

# College Station Independent School District

## Annual Campus Improvement Plan for College Hills Elementary 2019-2020



Board Approval Date:

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

**Executive Comprehensive Needs Assessment Summary**

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the campus?)
<b>Demographics</b>	College Hills serves over 720 students with over 100 staff members and a varied student population. In 2018, the students were 22.3% African American, 31% Anglo, 3.7% Asian, Multi-Ethnic 3.3%, 38% Hispanic, and approximately 16% Special Education. It is important to note that College Hills has many district special programs including Dual Language, CASL, Bilingual Resource and Head Start.	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 8.4%. Our special education population has increased approximately 5% from 12% in 2016 to 17% as of May 2019.	CHE must continue to strive to meet the needs of its population- and be proactive about doing so. Using state and local assessments (MAP) to target student groups in need will be a focus this year. Staying ahead of changes can be beneficial to all in the community.
<b>Student Achievement</b>	<p>Over the past five years, the campus has maintained a met standard rating with recognitions.</p> <p>For the 2018 school year the campus received a letter score of a D from the state for STAAR assessment score.</p> <p>District benchmarks indicate that our at-risk student population is increasing with more students being in the RtI process and more students qualifying for special education</p>	<p>In looking at STAAR Data, a clear need in the area of writing is evident. The campus will need to conduct a complete self-assessment on writing instruction to ensure that students are encountering a consistent, rigorous writing component in ELA. While we have evaluated and made adjustments in 4th grade we will need to assess K-4.</p> <p>College Hills will need to work on the indication of "Additional Targeted Support" from our state accountability system. While all student groups need increased growth, significant gap currently exist with ELL's, Economically Disadvantaged and At Risk student groups.</p>	<p>CHE will conduct self-assessment along with state and local student assessment to help target students in need.</p> <p>CHE will close the gap of 3rd grade students reading on level. Adequate growth will increase by 5%</p> <p>The campus will implement the MAP assessment program and create new data assessment teams to review data and make decisions based on the data.</p> <p>The campus will complete the Campus Data Analysis and all components of the Targeted Improvement Plan (TIP).</p>

<p><b>Culture and Climate</b></p>	<p>College Hills school is nestled in the heart of College Station just east of Texas A&amp;M University. We are the oldest elementary school in the district. At College Hills we have a strong culture of family, support for all, and high expectations. The bond between families, staff and students are high which is seen in the high participation rate of families at school functions. Many of our school functions include academic and social emotional nights where parents learn how we educate their child to make learning a team effort.</p>	<p>The campus will need to continue to offer parents training on Conscious Discipline, CHAMPS and academics learning. We will continue to build our website College Hills tiger talks as we move this information into Schoology.</p> <p>The administration will need to guide the staff as we continue to build our skills in positive behavior supports and relationship-building.</p>	<p>CHE wishes to foster a family-friendly, welcoming campus. Putting student needs first is a common refrain, but it is the cornerstone of almost every decision made here.</p> <p>CHE will continue to educate and inform our families for academic and social-emotional growth.</p>
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<b>Staff Quality and Retention</b>	The College Hills staff is an experienced group, with growing stability each year. In the hiring cycles for the past 5 years CHE has decreased from hiring 28 down staff members to 3 new staff members for 19-20 school year. A majority of the staff have greater than 5 years of teaching experience.	The past year we had our best retention rate to date. The campus will need to make sure that new staff are brought into the culture of College Hills's family effectively.	Support our staff with the necessary training and resources to be effective instructional teachers.  Implement new state required mentor program for year 0-1 teachers.
<b>Technology</b>	College Hills continues to build in our technology resources. Every classroom has a Smart Board, red cat, digital camera, 2 student computers and 4 iPads. CHE has other technology spread around the campus such as Osmos, Bee Bots, digital microscope, makerspace resources, Laptop carts ect..	The district has transitioned into new curriculum management program- Schoology and a new student assessment program - MAP. Staff will need to be trained on the basics of each new technology program, and supported as they grow into the programs.	The district maintains a technological system that is current, secure, and easy to use. The technology available is flexible in its uses, and allow for the maximum benefit to teachers and students as a learning tool. At CHE we continue to build on our use and understanding of technology for our students benefit.
<b>Family/Community Involvement</b>	College Hills has always enjoyed a high level of community involvement, from PTO, to volunteers, to present families during campus activities. This has allowed the school community to remain strong and positive.	As always, the challenge for the school is to maintain and grow its family involvement and support. We must continue to value and cultivate the community around the school.	CHE has added daily morning meetings to connect the students, their families and our staff. We added a Math/Science night to our current list of campus traditions, which our community loves to attend. We will also continue to build our Tiger Talks that allows our families to view videos to assist in student learning.

**Data Used for Campus Comprehensive Needs Assessment**

- STAAR
- PBMAS Report
- Failure Rates
- Professional Development
- Early Head Start, Head Start, and PreKindergarten
- Attendance
- Special Education
- District Benchmark Assessments
- TAPR
- Rtl
- CSISD Vision
- Administrator Input
- PEIMS Discipline
- GT Identification
- Demographics
- Curriculum Documents
- TELPAS
- Accountability Report
- CSISD Learner Profile
- AVID Reports

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective 1</b>				<b>Provide customized support for teachers of all experience levels and increase the recruitment in the number of highly qualified professional and paraprofessional staff.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</b>									
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	
Develop and conduct professional development needs assessment	Hatfield Skrivanek	Time Staff survey T-TESS Evals	Aug. 2019 May 2020	All staff	Professional development sessions Sign-In sheets				
Provide monthly choice-based training based on needs assessment	Hatfield Skrivanek Staff for leading sessions	Books	Monthly from Sept. 2019 to Apr. 2020	Professional Staff + any other staff that wishes to attend	Session feedback Sign-In Sheets				Title I
Assist new staff in learning the culture and climate of CHE	Hatfield Skrivanek Schorlemmer & Shoalmire	NTU Monthly Meetings Mentor Meeting	Aug. 2019- May 2020	New Staff to CHE	Sign-In sheets End of year survey				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									



<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>Continue to cultivate a Coaching model for teacher improvement. Provide professional development that is responsive to individual needs of stakeholders.</b>					
<b>Summative Evaluation (to be filled in June 2018 by campus administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Conduct “Coaching needs/wants” assessment</b>	<b>Hatfield Skrivanek Coaching Team</b>	<b>Survey</b>	<b>Aug. 2019 May 2020</b>	<b>All Professional Staff</b>	<b>Results of Survey</b>				
<b>Train staff on positive coaching methods and practice with coach.</b>	<b>Hatfield Skrivanek Coaching Team</b>	<b>Time</b>	<b>Aug. 2019 -May 2020</b>	<b>All Professional Staff</b>	<b>Conversations Evaluation Feedback</b>				
<b>Implement the new campus Instruction Coach role</b>	<b>Hatfield Skrivanek Coaching Team</b>	<b>Time</b>	<b>Aug. 2019 -May 2020</b>	<b>All Professional Staff</b>	<b>Conversations Evaluation Feedback</b>				
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b>									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>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.</b>					
<b>Summative Evaluation (to be filled in June 2018 by campus administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Provide training for all staff on the design and use of the newly developed curriculum and the Profile of a Learner. Other PD as needed that connects to district/campus goals</b>	<b>Hatfield Skrivanek Specialists</b>	<b>Trainings Planning time Curriculum documents</b>	<b>Aug.2019- May 2020</b>	<b>All Staff</b>	<b>Sign-In Sheets</b>				<b>Title I</b>
<b>Weekly planning meetings will focus on transfer goals, understandings, essential questions and reflection</b>	<b>Hatfield Skrivanek Specialists Grade-level Teams</b>	<b>Curriculum docs Time</b>	<b>Aug.2019- May 2020</b>	<b>All Staff</b>	<b>Lesson plans, planning documents used</b>				
<b>Teachers will use STEM Scopes to develop lesson plans that enhance student achievement in science and other content areas</b>	<b>Hatfield Skrivanek Science Teacher Leaders</b>	<b>STEM Scopes</b>	<b>Aug.2019- May 2020</b>	<b>All students</b>	<b>Planning documents  Classroom Observations</b>				<b>Title I</b>

Teachers will provide opportunities for students to write(quick writes) across all content areas including math, science, social studies, and reading language arts	Hatfield Skrivanek Teachers	Planning Time	Aug.2019-May 2020	All Teachers	Classroom observations  Planning Documents				Title I
Teachers will be provided with opportunities to collaborate both vertically and horizontally to enhance student academic and social-emotional achievement	Hatfield Skrivanek Teachers	Monthly meetings	Aug.2019-May 2020	All student groups	Meeting note  Teacher survey  Planning documents				
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Use a variety of data to ensure strong Tier I instruction</b>					
<b>Summative Evaluation (to be filled in June 2018 by campus administration)</b>									
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 a systemic RtI process at the elementary level across all campuses	Campus Principal	District RtI process, RtI binder	Aug.2019 - May 2020	At-risk	Referrals; Staff Feedback				
Provide staff development on the workshop model and Tier I tightly helds	Hatfield Skrivanek Specialist	Formal & Informal Assessment data (MAP)	Aug.2019 - May 2020	All student groups	T-TESS Data Student assessment data (Reading levels, TEMI and Benchmark scores, etc)				Title I
Conduct campus Writing Instruction review to pinpoint strengths and needs	Hatfield Skrivanek Specialist	ELA curriculum Prior year's lessons Assessment scores Teacher survey	Aug.2019 - May 2020	ELA teachers	T-TESS Data, Curriculum docs, lesson plans				

<p>Second, Third and fourth grade students will use planners to daily to record homework and create weekly goals. Student will deepen their understanding of AVID skills.</p>	<p>Hatfield Skrivanek AVID Team</p>	<p>Planners</p>	<p>Aug.2019 - May 2020</p>	<p>All 2nd, 3rd and 4th grade students</p>	<p>Student planners  Teacher AVID files</p>				<p>Title I</p>
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Student Intervention Team will meet monthly (at a minimum) to assist teachers with intervention plans for students in need of assistance	Hatfield Skrivanek Brewer Specialists Classroom Teachers	SIT Schedule	Aug.2019 - May 2020	All Professional Staff At Risk Students	SIT agendas, intervention data, student data				
Conduct all district and state-mandated assessments for students (Running Records, Benchmarks, TEMI, etc)	Hatfield Skrivanek Specialists Classroom Teachers	Assessments Time	Aug.2019 - May 2020	All student groups	Assessment results				
Support staff in the creation of targeted, measurable interventions	Hatfield Skrivanek Specialists	Interventions Time Flexibility in scheduling	Aug.2019 - May 2020	All Students in need of intervention	Student Growth as measured through interventions				
Student data Teams will be held weekly to discuss each student on campus	Hatfield Skrivanek Staff Classroom Teachers	Student Data Time	Each nine weeks	All student groups	Student data charts, intervention plans				
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 3</b>				<b>Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.</b>					
<b>Summative Evaluation (to be filled in June 2018 by campus administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Train all staff on the use of Schoology, Mizuni, &amp; MAP</b>	<b>Hatfield Skrivanek Mills</b>	<b>District-provided trainings Time</b>	<b>Aug.2019- May 2020</b>	<b>Professional Staff</b>	<b>Use of the programs by staff</b>				
<b>Provide training (Tech Tuesdays) on the use of technology in the classroom as a learning enhancement</b>	<b>Hatfield Skrivanek Specialists Tech Facilitator Library Media Staff</b>	<b>Digital Resources</b>	<b>Aug.2019- May 2020</b>	<b>All Staff  All student groups</b>	<b>Observation Data Program Usage</b>				
<b>Provide students with technology such as Osmos, Bee Bots, digital microscope, makerspace resources, ect. to enhance proficiency of resources in the real world.</b>	<b>Hatfield Skrivanek Staff Tech Facilitator Library Media</b>	<b>Technology  Make Space</b>	<b>Aug.2019- May 2020</b>	<b>All student groups</b>	<b>Student usage  Classroom observation</b>				<b>Title I</b>
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 3</b>				<b>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.</b>					
<b>Objective: 1</b>				<b>Expand learning options within the district.</b>					
<b>Summative Evaluation (to be filled in June 2018 by campus administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Enrichment activities that include, but are not limited to UIL, Spelling Bee, Enrichment pull out, Math Enrichment, chess club and school wide enrichment days. This also includes differentiated instruction from classroom teachers.</b>	<b>Hatfield Skrivanek Staff Teachers Volunteers</b>	<b>Materials for days  planning time</b>	<b>Aug.2019-May 2020</b>	<b>All student groups</b>	<b>Student Feedback, Teacher feedback  Teacher Observation</b>				<b>Title I</b>
<b>Assist staff with direction in culturally sensitive and relevant instruction and materials</b>	<b>Hatfield Skrivanek</b>	<b>Training in culturally relevant teaching, materials that are culturally sensitive and inclusive</b>	<b>Aug.2019-May 2020</b>	<b>All student groups</b>	<b>Walkthrough and Observation data, Parent feedback</b>				
<b>Send staff, as needed, to Crisis Prevention Intervention training to ensure that staff have adequate instruction on de-escalation</b>	<b>Hatfield Skrivanek</b>	<b>Campus funds</b>	<b>Aug.2019-May 2020</b>	<b>All Staff</b>	<b>Observations of de-escalation in practice  Student Charts</b>				



techniques and appropriate management of crisis situations.									
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<b>Goal 3:</b>				<b>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.</b>					
<b>Objective: 2</b>				<b>Develop a system of supports for students' social-emotional needs.</b>					
<b>Summative Evaluation (to be filled in June 2018 by campus administration)</b>									
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	
Conduct a systematic social-emotional program for all students through lessons in the classroom	Brewer Classroom Teachers	Social-Emotional Curriculum Class time	Aug.2019 - May 2020	All student groups	Teacher feedback Referral Data Recognition data				
Support social-emotional learning through campus teams, training, and resources.	Hatfield Skrivanek Brewer	Social-Emotional Curriculum Class time	Aug.2019 - May 2020	All student groups	Teacher feedback Referral Data Recognition data				Title I
Host an awards ceremony for each grade level every nine weeks	Hatfield Skrivanek	Awards Time	Every nine weeks	All student groups	Student feedback Parent Feedback				
Review and revise common area expectations and procedures including school safety	Safety Team SEL Team Hatfield Skrivanek	Handbook policy Safety Backpacks CHAMPS signage	Aug. 2019	All student groups	Referral Data, Drill data				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal 3:</b>				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.					
<b>Objective: 3</b>				Improve outcomes for students receiving special education services.					
<b>Summative Evaluation (to be filled in June 201 by campus administration)</b>									
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 a more inclusive Special Education Program	Hatfield Skrivanek Sped Staff	Schedule Flexibility	Aug.2019- May 2020	Sped students	Student data (benchmark scores, reading levels, MAP data, etc.)				
ESL students will receive effective instructional strategies based on the ELPS, which will be implemented focusing on student performance in listening, speaking, reading and writing activities	Hatfield Skrivanek ESL Teachers	Planning Time	Aug.2019- May 2020	ESL Students	Student Data				
Ensure that all relevant special populations are being provided appropriate programming	Hatfield Skrivanek Sped Staff Classroom Teachers	Planning time	Aug. 2019- May 2020	Students served in Sped, 504, and ESL programs	Student Data				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Increase family involvement in campus activities and opportunities.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Host orientation and Meet the Teacher nights before school begins</b>	<b>All Staff</b>	<b>Time</b>	<b>Aug. 2019</b>	<b>All Students</b>	<b>Attendance of events</b> <b>Sign-in Sheets</b>				
<b>Hold various Academic-themed family nights to inform parents about teaching and learning at CHE. (Reading night, Conscious Discipline night, ect)</b>	<b>Hatfield Skrivanek Specialists Teacher leaders</b>	<b>Time</b> <b>Material for parents</b>	<b>Aug. 2019-May 2020</b>	<b>All students</b> <b>All Parents</b> <b>All Staff</b>	<b>Attendance of events</b> <b>Sign-in Sheets</b>				<b>Title I</b>
<b>Provide Kindergarten transition information and training to Head Start parents. (Parent meeting, Ready Rosie, ect.)</b>	<b>Hatfield Skrivanek Family Facilitator</b>	<b>Time</b> <b>Material for parents</b> <b>Ready Rosie</b>	<b>Aug. 2019-May 2020</b>	<b>All students</b> <b>All Parents</b> <b>All Staff</b>	<b>Attendance of events</b> <b>Sign-in Sheets</b> <b>Online usage report</b>				<b>Title I</b>
<b>Campus staff will be involved in PTO functions (Book Fairs, Adventure Dash, etc)</b>	<b>Professional Staff</b> <b>Staff Volunteers</b>	<b>Staff Time</b>	<b>Sept. 2019-May 2020</b>	<b>All Students</b>	<b>Staff Attendance</b>				

Use various communication tools to inform the school community about CHE “happenings”, both at a student and campus level	All Staff	School Website, Schoology, School Messenger, Facebook, E-Newsletters, Home-School Connection	Aug. 2019-May 2020	All Students	Parent feedback, website and messenger data reports				
Implement a mentor program(M&M mini’s) for student who are At Risk. To support students socially and emotionally.	Skrivanek Brewer Hatfield Staff	Staff Time Materials for activities	Aug. 2019-May 2020	At Risk population	Involvement of activities  Student Feedback				Title I
Implement and refine campus-level parent training options in areas such as SEL with CD, etc.	Skrivanek Brewer Hatfield SEL Team	Staff Time Materials	Aug. 2019-May 2020	All	Parent Feedback				Title I

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

<b>Goal 5:</b>				<b>Commit to the responsible use of taxpayer resources.</b>					
<b>Objective 1</b>				<b>Utilize district resources to meet instructional needs.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</b>									
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 the process of creating a more diverse literacy library	Hatfield Skrivanek Specialist	Research Materials Time to order and Funds	Aug.2019-May 2020	All Students	Increase in titles and diversity of topics and authors				Title I
Supplement science curriculum materials to ensure that students have easy access to hands-on experiences	Hatfield Skrivanek Campus Science Leader	Research Materials Time to order and Funds	Aug.2019-May 2020	All Students	Materials purchased and used				Title I
Maximize online learning platforms to deliver professional learning anytime, anywhere, anyplace	Campus Technology Facilitators	Hoonuit; Webinars; Schoology	June 2019-May 2020	All	Digital records of online learning for campus				Local Funds
Implement the MAP assessment programs to obtain student skill levels and conduct intervention with classroom instruction	Hatfield Skrivanek Campus Staff	MAP Computer w/ mic head sets	June 2019-May 2020	All					Local Funds
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

## CSISD Professional Learning Plan 2019-2020

The District Improvement Plan Professional Learning Plan includes both the district and campus professional learning needs. The process of developing the DIP and the 2019 CIPs begin in April 2019. As the 2019 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 2019 professional development catalog](#)  
[CSISD Professional Development Plan 2019-2020](#)  
[CH Campus PD Plan for CIP 2019-2020](#)

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| <ul style="list-style-type: none"><li>● Literacy<ul style="list-style-type: none"><li>○ Guided Reading (K-6) <i>Goal 2.1</i></li><li>○ New ELAR TEKS (9-12 - all English teachers, K-8 for teachers who missed out on spring 2019 opportunities) <i>Goal 2.1</i></li><li>○ Writing <i>Goal 2.1</i></li></ul></li><li>● ESL/Bilingual<ul style="list-style-type: none"><li>○ Teaching for Biliteracy Institute <i>Goal 1.2</i></li><li>○ Title III Symposium <i>Goal 1.2</i></li><li>○ ELPS training <i>Goal 1.2; 4.1</i></li><li>○ TELPAS data training <i>Goal 1.2</i></li></ul></li><li>● Mathematics<ul style="list-style-type: none"><li>○ Add+Vantage Math Recovery for K-6 math teachers <i>Goal 2.1; 2.2</i></li></ul></li><li>● Science<ul style="list-style-type: none"><li>○ Inquiry Based Science Instruction Training <i>Goal 2.1</i></li><li>○ STEM Teacher Training <i>Goal 3.1</i></li></ul></li><li>● Career Technology Education<ul style="list-style-type: none"><li>○ STEM Teacher Training <i>Goal 3.1</i></li></ul></li><li>● Transportation<ul style="list-style-type: none"><li>○ Bus Driver Certification <i>Goal 1.1</i></li><li>○ Bus Driver ReCertification <i>Goal 1.1</i></li></ul></li><li>● Curriculum Document Development &amp; Professional Learning<ul style="list-style-type: none"><li>○ Wave 1 -- ELAR, Math, Science, Social Studies Refinement of Stage 2 and 3 <i>Goal 2.1</i></li><li>○ Wave 2 -- LOTE, PE, CTE, GT, Fine Arts Development of Stage 2 and 3 <i>Goal 2.1</i></li></ul></li></ul> | <ul style="list-style-type: none"><li>● Special Services<ul style="list-style-type: none"><li>○ Behavior Rtl Teacher Training <i>Goal 1.3</i></li><li>○ Inclusive Practices Training <i>Goal 3.3</i></li><li>○ Monitor Disciplinary Placements <i>Goal 3.3</i></li><li>○ PLAAFP/IEP development <i>Goal 3.3</i></li><li>○ ARD/Section 504 decision making process training <i>Goal 3.3</i></li><li>○ Community Outreach and Parent Training <i>Goal 3.3</i></li></ul></li><li>● Leadership Development<ul style="list-style-type: none"><li>○ Teacher Leadership Academy <i>Goal 1.3</i></li><li>○ Success Team / SALI monthly learning <i>Goal 1.3</i></li><li>○ Administrator Development Academy <i>Goal 1.3</i></li><li>○ Results Coaching Training <i>Goal 1.3</i></li></ul></li><li>● Teacher Development<ul style="list-style-type: none"><li>○ NTU Coaching <i>Goal 1.3</i></li><li>○ New Hire Onboarding <i>Goal 1.3</i></li><li>○ Culturally Responsive Teaching <i>Goal 1.2</i></li><li>○ Teaching Students from Poverty <i>Goal 1.2</i></li><li>○ Results Coaching Training <i>Goal 1.3</i></li></ul></li><li>● Social Emotional Learning<ul style="list-style-type: none"><li>○ Conscious Discipline Training <i>Goal 1.3; 3.2</i></li><li>○ Safe and Civil School Training <i>Goal 1.3; 3.2</i></li><li>○ Restorative Practices Training <i>Goal 1.3; 3.2</i></li><li>○ SEL Tier 1 Teacher Training <i>Goal 1.3; 3.2</i></li><li>○ Mental Health Training for Administrators <i>Goal 3.2</i></li><li>○ Community and Parent Education Sessions <i>Goal 4.1</i></li></ul></li></ul> |
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## **APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

### **Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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
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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 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 Technical 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	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

<p>an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.</p>			
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

**APPENDIX B: District Educational Improvement Council Members 2018-2019**

**Grades Pre-K – Grade 4**

Elaine Everett	CHE	
Sandra Hay	PC	
Beverly Shimek	RP	
Catherine Eckhardt	SK	
Katy Higgins	SWV	Vice Chair
Stephanie Weaver	FR	
D'Ann Johnson	CV	
Charla Anderson	GP	
Kiesha Shepard	SC	

**Grades 5-6**

Lauren Guest	OW	Secretary
Mandy Schwanke	CG	
Sherry Ware	PT	

**Grades 7-8**

Kelly Kastner	AMCMS
Claire Hall	CSMS
Kerri White	WMS

**Grades 9-12**

Jackie Shoemake	AMCHS	Chair
Sheridan Clinkscales	CSHS	
Ruthi Hernandez	CVHS	

**Alternative Programs**

Amanda Greathouse	CVHS
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**Elementary-At-Large**

Nur Rashid	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)
Shawn Henderson	Parent, Grades 5-8
(AMCMS/OW) Stephanie Gray	Parent, Grades 9-12 (AMCHS)
John Crockett	Parent, Grades 9-12 (CSHS)
Lara Burhenn	Parent-At-Large
Abbie Walsh	Parent-At-Large
Amy Chen	Community Member
Morgan King	Community Member
Lynna Tolliver	Business Member
Paul Dorsett	Business Member
Geralyn Nolan	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Mike Martindale	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 of Community Education
Marla Ramirez	Director for Special Programs
Tami Dudo	Coordinator for AVID, GT, and NTU
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning

**APPENDIX C: CAMPUS IMPROVEMENT PLAN COMMITTEE MEMBERS 2018-2019**

Josh Hatfield	Principal
Jennifer Skrivanek	Assistant Principal
Jeff Mann	Central Office Rep.
Jennifer Mills	Enrichment Spec.
Thuc-Khan Park	Math Specialist
Moria Koett	Reading Specialist
Elaine Everret	Teacher
Daneen Grogan	Teacher
Marilyn Weber	Teacher
Whitney Sparks	Teacher
Emily Pitts	Teacher
Melissa Thomas	Parent
Katy King	Parent
Melissa Klapuch	Business Partner
Jeremy Steinshnider	Business Partner