

College Station Independent School District

Annual District Improvement Plan
2020-2021



Board Approval Date: April 21, 2020

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	<p>College Station ISD has almost 14,000 students and some diversity with 52.82% of the population being White, 22.45% being Hispanic, 13.23% African-American, 7.72%, Asian/Pacific Islander, 3.28% Two or more races and 0.38% American Indian.</p> <p>The economically disadvantaged population accounts for 35.1% of our students, while 34.4% of the student population is designated at-risk.</p>	<p>Over the last five years our at-risk population has increased by around 5 percentage points, and our LEP population has increased by 1% from 7.4% to 8.5%. Our special education population has doubled over the last three years, making it increasingly difficult to meet all the needs, in addition to our 504 student population continuing to increase. Participation in our CTE program is at 24.4%, which is below the state participation rate of 26.3%. The Gifted and Talented Program demographic percentages does not mirror our student population.</p>	<p>Implement new Gifted and Talented identification criteria based on using MAP for the student achievement data point. This will allow more opportunity for Gifted and Talented identification due to the assessment being given three times per year. We must continue to address staff training and support needs associated with the growing population of students eligible for special education and 504.</p>
Student Achievement	<p>Students continue to be highly involved in extracurricular activities, whether it be in the area of sports, music, drama and art, or academics; students are successful competing at the regional and state levels and some CSISD students progress to the national level in competitions. CSISD students are highly competitive on their SAT and ACT scores for college admission, with graduates' average scores exceeding state averages (SAT CSISD 1172 vs State 1036 and ACT CSISD 24.1 vs. State 20.6). At the all-student level, CSISD students outperform state averages in reading, writing, math, social studies and science at all grades on STAAR, with the exception of 7th grade mathematics.</p>	<p>Hispanic, AA, and EcoDis groups are under performing across core content areas; overall, students continue to be below state performance on 7th grade math; all students do not have equitable opportunity for participation in advanced math classes; feedback indicates that processes in place discourage certain student groups from pursuing higher level classes as their parents have to advocate for them through a waiver process. In looking at state data on student growth, our district is at an overall "B," with some campuses being identified as Targeted Assistance campuses. This is a significant area of focus for our district in the 2020-2021 school year.</p>	<p>Implement new district guidelines for student participation in advanced math classes; continue to partner with a neighboring district to expand CTE opportunities for students' to graduate workforce ready; implement open enrollment opportunities for students to attend College View High School; Restructure PreAP and Honors classes to align with the new PreAP criteria; Participate in the first year of state Reading Academies; continue to implement and refine a consistent Rtl process at the elementary level and finalize the Rtl process at the secondary level; purchase an Rtl system that meets the needs of all grade spans; continue data talks with administrators for use of MAP data to track student growth and ensure instruction is adjusted based on data</p>

	<p>Student achievement in all tested grades in science is trending above national averages for the MAP assessments and above state averages for STAAR and EOC exams; math averages are above national averages in MAP data for grades 5-8</p>		<p>analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2020-2021 school year; continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners; provide staff development to all campus leadership on the Effective Schools Framework</p>
<p>Curriculum and Instruction</p>	<p>Staff piloted stage 2 performance assessments this year and feedback is being used to refine and finish stage 2; We implemented MAP Growth and MAP Fluency which allowed for more objective data K-4 and added assessments for 5-8 in these two areas; 4th and 7th grade district writing benchmarks were added to gather formative data on student writing skills; curriculum documents expanded with performance assessments and districtwide resources with work on lesson planning in stage 3 of our UbD model; new language arts TEKS have been implemented in K-8 grades; Rtl math assessments created and distributed K-4; science curriculum documents near completion with expected completion by July of 2021; 5-12 science teachers trained in inquiry practices; district science consumable closet use continuing to increase districtwide; in social studies, scope and sequence documents have been aligned for curriculum integrations into literacy, math and science; performance gaps are improving as per Spring '18 and</p>	<p>More frequent social studies benchmarks needed for stronger program analysis, completion of stage 3 of the four core curriculum documents including model lesson examples for the four core areas, limited district benchmarks available for social studies; lack of Rtl resources for progress monitoring probes in grades 5-8 for math and 5-12 for literacy, we do not have an Rtl software system to house Rtl data across grade spans and campuses; lack of consistency with teachers teaching small guided reading and math groups; resources for GT students and EL students are need in math; further training in inquiry practices needed to strengthen teachers' ability to facilitate rigorous learning labs; weak literacy and math connections in science based on walkthroughs; equitable access to science across elementary campuses is an issue due to scheduling at some elementary schools; not all UbD units have performance assessment options; math manipulatives and resources are inconsistent across campuses for basic</p>	<p>Write CBM,'s for 5th, 6th, and 7th grade social studies and US History and continue to expand resources for social studies; train social studies teachers on resources and curriculum; purchase 6 + 1 Traits of Writing program and train teachers on how to effectively implement; evaluate instructional minutes at the elementary level with principals to ensure equitable teacher time on task for each content area; develop and implement math vocabulary K-Algebra I; complete a district math inventory and use IMA funds to establish a base inventory of math manipulatives for each campus; continue to monitor implementation of a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades through walkthroughs and lesson plans; target 50% of the AVID students to take an AP or dual credit class; provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use</p>

	<p>Spring '19 STAAR data; full day PK expansion to serve 510 students; Head Start participation at 80%; TELPAS - CSISD student progress of at least one level is at a 61% in K-2 and 31% 3-12, increase in dual language enrollment by 38 students this year; 12.2% of our students are identified as gifted and talented; K-2 is higher than the State percentage, and we match the State percentage for 3-12; 100% of our students have access to digital learning opportunities at school and instructional digital resources have increased; increased usage of Schoology for instruction per Schoology usage reports; first time district wide training for all areas of fine arts; student success in all fine arts if very strong as is collaboration amongst the fine arts team due to adding a District Director of the FA program; 99.6% of our AVID senior class met four year entrance requirements for college readiness; Oakwood and Cypress Grove were recognized as Emerging AVID Schoolwide campuses; special education crisis prevention training completed for all administrators and transportation; inclusive practices and 504 training for all district instructional staff, as well as ARD training for all administrators; behavior and mental health training for targeted campuses; partnered with Kids Club and provided positive behavior support training; limited technology resources and teacher capacity to plan using digital tools</p>	<p>math instruction; data indicates that many of our students who are high achievers are not growing at the rate MAP and STAAR assessments indicate they should grow; writing assessments are limited to 4th and 7th grade and we do not have a consistent writing program taught vertically throughout the district; social studies lacks variety in resources for strong instruction and teachers need training on effective instructional strategies in social studies; focus on growing our CTE Program and the number of “completers” as per the new state emphasis on CTE programming; in EC/PK there was a drop in phonological awareness on the mid-year assessment data; Walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers’ and administrators’ capacity in the use of instructional technology resources</p>	<p>MAP data to ensure instruction is adjusted for student success; educate counselors, parents, and students; complete writing stage 3 of the core curriculum in the summer of 2020 and work on model lessons during the 2020 school year for the four core areas; write stage 2 for non-core classes targeted for the 2020 school year; train students, counselors, and parents on CTE “completer” criteria; ensure CTE students take certification tests during the school year; build capacity of teachers to design virtual instruction and administrators to supervise teachers who teach virtually in order to strengthen instructional leadership</p>
<p>Culture and Climate</p>	<p>New teachers and other new staff members reported a positive experience in the On-Boarding and New Teacher University; Feedback from groups such as iLead,</p>	<p>Feedback from administrators and participants of our New Teacher University and On-Boarding indicated more time on their campuses would be beneficial at the</p>	<p>New Teacher University and Onboarding initiatives need to be revamped and implemented for the 2020 school year</p>

	Leadership CSISD, and Teacher Leadership are very positive	beginning of the year; More emphasis is needed on initiating new hires into the culture of CSISD with team building and initiation	
Staff Quality and Retention	CSISD staff has access to virtual learning experiences through Schoology and Hoonuit to build their capacity in a wide range of areas; staff also has access to face-to-face learning opportunities throughout the year and during the summer; all staff received “On-Boarding” training; and new teachers participated in New Teacher University and had a mentor throughout the year	Time is needed for professional learning; planning continues to be a challenge as there is a lack of consistent protocols for planning at each level across the district; building capacity and growing educators to teach today’s students continues to be a need as personalized (timely feedback, student-centered, concept-based, differentiated) learning becomes essential; long-term substitutes continue to be required in teaching and paraprofessional positions during the school year, although this has improved during the 2019-2020 school year	Implement exit surveys for employees who resign and retire; explore having a CSISD job fair; explore ways to maximize Title I funds on Title I campuses to further the craftsmanship of teachers on those campuses; implement the redesigned onboarding training and NTU training; continued training on utilization of Hoonuit; monitoring usage of Hoonuit training; implement 2020-2021 calendar to maximize planning and learning time for educators; explore and possibly implement creative scheduling to allow for professional learning communities; in collaboration with administrators, build a plan for monitoring the effectiveness of built in planning/ professional learning days in the calendar; hire teachers with technological expertise in designing digital learning when possible
Technology	Educators have access to multiple mediums for digital assessments, assignments, and collaboration opportunities; educators have digital access to core curriculum resources from stages 1-3, and some non-core curricular documents from Stage 1; school and district-wide communication and digital learning space in Schoology - access to all students, parents (optional: opt-in), and educators; all CSISD stakeholders have access to digital learning opportunities	A technology survey indicated that teachers need more devices for effective use in instruction and that the internet is not reliable when large groups of students are online; significant variance in administrator capacity and teacher capacity at different grade spans in the utilization of Schoology	Set clear expectations for Year 3 Schoology implementation; monitor Schoology usage and give feedback to campus administrators; increase professional learning in Schoology; prioritize year 1 of the 5 year Technology Plan and work to accomplish action steps in year one for the 2020-2021 year; ensure campuses have complete coverage and capacity in areas utilized for instruction throughout all 19 campuses and that all teachers know how to submit a help ticket

<p>Family/Community Involvement</p>	<p>Leadership CSISD was offered and well attended during the 2019 school year; community members were invited and were a part of several communities including the community based accountability committee, the SHAC committee, parent involvement committees such as PTO and parent advisory committees, as well as serving on the Policy Council for Head Start; we have added additional trainings to the CSISD Parent Center in Schoology; usage is up in use of the Parent Center with the number of parents visiting the course and the number of parents who have established accounts; administrators are using Schoology for communication with parents; year two expectations were shared with administrators and teachers and have helped with moving most of the district forward in their use of Schoology</p>	<p>Partnerships need to be expanded to support internships for students in our CTE program; elementary teachers have a lower usage of Schoology in engagement with parents and need further training</p>	<p>Establish a strategic plan and involve community members and the community at large in the process to ensure “shared” values and beliefs; continue to attend TPAC meetings and collaborate with districts across the state on local accountability Head Start Systems; expand CTE partnerships in the community and focus programs of study to align with student interest; partner with families in the virtual education of our children; provide parent training on our LMS (Schoology)</p>
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Data Used for District Comprehensive Needs Assessment

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

- STAAR
- AP
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education
- Curriculum Documents
- Early Head Start, Head Start, and PreKindergarten
- PAC Data
- CSISD Learner Profile
- Schoology Participation Data
- ACT
- District Benchmark Assessments
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- College View High School Enrollment
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development Feedback
- Dyslexia Data
- Technology Survey
- CSISD Leadership Profile
- CSISD Parent Survey
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- Rtl Data
- Dual Credit
- GT Identification
- MAP Data
- New Teacher Survey
- PAC Data
- HR Complaints and Grievance data
- CSISD Educator Profile

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Increase the number of applications received for hard to fill positions to ensure all positions are filled with qualified personnel.					
Summative Evaluation (to be filled in by June 2020 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
Attend job fairs and other recruiting events targeting hard to fill positions; including virtual job fairs	Director of Talent Management	Universities with bilingual programs, Recruit and Hire software.	Spring 2020, Fall 2020, Spring 2021	EL, Dual Language, Special Education, CTE, LOTE	Job interest submissions for hard to fill positions				
Attract all applicants through the use of social media, as well as campus and district websites and recruiting	Director of Talent Management, Campus Website Coordinators, Director Instruction and Leadership Development, Director of Communication	Social media and web sites	June 2020-June 2021	All	New Teacher Survey; Para and All Staff Survey; Number of postings on social media				
Intentionally recruit instructional staff that reflect the cultural and linguistic diversity of our district	Director of Talent Management; Chief Administrative Officer; Director of Special Programs	Marketing materials; job fair materials	Summer 2020; Fall 2020; Spring 2021	AA, H, EL	Hiring statistics; Demographic statistics				
Explore holding a job fair on a Saturday for possible applicants from TAMU, SHSU, PVAMU, SFA, Blinn to expand our pool of quality professionals & paraprofessionals	Director of Talent Management; Director CTE; Director of Special Programs, Director of Special Services;	Time for research; strategic planning time	October 2020; Jan.-May 2021	CTE, LOTE, Sp. Ed., EL	Plan developed to implement CSISD job fair no later than 21-22 school year				

	Principals								
Collect data on exits of candidates through surveys and exit interviews to use to develop retention strategies	Director of Talent Management	Exit surveys and interviews	June 2020-June 2021	All	Analysis of data regarding attrition				
Leverage software system to collect stakeholder (employee, parents, students) feedback	Director of Talent Management, Chief Academic Officer, Principals	Survey Software	August 2020-May 2020	All	Survey data; Input from links in Schoology				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Provide quality professional development designed to grow the expertise of educators with the ultimate goal of improving student support and increasing student learning outcomes and monitor for implementation at the campus and classroom level.					
Summative Evaluation (to be filled in by June 2020 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	
Provide training opportunities for Professional Standards Learning Objectives set by USDA	Director of Child Nutrition	Texas Association for School Nutrition (TASN), Institute for Child Nutrition (ICN), Region 6 Service Center	September 2020 - August 2021	All	TASN records, ICN records and Region 6 Service Center records				
Provide new teachers, support staff, and administrators to the district with options for continued development during their first year in CSISD.	Director of Instruction and Leadership Development	Schoology PD course, Leveled PD, Substitutes, C & I Staff, Project Para	August 2020 - May 2021	New Teachers and Staff	Professional Development Records, Sign in sheets				Title II, Part A
Develop and implement Aspiring Administrator Programs for prospective assistant principals and prospective principals.	Director of Instruction and Leadership Development ; Cabinet; Principals	Locally Developed Curriculum, Schoology, Face to Face Sessions	June 2020 - June 2021	Teachers and Administrators	Applications Received, Participants Admitted, Principal participation, Curriculum Development, Program Participation & Completion				Title II, Part A
Provide opportunities for professional development regarding Social Emotional needs to all teachers, administrators, and staff.	Director of Instruction and Leadership Development, Campus SEL teams; Campus Administrators	Conscious Discipline and Safe and Civil Schools Trainers, NEDRP Trainers, Substitutes; K-6 Health TEKS, Eduhero, Schoology PD course, The EQ	Aug. 2020-April 2021	Campus SEL Teams	Professional Development records, Sign in sheets				Title II, Part A Title IV, Part A

		Intervention							
Monitor and evaluate the use of Eduhero and Schoology PD course by CSISD staff for use beyond compliance training requirements	Director of Instruction and Leadership Development ; Coordinator of Digital Learning	Eduhero, Schoology	June 2020-May 2021	All Staff	Eduhero reports, Schoology PD course reports, staff PD surveys				
Continue to expand and build capacity in coaching cadres with Results Coaching training	Chief Academic Officer; Principal, Teresa Katt; Director of Instruction and Leadership Development	Results Coaching Global presenters and resources	June 2020 - May 2021	K-4 Campus instructional coaches, 5-8 Coach/ Interventionist ; Campus/ District administration	Attendance in training sessions, Eduphoria Records / Sign In Sheets; Implementation of Learned Skills				Title II, Part A
Provide threat assessment campus team training to all CSISD campus teams	Director of Student Services Executive Director of Facilities and Operations Coordinator of SRDs Director of Instruction & Leadership Development	Training Supplies and Resources Time	June 2020	Campus Threat Assessment Teams	Sign in Sheets Certification received Program Implementation				Local
Librarians working more closely with curriculum content coordinators on aligning library resources with curriculum needs, and collaborating on expenditures to increase content resources in school libraries.	Director of Student Services; Librarians; Curriculum Coordinators	Librarians will make time for collaboration	August 2020-January 2021	All	Stations and running the libraries looks different				
Continue to provide training opportunities through Region 6 Service Center to obtain initial school bus driver	Director of Transportation	Use of local resources to retrain personnel in all aspects of the school	July 2020-May 2021	All Bus Riders	Safety Reports Certified Drivers Employee Retention Numbers				

certification as well as recertification every 3 years.		bus industry through the utilization of trainers and mentor drivers.							
Provide Professional Development for all Fine Arts educators within the district as well as promoting opportunities outside of CSISD.	Director of Fine Arts	Specialized Presenters, Fine Arts Centered Conferences, Region 8 UIL Workshops, TMEA, TAEA, TETA	June 20 - June 21	All	Professional Development Records, Sign in sheets, and Convention CPE credit sheets				Local Funds
All Early Education teaching staff will meet Rider 78 and HB3 high quality teaching requirements through ongoing targeted staff development	Director of Early Education	Staff development, coaching, HR department	August 20- May 20 21		All teaching staff meets requirements and are ESL certified				Federal and Local funds

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

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Provide professional development, academic and behavioral support for all staff in order to decrease the achievement gap and retain effective staff.					
Summative Evaluation (to be filled in by June 2020 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	
Increase efforts to recruit diverse professional staff reflective of student needs	Chief Administrative Officer, Director of Human Resources	Recruiting materials; job fair travel and registration	May 2020 - June 2021	All	Increase Job Fair Attendance, Hiring Records, Hiring Demographics				
Provide Culturally Responsive Teaching Training for Administrators & Teachers	Director of Instruction and Leadership Development	Success Team Time, Schoology, campus and district administration	June. 2020 June. 2021	Eco Dis; AA; H; Sp. Ed.; EL	Course Completion Records, PD Sign in sheets				Title II, Part A
Provide training to address teaching students from poverty for Administrators & Teachers	Director of Instruction and Leadership Development	Success Team Time, Schoology, campus and district administration	June. 2020 June. 2021	Eco Dis	Course Completion Records, PD Sign in sheets Staff Surveys				Title II, Part A
Embed GT supports in Stage 3 of the curriculum	Content coordinators; curriculum writers; C & I team; Campus principals; Content teachers, Director of Special Programs	State adopted resources; enrichment extension resources; Differentiation in Mixed Ability Classrooms by Carol Ann Thomlinson	June 2020 - Dec. 2020	GT	Curriculum documents				

Work with elementary GT teachers to ensure all gifted learners are growing in their abilities	Principals; Director of Special Programs; GT Teachers	GT Curriculum; Lead4Ward; MAP data	September 2020-May 2021	GT	Curriculum documents; MAP data; STAAR data				
Provide 7th-12th grade core content teachers professional development to address the use of the embedded GT supports in Stage 3 of the curriculum	Director of Special Programs, C & I team; Campus principals	CSISD core content curriculum documents	Jan 2021 - July 2021	GT	PD sign in sheets				
Embed EL supports in Stage 3 of the curriculum	Content coordinators; curriculum writers; Director of Special Programs C & I team; Campus principals; Content teachers	State adopted resources; ELPS; Training; Linguistic Accommodation Training	June 2020-May 2021	EL	Curriculum documents; Lesson plans				Title III
Train teachers on how to use TELPAS data to target levels of performance for EL students	Director of Special Programs; ESL Specialists/ Teachers; Content teachers; Campus principals	Data Training	August 2020-Sept. 2021	EL	At least 40% of our 3-12 EL students will move at least one level on TELPAS on their composite rating				
Continue to conduct MAP data meetings at campuses with principals	Chief Academic Officer, Chief Administrative Officer	Data analysis reports	October 2019; February 2020; April 2020	All	Campus data; Scheduled meetings				
Provide and implement campus walk-through training provided by the Dana Center.	Chief Academic Officer, Director of Instruction and Leadership	Dana Center at the University of Texas at Austin	September 2020 October	All	Eduphoria Sign in Sheets Training Completion				Title II Part A Local Funds

	Development, Campus Principals, Campus Assistant Principals, Academic Coordinators	Time Training Resources	2020		Implementation of Training and Learning into Walk-throughs				
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√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design, revise, and implement a robust written, taught, and assessed curriculum in all areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in by June 2020 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
Refinement of Stage 2 of core area curriculum documents (including the introduction of academic tasks, question banks, performance assessments)	Curriculum Coordinators, Director of Instruction and Leadership Development	Assessment banks, Training to write assessments, Substitutes	June 2020-Aug. 2021	All	Meeting agendas, curriculum documents				Instructional Materials Allotment Funds; Title II, Part A; Local Funds
Refinement of Stage 3 of core area curriculum documents (including possible lesson sequence and model lessons)	Curriculum Coordinators, Director of Instruction and Leadership Development	Adopted resources, Substitutes,	June 2020-August 2021	All	Meeting agendas, curriculum documents				
Monitor the implementation and use of CSISD curriculum documents.	Chief Academic Officer, Director of Instruction and Leadership Development, Campus principals	Walkthrough appointments with campus administration	August 2020 - May 2021	All	Benchmarks; MAP data; Walkthrough data Benchmarks Lesson plans to show accountability				

Development of Stages 2 and 3 of LOTE, PE, CTE, GT, Fine Arts documents and train administrators and teachers on how to use the content	Director of Special Programs, Director of CTE, Director of Fine Arts, Director of Instruction and Leadership Development	Training to write assessments, Substitutes	June 2020 - June 2021	All	Meeting agendas, curriculum documents				Instructional Materials Allotment Funds; Title II, Part A; Local Funds
Develop a timeline to complete curriculum writing for all remaining courses.	All C&I department	District adopted resources	August 2020 - October 2020	All	Meeting agendas, written communication to campuses and other stakeholders				Local
Provide mentor texts that represent students from underperforming student populations (in both the content and authors)	ELAR Coordinator, Social Studies Coordinator	Time to meet with groups in bands (K-4, 5-8, 9-12), sub costs	June 2020 - May 2021	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Meeting agendas, Resources embedded into curriculum documents and classrooms; TELPAS				Instructional Materials Allotment funds
Provide examples of real life scientists that represent students from underperforming student populations.	Science Coordinator Campus Principals/department leaders	Science Fusion, STEMscopes, online resources	June 2019 - May 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Learning progressions in stage 3 of curriculum documents				Local
Monitor for inquiry based science instruction (5 - 12)	<i>PD:</i> Science Coordinator; AVID Coordinator <i>Monitoring:</i> Campus admin	Time for walkthroughs	August 2020 - May 2021	All	Resources embedded into curriculum documents and classrooms				Title II, Part A
Identify academic vocabulary for ELAR (9-12), Math (9-12), Science (9-12), and Social Studies (K-12) and embed in the curriculum.	ELAR Coordinator; Math Coordinator; Science Coordinator; Social Studies	Time to develop the lists with teachers, subs for pull out time to	June 2020 - June 2021	All	Identified vocabulary, Unit plans as they are written				

	Coordinator	develop the lists							
Begin to develop resources for meaningful and research-based vocabulary development experiences and embed in the curriculum	ELAR Coordinator; Math Coordinator; Science Coordinator; Social Studies Coordinator	Vocabulary development PD	June 2020 - August 2021	ESL, At-risk	Stage 3 of unit documents				Local funds
Develop a template, rubric, and a submission system for model lessons which teachers can submit to be incorporated into the curriculum documents.	ELAR Coordinator; Math Coordinator; Science Coordinator; Social Studies Coordinator	Time for development of template	June 2020 - June 2021	All	Meeting notes; developed plan for model lessons to be added in summer of 2021.				Local funds
Provide professional development for classroom educators and administrators in the area of assessment.	Chief Academic Officer, Director of Instruction & Leadership, Director of Assessment	Training modules developed to train	August 2020 - May 2021	All	Meeting agendas, sign in sheets,				
Calibrate campus administration and the curriculum department on the language used in walkthroughs and on conducting walkthroughs	Chief Academic Officer; Director of Instruction & Leadership Development;	Dana Center Consultant	July 2020; October 2020	All	Eduphoria records				
Lead principals in creating a walkthrough form that captures instruction aligned with the Understanding by Design methodology of teaching and learning (constructivism)	Chief Academic Officer	Training; Meeting time	August 2020- September 2020	All	Walkthrough form(s) developed				

Explore and possibly develop walkthrough form(s) for content and program specific areas of academics	Chief Academic Officer; Curriculum Coordinators and Directors	Training; Meeting time	August 2020- September 2020	All	Walkthrough form(s) developed				
Conduct walkthroughs with principals to monitor the curriculum and check for calibration	Chief Academic Officer	Walkthrough template	September 2020 -April 2021	All	Calendars; Walkthroughs				
Address gaps in learning due to school closure in the Spring of 2020	Content Coordinators; Curriculum Writing Teams	Curriculum Documents; Extra duty pay for curriculum writers	June 2020 - May 2021	All	Curriculum Documents				Local Funds

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

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Utilize a variety of data to personalize learning					
Summative Evaluation (to be filled in by June 2020 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	
Analyze data to make curriculum adjustments, acquire resources and make training decisions	Chief Academic Officer, Curriculum Coordinators, Director of Instruction and Leadership Development	Mizuni, Eduphoria Aware, Schoology AMP, MAP, STAAR results, AP results	June 2020 - July 2021	All	District curriculum based measures; Comprehensive Needs Assessment; Universal screener data; Walkthroughs; T-TESS evaluations				Instructional Materials Allotment
Analyze data to address gaps in performance of underperforming populations	C&I Team, Campus Administrators, Teachers	Assessment banks; MAP	June 2020 - July 2021	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races; GT	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				Title III
Monitor the design of learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus, and district data	Campus administrators	Curriculum Documents	September 2020 - May 2021	At-risk, SPED, ELL, G/T	Lesson plans, campus walk-through data				Local
Add resources for K-8 reading intervention	ELAR coordinator, Interventionists	Funding for new resources, time to discuss implementation	July 2020 - February 2021	At-risk	Clearly defined resources				
Develop and implement district created MOY and	Social Studies Coordinator	Extra duty pay for teachers / campus	June 2020 - May 2021	All	Assessment drafts				Local

EOY assessments for Social Studies Grades 5, 8, and 11 and BOY, MOY, and EOY for 2nd Grade Science	Science Coordinator	leaders to review draft assessments, Schoology AMP							
Examine District guidelines for advanced pathways and make any adjustments needed to ensure equity for all	All Curriculum and Instruction Staff, Campus Administrators	MAP, Mizuni, Aware, Eschool, AP testing	August 2020 - June 2021	Eco Dis; AA; H	Enrollment in advanced courses by group; enrollment after the first ten instructional days & at semester to see who has dropped; District guidelines for advanced pathways				
Explore secondary campus (5-12) needs for math interventions resources	Math Coordinator, Campus administration; Team leads and Department Heads	Funding for new resources, time to discuss implementation	July 2020 - February 2021	At-risk	Clearly defined resources,				Local Funds, IMA
Support teachers on implementation of inquiry instruction in science to strengthen instructional practices for all student populations	Science coordinator	Consultant; materials	August 2020- May 2021	All	Walkthroughs, Observations, Certificates of completion and sign in sheets , student artifacts				Title II, Part A
Use data from Phonological Awareness and Math domains to support staff training, student individualization and small group instruction	Early Education Staff	C.I.R.C.L.E Progress Monitoring System	Aug. 2020-May 2021	Early Education	Data reports, increased student outcomes, CLI small grouping				Federal/Local

Meet with campus principals at least once a semester to ensure systems are in place and being followed at the campus level to safeguard all students growing and making academic progress	Chief Academic Officer	MAP	October 2020-May 2021	All	Calendars; MAP reports				
Expand Rtl probes for math and reading K-12	Math and ELAR Coordinator; Chief Academic Officer	Edgenuity, MAP, TEKS, data	July 2020 - May 2021	At-risk	Rtl reading and math probes; Student data				Local
Have district staff participate in the Science of Teaching Reading (Reading Academies) at the Region VI Service Center	Chief Academic Officer, ELAR Coordinator; Principals	Region VI	August 2020 - June 2021	All	Registration records; Certificates				
Offer principals formative assessment training for strategies to use during lessons for timely and specific feedback to students	Chief Academic Officer; Director of Instruction and Leadership Development; Content Coordinators	Consultant	October 2020; January 2021	All	Eduphoria records; Consultant contract				Title II, Part A
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of digital learning experiences in the curriculum to support and enhance teaching and learning.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i> #1	<i>Review 2 - Campus (Feb), DEIC (March)</i> #2	<i>Review 3 - Campus (May), DEIC (June)</i> #3	
Provide training opportunities on digital resources that provide timely feedback and evidence of learning	Coordinator of Digital Learning	Schoology- Assignments, assessments, and discussions. Nearpod- lessons with integrated feedback options (premade/editable or created from scratch). Other digital learning resources authorized by CSISD for student/teacher use (support campus-specific purchased resources, curricular-specific purchased resources)	June 2020 - May 2021	All	Meeting agendas and sign in sheets				
Establish campus expectations for digital resource use and monitor the increase of use of digital resources that provide timely feedback and evidence of	Campus Administration, Campus Technology Facilitators, Teachers	Schoology- Assignments, assessments, and discussions. Nearpod- lessons with integrated feedback options (premade/editable or	June 2020 - May 2021	All	Usage reports from Schoology; Usage reports from Nearpod, Classroom walkthroughs; Lesson plans, MAP family reports (sent to parents); other campus or curricular-specific resource reports.				

learning		created from scratch). Other digital learning resources authorized by CSISD for student/teacher use (MAP, campus-specific purchased resources, curricular-specific purchased resources)							
Provide teachers with more digital learning resources to support engaging, personalized, and enhanced learning experiences	Coordinator of Digital Learning, Curriculum Coordinators, Campus Technology Facilitators	Provide resources and design/deliver professional learning experiences for Schoology, Nearpod (including VR lessons), Google Suite Applications, other digital learning resources authorized by CSISD for student/teacher use, Curriculum documents.	June 2020 - May 2021	All	Growth of digital learning PD opportunities (online and face to face); usage reports from digital resources				Instructional Materials Allotment
Implement beginning and end-of-year student technology proficiency checks at grades 4, and 8.	Coordinator of Digital Learning, Director of CTE, ES and MS Campus Principals (to ensure campus-wide implementation) and Campus computer paraprofessionals/ teachers	District-created proficiency assessments in Schoology AMP for primary mastery evidence; Typing Agent (grades k-4, 8) for supplemental mastery evidence	Sept. 2020-May 2021	All Students in grades 4 and 8	Student proficiency scores on AMP assessments; Student mastery reports in Typing Agent				

Begin to educate administrators and teachers on the SAMR Model of technology integration through multiple forms of professional development	Chief Academic Officer; Coordinator for Digital Learning; Coaches; Campus Administration	SAMR Model information	October 2020-February 2021	All	Walkthroughs; Meeting notes; Sign-in sheets; asynchronous PD opportunities				
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options within the district.					
Summative Evaluation (to be filled in by June 2020 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	
Propose Fundamentals of Real Estate course, increasing certification and workforce ready options	Director of CTE	Workforce recommendations Project Lead the Way	October 2020- November 2020	CTE students	Fundamentals of Real Estate course approved Juniors enrolled in the Fundamentals of Real Estate course fall, 21-22				Local funds
Phase in and provide support for next STEM (PLTW) course at high schools	Director of CTE	Project Lead the Way	August 2020	CTE students	Students taking, completing, and earning credit for new PLTW courses				Local funds
Implement and provide support for new STEM courses (PLTW) at the middle schools	Director of CTE, Science coordinator	PLTW teacher summer training Purchase PLTW curriculum and supplies	June 2020- August 2021	All MS students	Master schedule, PLTW training, access to PLTW curriculum and supplies				Local funds
Increase the number of students taking the Computer Science AP exam and the MTA Using Java certification	Director of CTE, Computer Programming teachers	TEKS, supplemental resources, renew subscription to practice/prep materials and MTA Using Java	Aug 2020- May 2021	Computer Programming students	80% of students will take the Computer Science AP exam and the MTA Using Java certification exam				Local funds, AVID funds

Increase the number of Arts, A/V students taking the Adobe Suite certifications	Director of CTE, Arts, A/V teachers	TEKS, supplemental resources, renew subscriptions to practice/prep materials and Adobe Suite	Aug 2020-May 2021	Arts, A/V students	90% of all students in an Arts, A/V course will take at least one Adobe Suite exam				Local funds
Increase the number of concentrators and completers	Middle and High school counselors	5-yr plans and one on one conversations during course selections	Aug 2020 May 2021	All CTE students	Students are signing up for appropriate level courses that lead to completer status,. PEIMS data reflects 60% of students are completers				
Increase work-based learning opportunities	Director of CTE Practicum teachers	Time to network, collaborate, and meet with industry contacts	Aug 2020-May 2021	Vet Med Assistant and Health Science students	An increase in the number of clinical and mentoring placements				
Increase the number of special education students passing the ELA EOC exam	Susan Brown Director of CTE and CTE staff	Accommodations and Modification training	Aug 2020	All CTE students	A 3% increase in Special education students passing the ELA EOC exam				Local funds
Begin "unitedsound" at the high school level and monitor the enrollment and student experience	Director of Fine Arts and teachers	Unitesound	Revisit in Dec. 2020 Postponed due to COVID	Fine arts students	Student enrollment; walkthroughs				Title IV, Part A
Explore advanced pathways for intermediate and middle school students in science	Science Coordinator, Science Department Heads, Campus Principals, Counselors	TEKS, research from other Texas districts, TEA	June 2020 - January 2020	All	Resolution to questions that would impact implementation; decision either to pursue or abandon				Local funds

Integrate gifted strategies that ensure increased rigor in the regular classroom for gifted and talented students at the secondary level	Director of Special Programs; ELAR, Math, Science, and Social Studies Coordinators	Understanding by Design curriculum for core classes	June 2020 -June 2021	Gifted and Talented Students	Core curriculum documents Stage 3				Local funds
Write PLTW middle school curriculum aligned with existing CTE Programs of Study	Director of CTE; Middle School teachers	Project Lead the Way Modules; Curriculum writing time	June 2020-February 2021	All Middle School Students	New curriculum for middle school				Local funds
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Improve upon the system of support for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2020 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
Provide SEL training for campus staff to address Tier 1 supports	Director of Instruction and Leadership Dev.; Director of Student Services; Principals, SEL teams; Chief Academic Officer (TBSI certificate tracking for administrators)	SEL teams, TBSI, NEDRP, Conscious Discipline, Safe & Civil Schools PK-12 continuum of tools and common language; long term commitment to a plan (reduce changes)	August 2020-May 2021	All	Meeting agendas, Campus sign in sheets; Training modules used; Certificates of completion for TBSI to be recorded by the Chief Academic Officer				Title II, Part A
Provide core training to all campus SEL team members	Director of Instruction and Leadership Dev.; Director of Student Services	SEL teams, Conscious Discipline trainer, Safe and Civil Schools trainer, Substitutes	August 2020-May 2021	All	Meeting agendas, sign in sheets				Title II, Part A
Provide training on how to deal with student behaviors in a successful manner	Chief Academic Officer	CPI, TBSI, Consultant or Professional Learning fees	Sept. 2020-Dec. 2021	At-risk	Rtl records; Eduphoria records, Sign in sheets, SIT meeting minutes				Title IV, Part A
Monitor and provide feedback to campuses regarding disciplinary placement rates at specific intervals throughout the year	Director for Special Services, Director of Student Services, DAEP Administration	Discipline and student educational records	August 2019-May 2020	SPED and/or AA	Plan in place, data reports				

Monitor ongoing use of Conscious Discipline in Early Education classrooms	Early Education Staff	Program-wide Conscious Discipline training, Early Education walk-through form		All	Monthly observations by Early Education staff				Federal/Local
Continue to grow and develop private practice counselor programs in schools.	Directory of Student Services, District Counselors, Campus Counselors, Principals	Parent communication from schools; counselor communication with parents of students in needs	June 2020 to June 2021	All	Communication to families regarding the private practice program and increased access to mental health support during the school day. Monitor how frequently the private practice counselors are on campuses and number of students utilizing the program monthly.				Local
Develop and implement the CSISD Character Education program aligned with the requirements of HB 1026 PK-12	Director of Student Services, District Counselors, Campus Counselors, Principals, Director of Instruction and Leadership Development	Character Education program chosen or developed by the district committee	June 2020 - June 2021	All	Establish district committee; implement requirements of HB 1026; Implementation of programs on each campus				Title II, Part A Title IV, Part A

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

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special programming.					
Summative Evaluation (to be filled in by June 2020 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	
Provide training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Director for Special Services, Assistant Directors for Special Services, SpEd Instructional Coordinators	Training module, Training Materials, Professional Development provided by consultants	August 2020-May 2021	All	sign in sheets				
Continue to provide training for all responsible special education staff regarding PLAAFP/IEP development in the ARD Committee decision-making process.	Director for Special Services; Assistant Directors for Special Services, SpEd Instructional Coordinators, Campus Administrators	Training materials, eSped, Administrative ARD training, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers	August 2020-May 2021	Special Education	sign in sheets				
Continue to provide training for all campus administrators/504 coordinators regarding the ARD/504 for the Committee decision-making process	Director for Special Services & Assistant Directors for Special Services, SpEd Instructional Coordinators	Training materials, eSped, Section 504 module training, Guidance from TEA and Regional Service Centers	August 2020-May 2021	Special Education	Sign in sheets				

Provide targeted dropout prevention efforts if students are showing signs of not completing graduation requirements	Director for Special Services, SpEd Instructional Coordinator, High School Principals and Counselors	Secondary Instructional Coordinator, Campus administration	August 2020-May 2021	Special Education	Graduation Rates				
Provide training for special education teachers on research based practices within the English Language Arts curriculum	Director of Special Services & Special Services Leadership Team, Campus Administration, ELAR Coordinator	Increased and improved inclusive practices grades K-12, Individualized Accelerated Instruction Plans	August 2020 - May 2021	Special Education	PBMAS Report Local Assessment Data, Failure ARDs, Revised Accelerated Instruction Plans Peer discussion				
Conduct internal audits on identified state compliance areas every six weeks	Assistant Directors for Special Services, ARD Facilitators	SPED Student Audit Folders, Guidance from TEA and Regional Service Centers, Audit checklist	August 2020-May 2021	Special Education	Audit Log				
Provide training for special education staff on data collection and interpretation to drive instructional decisions and programming.	Assistant Directors, SpEd Instructional Coordinator	Professional Development provided by consultant,	August 2020- May 2021	Special Education	Sign in sheets				
Provide resources and necessary training to support the continued growth of STEM at 5-8 campuses.	Director of Instruction and Leadership Development; Director of Special Programs; 5-8 GT / STEM Teachers; 5-8 Principals	Attend STEM professional development, identified STEM equipment and resource needs	August 2020 - May 2021	GT / STEM	Professional Development Attendance Identify, Acquire, and Utilization of Equipment				Title IV, Part A

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

Goal 4				Create classroom and campus cultures that engage each family.					
Objective 1				Increase family engagement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2020 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
Implement and refine district-level PK-12 parent training options in areas such as SEL, growth and development, bullying, parenting, mental health and graduation plans	Director for Student Services; Counselors; Director of Curriculum and Leadership Development	Online resources; Community partners	Aug. 2020-May 2021	All	Plans for sessions, list of contacts in the community to help lead sessions; Training agendas				
Continue to provide parent learning opportunities in student academic support and digital citizenship through Schoology	Coordinator of Digital Learning, Campus Technology Facilitators, Campus Administrators	Schoology (general platform), Parent Learning Center course in Schoology, Campus-specific parent learning sessions orchestrated by the campuses, information on the Schoology Parent website	August 2020 - May 2021	All	Parent use of online learning opportunities in these two areas				

Make available in Spanish training for the Parent Course in Schoology to parents	Director of Special Programs	Translators	July 2020-August 2020	Spanish speaking population	Training modules in Spanish in Schoology in the Parent Course				
Provide families with current school and community resources that promote English language development for the entire family	Director of Special Programs; Special Programs Staff; ESL Specialists	Program brochures; community resources; links to English learner resources	Aug. 2020-May 2021	EL	Parent survey; Brochures and resources collected by Director of Special Programs				
Evaluate Schoology parent usage data (district and campus level) to inform support measures needed to increase online parent engagement.	Digital Learning Coordinator; Director of Instruction and Leadership Dev.; Chief Academic Officer; Campus Principals	Analytics - Schoology use with parents Campus-level parent meetings Weekly newsletter, Monthly classroom activity	August 2020-April 2021	All	Parent input; Parent meeting minutes				
District level dual language program family picnic/social; informational nights	Special Programs Staff	Informational flyers; committee of volunteers to organize event	Jan. 2021 - April 2021	Dual Language	Parent survey; attendance log				
Increase Head Start parent engagement through monthly classroom (and at home) activities, BBPC parent training and parent homework	Early Education Staff	Take home resources (books and magazines) newsletters; Parent computer lab	August 2020-May 2021	Early Education	Sign-in sheets; Schoology attendance; Read to Me; documentation of monthly "at home" parent activities				Federal and Local Funds used to purchase iPads for parent use in child's education

Maintain the district Fine Arts Page on the CSISD Website and increase the media presence and publicity for Fine Arts Programs	Director of Fine Arts and Fine Arts Staff	Various Media Outlets and Publications	All Year	All	Media Posts, Patron and Stakeholder Attendance				
Leverage software system to collect stakeholder (employee, parents, students) feedback	Director of Talent Management, Chief Academic Officer, Principals	Survey Software	Fall 2020; Spring 2021	All	Survey data				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 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	
Stipend positions will have district-approved job descriptions, and the individuals holding those positions will fulfill the responsibilities of those positions.	Director of Instruction and Leadership Development, Curriculum Coordinators, all district stipend positions	CSISD-stipend job descriptions	August 2020 to September 2021	All	Stipend position evaluations at the campus and/or district level				
Determine an efficient schedule for maintenance and upkeep of facilities based on staffing to ensure proper maintenance and care of our facilities	Executive Director of Facilities; Chief Financial Officer	Maintenance Equipment; Schedules	June 2019-May 2020	All	Stakeholder feedback; Work order data				
Streamline all Fine Arts budgets/resources at the central office level.	Director of Fine Arts	Local budgets	August 2020 -June 2021	All	Budget records				Local
Determine and maintain equitable and logical funding to all Fine Arts programs.	Director of Fine Arts	Local budgets	August 2020 -June 2021	All	Budget records				Local
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

CSISD Professional Learning Plan 2020-2021

The District Improvement Plan Professional Learning Plan includes both the district and campus professional learning needs. The process of developing the DIP began in February 2020 with program analysis and the 2020 CIPs begins in April 2020. As the 2020 CIPs are submitted to the Curriculum and Instruction Department the CSISD Professional Learning Plan is developed and integrated as a part of the DIP. The information listed below is an outline of the professional development areas that support the Goals and Objective of the District Improvement Plan. The individual links are to specific professional learning documents from across the district.

Summer 2020 professional development catalog CSISD Professional Development Plan 2020-2021

- English Language Arts and Reading
 - HB3 Reading Academies *Goal 2.1*
 - Design instruction using curriculum documents *Goal 2.1*
- ESL/Bilingual
 - SIOP, TPR, ESL Teaching Strategies *Goal 1.2*
 - Title III Symposium *Goal 1.2*
 - ELPS training *Goal 1.2; 4.1*
 - TELPAS data training *Goal 1.2*
- Mathematics
 - Provide virtual and job embedded training as needed *Goal 2.1*
- Science
 - Inquiry Based Science Instruction Job-Embedded Training *Goal 2.1*
- Career Technology Education
 - STEM Teacher Training *Goal 3.1*
- Transportation
 - Bus Driver Certification *Goal 1.1*
 - Bus Driver ReCertification *Goal 1.1*
- Curriculum Document Development
 - Wave 1 -- ELAR, Math, Science, Social Studies Refinement of Stages 2 and 3 *Goal 2.1*
 - Wave 2 -- LOTE, PE, CTE, GT, Fine Arts Development of Stages 2 and 3 *Goal 2.1*
 - Wave 3 -- Advanced and Elective Courses in ELAR, Math, Science, Social Studies: Stages 1 and 2 *Goal 2.1*
- Special Services
 - Inclusive Practices Training *Goal 3.3*
 - Monitor Disciplinary Placements *Goal 3.3*
 - PLAAFP/IEP development *Goal 3.3*
 - ARD/Section 504 decision making process training *Goal 3.3*
 - Community Outreach and Parent Training *Goal 3.3*
- Leadership Development
 - Teacher Leadership Academy *Goal 1.3*
 - Success Team / SALI monthly learning *Goal 1.3*
 - Administrator Development Academy *Goal 1.3*
 - Results Coaching Training *Goal 1.3*
- Teacher Development
 - NTU Coaching *Goal 1.3*
 - New Hire Onboarding *Goal 1.3*
 - Culturally Responsive Teaching *Goal 1.2*
 - Teaching Students from Poverty *Goal 1.2*
 - Results Coaching Training *Goal 1.3*
 - Rtl Training
- Social Emotional Learning
 - Conscious Discipline Training *Goal 1.3; 3.2*
 - Safe and Civil School Training *Goal 1.3; 3.2*
 - Restorative Practices Training *Goal 1.3; 3.2*
 - SEL Tier 1 Teacher Training *Goal 1.3; 3.2*
 - Mental Health Training for Administrators *Goal 3.2*
 - Community and Parent Education Sessions *Goal 4.1*
- Digital Learning (Instructional Technology)

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.
Revise the CSISD Community-Based Accountability System to align with data and community feedback	TPAC Support; Local Data Sources	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.

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
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School Resource Officer(s) Duties

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

discipline issues.			
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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

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
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All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas
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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
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Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2019-2020

Grades Pre-K – Grade 4

Elaine Everett	CHE	
Sandra Hay	PC	
Beverly Shimek	RP	
Catherine Eckhardt	SK	
Katy Higgins	SWV	<i>Vice Chair</i>
Stephanie Weaver	FR	
D'Ann Johnson	CV	
Charla Anderson	GP	
Araceli Seydler	SC	
Kristin Dungan	RB	

Grades 5-6

Lauren Guest	OW	<i>Secretary</i>
Mandy Schwanke	CG	
Sherry Ware	PT	

Grades 7-8

Matt Bywater	AMCMS
Claire Hall	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Sheridan Clinkscates	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS
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Elementary-At-Large

Nur Rashid	DEAP
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Secondary-At-Large

Emily Feagan	CVHS
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Elementary Administrator

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

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

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
John Crockett	Parent, Grades 9-12 (CSHS)
Laura Kurk	Parent-At-Large
Lynna Tolliver	Business Member
Paul Dorsett	Business Member
Amanda Green	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
	Deputy Superintendent/Chief Financial Officer
Penny Tramel	Chief Academic Officer
Molley Perry	Chief Administrative Officer
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	Director for Instruction and Leadership Development
Karen Ferguson	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Tami Dudo	Coordinator for AVID and GT
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning
Bobbi Rodriguez	Coordinator for Social Studies