

College Station Independent School District

Annual Campus Improvement Plan for
Spring Creek Elementary
2018-2019



Board Approval Date: 9-18-2018

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 campus?)
Demographics	Our campus enrollment has remained consistent over the last two years. While our special education population has grown. We are currently able to serve many students in a co-teach model, allowing them greater access to the general education curriculum.	Our LEP population has almost doubled over the last two years. In addition, we will be adding the CASL program to our campus during 2018-2019. We need to continue to foster an inclusive environment and ensure quality instruction for all students.	Continue/begin training on how we can best support English language learners and students in the CASL program. Utilize specialists in these areas to support students and staff.
Student Achievement	Student achievement on STAAR and other standardized tests has either remained consistent or increased in all areas.	The STAAR writing exam continues to be our lowest performing area, and our Limited English Proficient students continue to struggle with all content areas of STAAR. Additionally, the number of students who finish each grade on reading level is 77%.	Increase cross-curricular writing for all grade levels. Provide training on supports for LEP students. Provide targeted intervention for students who are not progressing in their reading level throughout the year.
Culture and Climate	We have many avenues through which we support the social and emotional needs of students and staff (e.g. Cardinal Compliments, Walkie-Talkie time, counseling lessons, character Wednesdays in assembly). Specific elements of conscious discipline are incorporated into every classroom, and CHAMPS is used in common areas of the school.	More careful planning and collaboration with staff members in supporting the social and emotional development of students will allow us to support students more systemically.	Develop and share a year-long plan for social and emotional skills and work together to reiterate those skills in multiple campus environments.
Technology	Teachers and students use a variety of technologies in order to access curriculum and support learning. A review of our technology subscriptions shows that we are allocating funds to programs that have many users.	The availability of ipads is sometimes problematic for teachers when they want to do large group activities.	Increase the number of ipads available for staff to check out from the library.

<p>Family/Community Involvement</p>	<p>All school events are well-attended by Spring Creek families. We have a multitude of events throughout the year so that parents have opportunities to come to school both during the day and in the evenings.</p>	<p>We sometimes struggle to accommodate the large number of family members who attend events (including lunch on Fridays). Additionally, our parents may not feel equipped to help their children at home in a way that benefits them academically. Additionally, students who ride the bus are less represented at evening events.</p>	<p>Schedule multiple opportunities for family members to attend campus events. Provide information and training to parents on how to academically support students outside of school.</p>
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Data Used for Campus Comprehensive Needs Assessment

- STAAR
- CSISD Vision
- PBMAS Report
- RtI
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- CSISD Learner Profile
- Special Education
- Curriculum Documents
- Administrator Input
- District Benchmark Assessments
- TAPR
- TELPAS
- Demographics
- New Teacher Survey
- PEIMS Discipline
- Professional Development
- Counselor Input on Mental Health
- Accountability Report

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
August staff development session on instructional strategies for ESL students	Hickman/Baskett	Time, prepared training materials	Aug 2018	LEP	All teachers complete training				
August staff development session on cultural capital	Hickman	Time, prepared training materials	Aug 2018	All	All teachers complete training				
On-going monitoring of progress for ELLs and teacher supports needed	Baskett and Leadership Team	Reading level, grade, and CBM data	Aug 2018-May 2019	LEP	Data review records for ELLs				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Provide professional development that is responsive to individual needs of stakeholders					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Launch fall PLCs with teacher choice according to feedback at the end of 17-18 school year	Hickman, Chapa	Books for book study; PLC leaders	August 2018	All	All professional staff signed up for a PLC				
PLCs to meet each month in Fall Semester	Hickman, Chapa, Group Leaders	Books for book study; PLC leaders	Aug-Dec 2018	All	All professional staff participate in 90% of the PLC meetings				
Launch spring PLCs with teacher choice	Hickman, Chapa	Books for book study; PLC leaders	January 2019	All	All professional staff signed up for a PLC				

PLCs to meet each month in Spring Semester	Hickman, Chapa, Group Leaders	Books for book study; PLC leaders	January - May 2019	All	All professional staff participate in 90% of the PLC meetings				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Follow the district's newly created curriculum for math, language arts, social studies, and science.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
All staff to complete curriculum training at the beginning of the year	Hickman, Chapa, Specialists	District curriculum and training	Aug 2018	All	All staff complete training				
Specialists to follow up monthly with grade level content teachers and make curricular notes/answer questions	Specialists	Time for meetings	Aug - May 2018	All	Monthly meetings as evidenced by specialists' notes				
Half day planning sessions at least once per semester for each grade level/content team	Core content teachers	Time, substitutes	Aug - May 2018	All	Planning time attended by all core content teachers				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Tier I instruction					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Analyze data to make curriculum adjustments and training decisions	Teachers, Leadership Team, Administration	Data; training materials as appropriate	Aug 2018 - May 2019	All	Data analyzed in SIT and leadership meetings				
Complete and review AVMR assessment data on all students in Tier II or Tier III of RtI	Teachers, Leadership Team, Administration	AVMR assessment data	Aug 2018 - May 2019	All	AVMR assessment reviewed in SIT				
Support district exploration of assessment options in ELAR	Teachers, Leadership Team, Administration	District provided assessments	Aug 2018 - May 2019	All	Participation in district pilots or trials for ELAR assessment				
Monitor students who scored "masters" and "meets" on third grade STAAR to ensure continued growth	Teachers, Leadership Team, Administration	Data, time	Aug 2018 - May 2019	ALL	Fourth graders make adequate progress on STAAR reading and math				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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 Schoology for staff training needs	Administration; Leadership Team	Schoology	Aug 2018 - May 2019	All	Schoology reports on usage				
Monitor use of Education Galaxy and RAZ Kids for impact on student growth	Administration, Specialists	Education Galaxy	Aug 2018 - May 2019	All	RAZ Kids and Education Galaxy reports compared to student growth				

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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 for faculty and staff.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Analyze SIT team data to determine needed training for staff to improve tier one instruction.	Administration, Leadership Team	Time, Data	August 2018 - May 2019	At Risk students	Teacher participation in PD				
Twice per semester meetings for each grade level	Literacy Specialists	Time	August 2018 - May 2019	All	Teacher participation in literacy meetings				
Writing Round Table meetings to share and discuss student writing samples	Literacy Specialists, 3rd and 4th grade teachers (add second grade teachers in spring)	Time, Student Work Samples	August 2018 - May 2019	All	Teacher participation				

√ =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 June 2018 by campus administration)									
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	
Weekly character and behavior lessons in morning assembly	Administration	Boosterthon Videos	August 2018-May 2019	All	Lessons delivered according to schedule				
SELT team to meet monthly to problem-solve common area issues	Administration, SELT Team	Time, Observation Data	August 2018 - May 2019	All	Meeting records				
Small Groups with counselor to respond to specific student needs	Counselor	Time	August 2018-May 2019	All	Records of Small Group Meetings				

Display information regarding monthly counseling topics	Counselor	Time, Display Supplies	August 2018-May 2019	All	Display reflects counseling lessons				
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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 education services.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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 co-teach for students in fourth grade as appropriate	Special Education and General Education Teachers	Time, careful master scheduling	August 2018-May 2018	Special Education Students	Co-teach opportunities provided				
General Education and Special Education teachers plan together to support students	Special Education and General Education Teachers	Time, careful master scheduling	August 2018-May 2018	Special Education Students	Records of common planning				
Train all teachers in strategies that may help special education students be more successful	Special Education and General Education Teachers	Time	August 2018-May 2018	Special Education Students; LEP	Completion of training				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Accommodate families as they visit campus to make a welcoming environment.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Book Fair Family Night once per semester	Book Fair Committee	Time, PTO support	Fall and Spring Semesters	All	Family attendance at family night				
Continue Watch D.O.G.S. program	Counselor, Administration	Time	September 2018- May 2019	All	Watch D.O.G.S. on campus weekly				
Provide academic instruction information for parents through Schoology	Specialists, Teacher Committees	Time, Technology Support	Schoology, Time, Technology	All	10-20 lessons created and shared via Schoology				
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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 June 2018 by campus administration)									
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	
Train teachers on new curriculum	Specialists, Teacher Leaders	Time, Curriculum Documents	August 2018-May 2019	All	Implementation of new curriculum in classroom walkthroughs				
Expand the use of Schoology	Campus Technology Facilitator, Administration	Schoology, Time	August 2018-May 2019	All	Additions to Schoology throughout the year				
Follow up with paper copies for families who do not have access to technology.	Teachers, Administration	Time, paper	August 2018-May 2019	All	Information on families who do not have access; paper copies sent to them				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Spring Creek Professional Development Plan 2018-2019

Professional development to address individual needs:

- Hoonuit
- You Matter
- Monthly Literacy Meetings
- ESL/SPED/CASL strategies for teachers
- Schoology follow up training
- Curriculum Training
- Cultural Capital Training

Add+Vantage Math Recovery for K-6 math teachers

Assessment for Learning

SEL Training (Tier 1) for all campus staff

SEL core training (Conscious Discipline and Safe and Civil Schools) for SEL team members

In-Class Support and Co-Teach training

Mandated Trainings

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
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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 CISD 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: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2017-2018

Grades Pre-K – Grade 4

Elaine Everett	CHE
Sandra Hay	PC
Beverly Shimek	RP
Catherine Eckhardt	SK
Rebecca Griffey	SWV
Stephanie Weaver	FR
D'Ann Johnson	CV
Charla Anderson	GP
Venette Bradham	SC

Grades 5-6

Lauren Guest	OW
Mandy Schwanke	CG

Grades 7-8

Wendy Miles	AMCMS
Danny Morchat	AMCMS
Claire Hall	CSMS

Chair

Grades 9-12

Jackie Shoemake	AMCHS	Co-Chair
Sheridan Clinkscales	CSHS	Secretary

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

Julia Mishler	WMS
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Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Catherine Anderson	Parent, Grades Pre-K – 4 (GP) Head Start
Darin Paine	Parent, Grades Pre-K – 4 (GP)
Candida Sanders (Candy)	Parent, Grades Pre-K – 4 (GP) Head Start
Kim Rutledge	Parent, Grades 5-8 (CSMS/CG)
Shawn Henderson	Parent, Grades 5-8 (AMCMS/OW)
Stephanie Gray	Parent, Grades 9-12 (AMCHS)
John Crockett or Ashok Naidu	Parent, Grades 9-12 (CSHS)
Miranda Walichowski	Parent-At-Large
Abbie Walsh	Parent-At-Large
Cheletia Johnson	Community Member
Debi Stoll	Community Member
Andy Wilson	Business Member
Jason Ortgies	Business Member
Carol Barrett	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Executive Director for Special Services and Accountability
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Kelly Kovacs	Director for Instruction and Leadership Development
Karen Ferguson	Director for Career Technology
Chad Gardner	Director of of Community Education
Marla Ramirez	Director for Special Programs
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts & Social Studies
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math