention may occur inside or outside of special education. Schools have different ways of conceptualizing and implementing intensive intervention. A much smaller number of students—typically about 5% or less—require intensive intervention.

MTSS Reading: Phonics - Decoding Words

1. Identify a specific area of concern (or related areas of concern)
2. Review intervention lesson ideas
3. Select a SMART goal for the learner
4. Implement intervention aligned to SMART goal in the classroom for set amount of time
5. Collect Data to document evidence of learning
6. Assess learner progress using Mathematics Progress Monitoring tools
7. Evaluate SMART goal results & data with your MTSS Teacher Team/Student Intervention Team
8. Decide next steps based on learner growth

Skill	Area of Concern	Intervention Resources	SMART Goal	Progress Monitoring Tool	
Letter/Sound ID [K.2.0]	Difficulty identifying consonant sounds	<p>Foundational Skills and Word Study Studio</p> <ul style="list-style-type: none"> Mm (56) Ss (57) Tt (59) Cc [Hard c] (60) Pp (61) Nn (76) Ff (78) Bb (80) Gg [Hard g] (85) Rr (87) Dd (89) Xx, j (94) Hh, Kk (98) Ll, Ww (103) Vv, Zz (105) Yy, Qq [au] (107) 	<p>Florida Center for Reading Research Activities (pair these with explicit instruction)</p> <ul style="list-style-type: none"> Speedy Alphabet Ace Hugger Letter Mouse Tap Stack Brown Bag It! Words Around U Letter Recognitions Memory Game Letter-Sound Train Medial Phoneme Spin Photo Chart Letter-Sound Dominoes Letter-Sound Pyramid Letter-Sound Mobile Where's That Sound! Letter-Sound Piece Mats Letter Bag Letter-Sound Folder Sort Letter-Sound Bingo Letter-Sound Match <p>Additional activities</p> <ul style="list-style-type: none"> BINGO - call sounds, mark letters 	<p>The student will identify the common sounds that letters represent with 100% accuracy by ____ (date). [K.2.0]</p>	<p>Identify the common sounds that letters represent [K.2.0]</p>
	Difficulty identifying short vowel sounds	<p>Foundational Skills and Word Study Studio</p> <ul style="list-style-type: none"> Short a (58, 74, 142, 123) Short i (83, 127, 146) Short o (92, 131, 149) Short e (96, 135, 1) Short u (101, 138, 154) <p>Scholastic Decodable Cards: Short Vowels</p> <ul style="list-style-type: none"> Short a (card 1 & 2) Short i (card 3 & 4) Short o (card 5 & 6) Short u (card 7 & 8) Short e (card 9 & 10) 			

Page 1 of 4

MTSS Math Intervention Playbook

Tier 2 Intervention Resources

MTSS Focus Areas for K-5 Math

MTSS Focus Areas for 6-A1 Math

Numbers & Operations

Expressions, Equations, & Relationships

Proportionality

Geometry

Data Analysis

Attributes of Functions

Polynomial Operations

Goal 2 Highlights

Performance Outcomes

- NWEA MAP
 - Reading: 5th grade showed more growth in **each** student groups
 - Math: African American students in six out of nine grades increased growth
 - Math: 7th grade showed more growth in **each** student groups
 - Science: Emergent Bilingual group showed 7 - 20% increase in growth in all MAP tested grade levels except 1
- End of Course Exams
 - Increased performance in Economically Disadvantaged, Emergent Bilingual, Special Education, and African American students on **all** EOCs
 - Above state average on **all** EOCs for Special Education and Hispanic student groups
 - No STAAR data available for 3-8 until August 11



Year Three Next Steps - Goal 2

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

- Train and support staff on using student data to differentiate instruction
- Implement aligned academic MTSS practices K-8 and 9-12 revision of handbook
- Begin work on aligned behavioral MTSS with addition of new specific result

Goal 3:

CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.



Year Two Progress - Goal 3

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

3.1 Provide training and ongoing support for staff in promoting positive relationships among students, staff and families

√ Determine support needed for staff in promoting positive relationships among students, staff and families

√ Based upon identified needs, explore and identify potential training opportunities for promoting positive relationships among students, staff and families

Year Two Progress - Goal 3

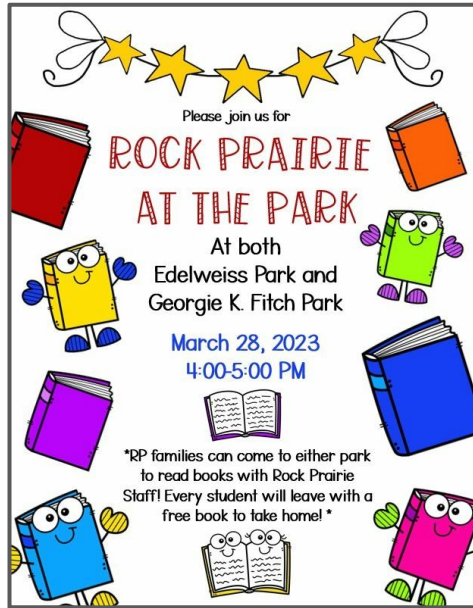
Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

3.3 Promote an engaging relationship between the school district and community

- √ Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.
- √ Each campus will identify and participate in one community service project.
- √ Share campus-based community outreach activities and community service projects with the broader CSISD community

Goal 3 Highlights

Community Involvement



Rock Prairie at the Park



Cougar Commitment Carnival



Pebble Creek Staff at Junior Achievement Bowl-A-Thon

Goal 3 Highlights

Acts of Service



GOAL 3: COMMUNITY OUTREACH

- Each academic team was tasked with completing different community service opportunities. Each team spent half the day on campus and half the day out in the community. (See attached)

Pecan Trail Community Outreach



College Station ISD Career & Technical Education
March 30 · 📍

Great job by Co-chair Luke Sanders and all #csisdcte students who participated in the Brazos County Special Edition Livestock Show!
A&M Consolidated FFA Chapter
Brazos County Youth Livestock Show

Texas Youth Livestock and Agriculture
March 29 · Instagram · 📍

The Brazos County Special Edition Livestock Show is an event for special needs peers in Brazos County to experience agriculture in a fun, engaging and interacti... See more

FFA Special Edition Livestock Show



THANK YOU

Southwood Valley Elementary

Southwood Valley Wrapping Gifts for Chrissy's Closet

Year Three Next Steps - Goal 3

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

- Implement character education curriculum
- Assess mentoring programs, determine types of supports needed for underperforming and at risk students
- Curate list of community resources for administration and counselors
- Continue outreach and community service activities

Goal 4:

CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.



Year Two Progress - Goal 4

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

4.1 Develop a coordinated initiative for community partnerships.

√ Identify existing community partnerships at each campus and the district level, and then classify each as academic, volunteerism, monetary support or giving back to the community

C Based upon identified partnership needs (4.2), identify community members to be a part of the community partnership team

Year Two Progress - Goal 4

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

4.2 Explore and identify the needs of various groups within CSISD.

√ Identify needs from various groups within CSISD in regards to academics, volunteering, monetary support and giving back to the community

S Determine community needs and potential ways for CSISD to give back

C Based upon identified partnership needs, identify additional CSISD staff to be a part of the community partnership team

Goal 4 Highlights

- Surveyed principals and directors regarding existing community partnerships in academics, volunteerism, monetary and giving back to the community

Section 1 of 6

CSISD Partnerships



Goal 4 of the CSISD Strategic Plan is as follows:

CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Part of working toward this goal is to create list of the partnerships we already have in place as well as determine what potential needs could be addressed with partnerships.

The term "partnership" is a general term and a bit overwhelming to think about in regards to the big picture. As such, we have developed four "categories" of partnerships to help us chunk this information into meaningful and actionable data points.

Goal 4 Highlights

Academic Partnerships Examples

- Tutoring from TAMU students
- Brazos County DA's office helped produce videos for government students
- Robotics club with TAMU Engineering
- TAMU Coaching Academy presentations to CTE Exercise Science classes
- Baylor Scott & White Project Search Program
- BV Groundwater Conservation District - aquifer lessons to 4th graders
- TAMU Entomology - insect lessons and hands on projects
- CSPD - mentorships and guest speakers for Law Enforcement students



**CSISD Project Search with Baylor
Scott & White**

Goal 4 Highlights

Volunteerism Partnership Examples

- PTOs / Booster Clubs
- Watch Dogs
- Chrissy's Closet
- TAMU Coaching Academy interns
- TAMU Big Event
- Brazos Valley Food Bank - Backpack Program
- Blinn Dental Hygiene Program - services for early childhood students



**Watch D.O.G.S.
Dad Volunteer at River Bend Elementary**

Goal 4 Highlights

Monetary Partnership Examples

- PTOs / Booster Clubs
- Profit shares with local restaurants
- Event sponsorships
- Education Foundations grants
- Coleman Patterson auctions CTE projects
- Food pantry donations
- \$1 M donation from Adam Family Foundation for safety and security



College Station I.S.D.
February 16 · 🌐

Thanks to all those who made the [College Station ISD Education Foundation 50 Men Who Can Cook](#) Event the most successful ever -- more than \$300,000 raised for education!
[#SuccessCSISD](#)



 **THANK YOU!**

You made this year's event the best yet. Julia Child said, "People who love to eat are always the best people." YOU are one of the very best people that make this event a huge success. We are deeply grateful for you.

- 126 cooks and 150 volunteers
- 1,800+ hungry guests
- \$300,000+ raised for education
- 1 great time!



**CSISD Education Foundation Event
Raises Over \$300,000**

Goal 4 Highlights

CSISD Gives Back Examples

- Food drives
- Students write letters for nursing home residents
- Relay for Life
- Bowl-a-Thon
- Chrissy's Closet
- Each campus does a community service project each year



Greens Prairie Elementary Little Lending Library Grand Opening

Goal 4 Highlights

Identified needs

- More tutors / mentors
- More community speakers in classes for real-life applications
- More money
- Ideas and mechanisms for students and staff to volunteer in the community



**Brazos County District Attorney
Guest Speaker at WMS**

Year Three Next Steps - Goal 4

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

- Finalize committee membership and meet regularly with community partnership team
- Research and develop a system to streamline volunteer and service opportunities

Goal 5:

CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.



Year Two Progress - Goal 5

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

5.1 Increase the number of classroom sets of devices based upon assessment of needs.

- C** Create multi-year purchase plan
- C** Continue to purchase devices and implement deployment plan

Year Two Progress - Goal 5

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

5.2 Improve the technology infrastructure, including enhancing WiFi access to ensure comprehensive coverage.

S Continue upgrades of campus and administrative infrastructure, including network switch, cabling and power protection systems

S Deploy new and upgraded WiFi access points based upon assessment of WiFi signal strength to ensure comprehensive coverage within all schools

Year Two Progress - Goal 5

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

5.3 Enhance the safety and security of the technology infrastructure to protect privacy of information and secure sensitive data.

✓ Perform periodic and randomized assessments of employee and student behavior regarding cybersecurity with immediate feedback and track results to inform the need for ongoing training

C Conduct continuous analysis of cybersecurity trends and risks, providing relevant information for rapid adjustments to evolving threats

Goal 5 Highlights

2021 Bond

Prop A = 12.3 M for Technology

- Infrastructure replacements & upgrades
- Upgrades for network & firewall/filtering
- Audio/Visual equipment upgrades
- Upgraded SMARTPanels at all campuses, except the 5 most recently constructed
- WiFi improvements

Prop B = 4.26 M

- Teacher laptops
- Student devices/labs

Mobile Devices

Student Laptops

- 3,000 new student laptops deployed to campuses within the last year

Teacher Laptops

- Received and deployed for all teachers PK-12

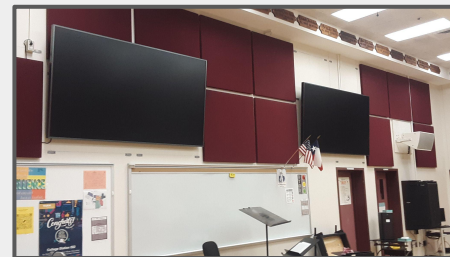
Computer Labs

- Upgrades at all campuses

Audio/Video

Fine Arts

- 90% complete on upgrades at secondary campuses in fine arts facilities, high school auditoriums, and elementary campus gyms and cafeteriums



Year Three Next Steps - Goal 5

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

- Continue device purchases and deployment
- Continue upgrades to infrastructure
- Focus efforts on safety and security of infrastructure
- Evaluate current staffing model and systems

Goal 6:

CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.



Year Two Progress - Goal 6

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

6.1 Establish and utilize a comprehensive instructional technology plan for teachers and staff.

S Continue to conduct walkthroughs with administrators and Digital Learning Coordinator to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model

Year Two Progress - Goal 6

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

6.2 Create and implement a comprehensive instructional technology plan for students at all levels.

X Identify core content learning experiences that include embedded digital citizenship skills at all levels, as it is related to the new Technology Application TEKS for 24-25 school year

C Update the district level resources for digital citizenship, categorized by grade level and given to all campuses for implementation in the classrooms (with students)

S Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year

✓ Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus Professional Learning Communities to plan digital learning experiences for students, purposefully and appropriately.

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

Year Two Progress - Goal 6

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

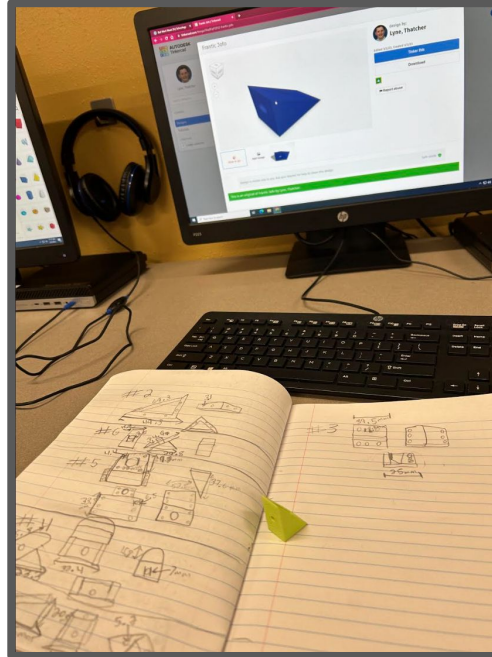
6.3 Provide sufficient instructional technology resources and support.

C Provide updated interactive displays in classrooms throughout the district and professionally develop and support teachers in use of the display panels for purposeful, student-centered learning

C Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas

Goal 6 Highlights

- Meaningful integration of technology across the district
- Educational Technology Cohort PLCs



Year Three Next Steps - Goal 6

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

- Build capacity for technology integration
- Begin integration of new Technology TEKS prior to 2024-25
- Evaluate current digital citizenship practices
- Provide ongoing teacher support for integration of digital learning resources



District Education Improvement Council Feedback

“I think the DIP has shaped the work of the district this year with technology and getting campuses up to par with the amount of technology and I appreciate it.”
CSISD Teacher

“This year, there seems to be evident connection from district work to campus work more than ever.” *CSISD Teacher*

“This is connecting the district plan with the strategic framework effectively.” *CSISD Teacher*

“It has laid the path for focus around the district and ensuring that campuses are working together for a goal.” *CSISD Teacher*

Questions & Comments

