

College Station Independent School District

Annual Campus Improvement Plan for River Bend Elementary 2019-2020



Board Approval Date: 9-17-2019

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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[Improvement Plan Acronyms & Definitions Sheet](#)

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	River Bend has opened the 19-20 school year with approximately 400 students. River Bend is a diverse campus. Multiple cultures and languages are represented. The demographics of the campus are very close to the district “averages” in most categories. Current enrollment shows 34% of students receiving free or reduced lunch.	Bringing together families and students from across CSISD to River Bend brings the unique challenge of assimilating into a school learning community and learning about each individual student’s needs.	River Bend staff will learn about each individual student’s needs including cognitive, social / emotional, and special needs.
Student Achievement	Last year’s STAAR scores for students currently in 4th grade show 64% passing rate for reading and 68% passing rate for math. This data includes students who were in a CSISD school last school year.	The subpopulations African American and Economically Disadvantaged performed below the campus average on last year’s STAAR assessment.	We will work with each student to make at least one years progress in all academic areas.
Curriculum and Instruction Documents	The 2019 adoption of ELAR materials has given our campus a great foundation for our curriculum. The district curriculum documents and work on UBD is supporting and aligning instruction.	Meshing the current curriculum scope and sequence with the HMH materials from the adoption is challenging.	Understanding the curriculum documents and how they can support planning and instruction while using the HMH ELAR materials will be a priority.
Culture and Climate	Our campus is 100% new. New students, new families, new staff and new opportunities.	Getting to know each learner and their needs is challenging with little to no prior knowledge of the students.	Bringing all stakeholders together with a common vision while creating meaningful relationships will be key.
Staff Quality and Retention	The River Bend staff is made up of 63 members. We have 22 homeroom classrooms PK-4th grade. Additional support staff bring the number of employees to 63 including auxiliary employees.	The staff will need to work collectively to determine a common vision and work toward that vision in each initiative and endeavor.	Creating a common vision and strong cultural foundation will be the priority.

<p>Technology</p>	<p>RB has one class size computer lab which is included in the CAMP rotation schedule. Additionally there is a “mini” lab of desktop computer in a breakout room. Each grade level has a laptop cart with 25 computers. The campus has an inventory of ipads allowing on average 5 per classroom. Each room has a state of the art touch SMART display and the campus has 4 mobile SMART display units.</p> <p>The campus has a stand alone science lab.</p>	<p>Learning the “how” of new technology is challenging.</p>	<p>Becoming proficient in the use of the tech materials and incorporating the technology into instruction and practice is the goal.</p>
<p>Family/Community Involvement</p>	<p>River Bend families are new to each other and to our campus just as our students are. The PTO was formed during the summer months. Several staff members are also RB families with students at our campus.</p>	<p>The PTO and the school will partner to bring our families together and create a culture of family.</p>	<p>A plethora of parent involvement and parent support is our goal!</p>

Data Used for Campus Comprehensive Needs Assessment

- District Benchmark Assessments
- Technology Input from Stakeholders
- Special Education Data
- Administrator Input
- DEIC Input
- Counselor Input on Mental Health
- Demographics
- Curriculum Documents

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Provide customized support for teachers of all experience levels					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide mentor support for all first- and second-year teachers on the campus.	Sherman	District mentor training	Meet 12 hrs each semester between mentor and mentee	First- and second- year teacher	Log of mentoring 12 hours, staff survey shows teachers feel confident and supported				?
Build capacity in all staff through Instructional Coaching provided through a district created coaching model using Results Coaching strategies	IC	Time District provided training for coaches	July 2019- May 2020	All professional staff	Staff feedback (survey) T-TESS				
Implement Professional Learning Communities within campus day	Jones Sherman IC Interventionists	Time	Sept.2019- May 2020	All teaching staff	PLC engagement level Staff survey				
Train all professional staff on the T-TESS process and conduct evaluations using T-TESS	Jones Sherman	Time Talent Ed system	Aug. 2019- May 2020	All professional staff	T-TESS evaluation documents via Talent Ed system Sign-In Sheets				
Conduct Pro-Ethica scenarios throughout the year with the entire staff	Jones Sherman SEL Team	Time Proethica	Sept. 2019- May 2020	All professional staff	Staff survey				

		resources							
Store staff document and resources in a common location, Schoology	Sherman	Time Schoology	Aug. 2019- May 2020	All professional staff	Evidence of schoology use				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design robust written, taught, and assessed curriculum in core content 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 an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide training for all teaching staff on current phase of the CSISD curriculum documents	Jones Sherman Interventionists	Trainings Planning Time Curric. Docs	Aug 19-May 20	All teaching staff	Planning attendance Evidence of performance assessment use in the fall and spring				
Instructional planning will focus on transfer goals, enduring understandings and essential questions	Jones Sherman Interventionists Grade level Teams	Time Curr. Docs Instructional Resources	Aug. 2019- May 2020	All teaching staff	Lesson plans				

Training and implementation of ELAR instructional materials (HMH)	Jones Sherman Interventionists	Time	Aug. 2019-May 2020	All ELAR instructional staff	Student growth in ELAR				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Multi-Tier instruction					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
MAP assessment implementation	Jones Sherman	NWEA assessment materials	Aug. 2019-May 2020	All staff	MAP report data				
Use PLC time to discuss data in relation to student growth	Jones Sherman IC Interventionists	Formative and Summative classroom assessment data MAP data	Aug. 2019-May 2020	All staff	All students will grow at least one year in all academic areas				
Use writing samples and grammar assessments to inform writing instruction	Jones Sherman Interventionist ELA Teachers	ELA Curriculum Summative and formative writing assessments	Aug. 2019-May 2020	ELA Staff	Student ELA progress of at least one year				

Gather progress monitoring data on students in need and use the data in an Rtl model to make informed decisions about student support	Jones Sherman IC Interventionists	SIT Schedule	Sept. 2019- May 2020	All Professional Staff	Student progress of at least one year in all academic areas High rate of referrals qualifying for needed services				
Instructional Support Team will meet monthly to look at school-wide data and needs	ISTeam	Time Student Data MAP Data	Sept. 2019- May 2020	IST Team	Students making at least one years growth in all academic areas				
Implement student data monitoring systems in classrooms and learner led family conferences	Jones Sherman ISTeam	Data keeping materials Time / Training	Sept. 2019- May 2020	All teaching staff	Students making at least one years growth in all academic areas				

√ =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 technology in the curriculum to support and enhance teaching and learning.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increased use of instructional technology	Jones Sherman Romero Suenkel	Schoology Nearpod (integrated)	Aug. 2019- May 2020	All	Usage reports from Schoology				

		feedback options) Other digital learning resources authorized by CSISD for student/teacher use. SMART training			Usage reports from Nearpod Walkthroughs Lesson plans TTESS evidence				
√=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 campus.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide Exploration Time weekly for each student	Jones Sherman Exploration teachers	Time Funds for club materials	Sep 19- May 20	All students, exploration staff	Student activity engagement				
√=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				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Implement Restorative Practice	Jones Sherman IST Counselor	Training Time	Aug. 2019- May 2020	All staff	Evidence of Restorative Practice supports implemented in classrooms Feedback from consultant visits				
Implement Growls of Greatness	Jones Sherman	Time G.O.G. cards	Sept. 2019- Aug. 2020	All staff	Public recognition of students and staff for contributing to a positive school environment and being BEAR AWARE				
Implement common area expectations and align schoolwide expectations	Jones Sherman Safety Team SEL Team	Restorative Practice materials Counseling Curriculum Safety Backpacks CHAMPS signage	Aug. 2019- May 2020	All Students	Referral Data Drill data				

Conduct a systematic social-emotional curriculum for all students through lessons in the classroom	Counselor Classroom Teachers	Social-Emotional Curriculum Class time	Sept. 2019- May 2020	All Students	Teacher survey Referral Data Recognition data				
√=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 an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue to design and implement an inclusive Special Education Program	Jones Sherman SPED Staff	Master Schedule Staffing	Aug. 2019- May 2020	Sped students	Student growth of at least one year in all academic areas				
Ensure that students identified with Dyslexia are provided adequate support in the classroom	Jones Sherman Dyslexia Teacher Counselor	504 meetings Online Training Face-to-Face Training	Aug. 2019- May 2020	Students served through the Dyslexia program	Student growth of at least one year in all academic areas				

Encourage teachers to nominate under-served populations for the G/T program	Romero	G/T Training	Before Jan 2020	All students	G/T Nominations showing sub-population percentages which mirror enrollment percentages				
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Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family involvement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Host Back to School Nights PK-4th combining info and meet the teacher	All Staff	Time	Aug. 2019	All Students	Parent attendance Parent survey				
Host various academic-themed family nights to inform parents about teaching and learning at RB	Jones Sherman ISTeam	Time Funds for food and materials	At least one event in Fall 2019 and one in Spring 2020	Any family that wishes to attend	Parent attendance Parent survey				
Host events for families to establish a school family and create connections	All staff PTO	Time Funds for food and materials	At least one event in Fall 2019 and one in Spring 2020	Any family that wishes to attend	Parent attendance Parent survey				

Staff presented parent education conference, Parents Matter	Professional Staff Staff Volunteers	Staff Time Parent Materials	Sept. 2019	All Students	Parent attendance Parent survey				
Use various communication tools to keep the school community informed	Jones Sherman Classroom teachers	Schoology School Website School Messenger Facebook	Aug. 2019- May 2020	All Students	Parent survey Website and messenger data reports				

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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 an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize bond resources to provide materials for the current and future students of River Bend.	Jones Sherman	2015 bond funds	Aug. 2019- Dec 2020	All staff	Financial records indicating funds remained in budgeted amounts Adequate supplies for students				

Conduct annual facility-wide inventory of furniture, technology, and instructional materials as well as needed maintenance	Jones Sherman	Time	June 2019-May 2020	All staff	Reconciled inventory Maintained building; all warranty work completed within the one year time frame				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

River Bend Professional Learning Plan 2019-2020

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to develop and refine 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 at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

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	N/A	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.	N/A	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, Hoonuit, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets, Hoonuit	Director for Human Resources	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 Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification 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: CAMPUS IMPROVEMENT COMMITTEE MEMBERS SUMMER 2019

Staff met in June and July to draft the campus plan. The plan will be monitored and adjusted by a full CIP committee including community and parent members during the 19-20 school year.

Robyn Jones, Principal

Heather Sherman, Assistant Principal

Kevin Bradford, SPED resource

Lexie Borrego, Pre-Kindergarten Teacher

Jessica Faltysek, Kindergarten Teacher

Bre Roberts, 1st Grade Teacher

Barbara Newland, 2nd Grade Teacher

Robin Hass, 3rd Grade Teacher

Hope Mullholland, 4th Grade Teacher

Kimberly Suenkel, Art Teacher

Felicia Neville, Instructional Coach

TBD- Community member

TBD- Parent

TBD- District Representative