College Station Independent School District

Annual Campus Improvement Plan for College Hills Elementary
2021-2022

Board Approval Date: 9-16-21

Mission Statement
Success Each Life, Each Day, Each Hour

Vision
CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will…

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will…

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will…

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learner's success now and in the future.

CSISD will…

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will….

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Table of Contents

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	College Hills serves approximately 600 students with over 100 staff members and a varied student population. In 2020, the students were 22.9% African American, 31.2% White, 3.7% Asian, Multi-Ethnic 3.7%, 37.5% Hispanic, and approximately 16.8% Special Education. It is important to note that College Hills is one of the three Dual Language campuses starting in Head Start.	The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS). We currently have around 74 special education students and 34 students being in "Speech Services". The Gifted and Talented Program demographic percentages do not mirror our overall student population. The largest discrepancies are in the ethinic groups of African American (AA) and Hispanic (H). At College Hills, we currently serve 78 students through our Enrichment program.	CHE must continue to strive to meet the needs of its population and be proactive about doing so using state and local assessments (STAAR/MAP) in conjunction with establishing our MTSS process. Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. A calibrated MTSS program will help to address our increasing special education population.
Student Achievement	For the 2018 school year the campus received a letter score of a D from the state for STAAR assessment score. No STAAR assessment was completed in the 19-20 school year due to COVID-19. STAAR data for 20-21 received "Not Rated" given the impact of COVID-19. Campus benchmarks indicate that our at-risk student population is increasing with more students being in the MTSS process and more students qualifying for special education.	In looking at MAP & STAAR Data, a clear need in the area of writing is evident. The campus will need to implement new learning through 6+1 traits of writing to ensure that students are encountering a consistent, rigorous writing component in ELA. It is also evident from the data that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our STAAR data as well. College Hills will need to work on the indication of "Additional Targeted Support" from our state accountability system. While all student groups need	K-3 teachers and administrators will attend the K-5 Reading Academies based on the Science of Teaching Reading in order to ensure all students are reading by third grade. Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. College Hills will train staff on the MTSS data management software to promote effectiveness in progress monitoring and efficiency in SIT meetings. Through weekly planning, Monday vertical planning, and data talks College Hills will track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have

		increased growth, significant gap currently exist with ELL's, Economically Disadvantaged and At Risk student groups.	the opportunity to grow to their full potential in the 2021-2022 school year; continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; Use shared inquiry practices in reading; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners

Curriculum and Instruction	District curriculum documents in the English Language Arts, Math, Science Social Studies are at a point of refinement. The campus based process has had several years of modification to improve teacher instructional implementation based on the needs assessment that are completed each summer. The planning process is well defined and the teaching staff purpose in the scheduled planning time. The staff requested weekly vertical planning time after school.	The campus needs assessment identified several needs to address. The main items include: time to investigate curriculum (vertical planning); a consistent focus for math skill development; emphasis on academic language in all content areas; and a consistent structure within each classroom.
		
		    MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for PK-12, and writing training for consistency and we need consistency with teachers teaching small guided reading and math groups.
		
		    Walkthroughs show a need to increase technology integration into instruction with the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers' and continue to train teachers on the use of data to drive instruction.
			Add additional components to the lesson plans which will include: Differentiated instruction; Depth and Complexity; AVMR strategies; Schoology activities; grade level commitments; and ELPS
			
			    K-3 teachers and principals will participate in HB3 Reading Academies; provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use MAP data to ensure instruction is adjusted for student success; increase Head Start attendance to 90%, 75% on target in CIRCLE phonological awareness; introduce the Instructional Framework

Culture and Climate	College Hills school is nestled in the heart of College Station just east of Texas A&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.	The campus will need to continue to offer parents training on Conscious Discipline, CHAMPS and academics learning. We will continue to utilize Schoology for parent communication and information. The administration will need to guide the staff as we continue to build our skills in positive behavior supports, MTSS, and relationship-building. Reviewing our data there has been a 5% decrease in behavior incidents the last two years and a 45% decrease over the past five years.	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. CHE will continue to educate and inform our families for academic and social-emotional growth.We will find ways in a COVID environment to continue to have these family interactions. CHE will continue to train our staff and students with Conscious Discipline and CHAMPS to continue the decrease the behavior incidents which allows for increased focus on academics.
Staff Quality and Retention	The College Hills staff is an experienced group, with growing stability each year. In the hiring cycles for the past 8 years CHE has decreased from hiring 28 down staff members to 6 new staff members for 21-22 school year. A majority of the staff have greater than 5 years of teaching experience. All new hires were satisfied with their time on the campus for NTU. College Hills offers support with mentors for all new teachers to CHE, teachers lesson plan together with specialists for additional support, and instructional coaches support teachers in the classroom.	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 6 new staff members for 21-22 school year. A majority of the staff have greater than 5 years of teaching experience. Teachers will need training for current and new practices being applied in the classroom, training on the MTSS, and to complete the Reading Academy.	We will leverage our 2021-2022 adopted calendar to provide time for our elementary campuses to complete a good portion of the K-5 Reading Academy and provide supplemental pay in proportion to hours the state says are needed. We will focus on lesson plan alignment with our district strategic plan. At the campus we will support our staff with the necessary training and resources to be effective instructional teachers.

Technology	Our district technology department responded to 6,187 Device Helpdesk Tickets put into our system this year and resolved 6,174 of them for a response rate of 99.7% Likewise our campus CTF responds to teacher requests for support and training with current and new technology applications. Schoology expectations are in place and teachers have built a comfort level using our LMS over the last year. We introduced the SMAR model to all teachers on campus.	A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for the infrastructure to be more robust as more and more devices are using the network. While we introduced SMAR at campus level, teachers need to incorporate it more frequently into the instructional design.	Increase devices on the campus by strategically using campus Title I funds. This will help better support instructional integration of technology into instruction; establish a comprehensive technology plan for staff and begin implementation.
Family/Community Involvement	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.	We will strengthen relationships between the school, students, and families. CHE has added daily morning meetings to connect the students and our staff. We added a Math/Science night to our current list of campus traditions, which our community loves to attend. This year we will have at least 2 outreach activities that occur in the community rather than on campus.

Data Used for Campus 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	• District Benchmark Assessments(SS, Sci)	• 504 Data
• PBMAS Report	• TAPR	• TELPAS
• Failure Rates	• CSISD Vision	• Accountability Report
• Attendance	• DEIC Input	• Administrator Input
• Teacher Retention	• PEIMS Discipline	• CSISD Portrait of an Educator
• Special Education Data	• Counselor Input on Mental Health	• Educator Evaluations
• Curriculum Documents	• Extra Funding Request	• RtI Data
• C.I.R.C.L.E Data	• Professional Development Feedback	• GT Demographics and Performance
• Schoology Participation Data	• Dyslexia Data	• MAP Data
• CSISD Parent Survey	• Campus Survey	• New Teacher Survey
• CSISD Strategic Plan	• CSISD Portrait of a Leader	• T-TESS

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
Specific Result 1.1	Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.
Summative Evaluation (to be filled in by June 2022 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Develop and conduct campus needs assessment utilizing student data **CSISD Framework - Engage**	Admin Teacher leadership Teachers	Campus data	April-June 2022	All	Completed CNA documentation				
Audit instructional resources and strategically abandon those that are not being utilized.	Curriculum Coordinators; Dpt. Heads; Teacher Leaders; Campus Administrators	Classroom Impact Inventory	June 2021 - Dec. 2021	All	Streamlined list of resources with connection to the CSISD Framework for Success				
SEL in Lesson Plans **CSISD Framework - Reflect**	Admin Teacher leadership Teachers	"Improve Every Lesson Plan with SEL' by Jeffery Benson for Admin	October 2021 - Beginning 2nd nine weeks - May 2022	All	Classroom implementation as documented in classroom walk throughs by admin, student discipline data, lesson plans				
SEL for Adults PD for CAMP and 4th grade team **CSISD Framework - Engage**	Admin	Staff Surveys, Conscious Discipline and CHAMPS tools	September 2021-May 2022	All	Teacher survey, classroom implementation as documented in classroom walk throughs by admin, student discipline data				

Work with elementary GT teachers to ensure all gifted learners are growing in their abilities **CSISD Framework - Explore**	Admin GT Teacher	GT Curriculum; MAP data; Depth & Complexity Text	August 2021-May 2022	GT	Curriculum documents; MAP data; STAAR data				
Carry out the Campus Instructional Implementation Plan (rooted in step 4) **CSISD Framework - Create**	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021-May 2022	All	Professional learning plans and artifacts; walkthrough data; Improved learning outcomes				
Monthly SELT Shares **CSISD Framework - Engage**	SELT	Staff Surveys, Conscious Discipline and CHAMPS tools	September 2021-May 2022; 10-15 minutes at each monthly faculty meeting	All	Teacher survey, classroom implementation as documented in classroom walk throughs by admin, student discipline data				
Increase technology devices to support learning and enhance proficiency of resources in the real world **CSISD Framework - Engage**	Admin	Devices	August 2021-May 2022	All	Inventory				Title I
Expand science equipment and purchase a greenhouse to increase real world experiences **CSISD Framework - Engage**	Admin Science Teachers	Campus data	August 2021-May 2022	All	MAP science scores				Title I
Offer a variety of training to support staff on current and new practices. **CSISD Framework - Engage**	Admin Campus Leadership	Text, materials	August 2021-May 2022	Teachers	Walkthrough data, surveys				Title I

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

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
All key stakeholders and curriculum staff will be trained on the use of a selected MTSS data management software	Chief Academic Officer; Director of Instruction and Leadership Dev.; C&(Coordinators & Directors; Campus Principals; Campus Core Teams	Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				Title II Funds
Clearly define the district Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021-July 2021	At-risk students	MTSS Handbook				
Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-isk					
Implement and monitor for calibration with the district	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					

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Goal: 2					CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2					Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 by administration)										
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Form vertical teams to determine which research based best practices will be utilized to provide targeted support for struggling learners. **CSISD Framework - Engage**	Admin Teacher leadership	Articles, books, TEKS, MAP data	July 2021-Sept. 2021	All	Defined best practices for instruction in CSISD				
Create buy-in for and hold weekly after-school curriculum meetings (alternating vertical & grade-level groups) to clarify/research/understand TEKS and plan for effective instruction in reading, math, science, social studies, and writing. **CSISD Framework - Connect**	Admin Teacher leadership	Articles, books, TEKS, MAP data	July 2021-May 2022	All	Defined best practices for instruction in CSISD, classroom implementation as documented in classroom walk throughs/lesson observations by admin; MAP student data				
Implement a campus-wide theme/strategy for math fact practice and celebration. **CSISD Framework - Engage**	Admin Teacher leadership Teachers	CSISD math fluency curriculum documents, student incentives, student data	September 2021-May 2022	All	Student math fluency data provided by classroom teachers, MAP data, STAAR data, math unit assessments				

Implement a campus-wide emphasis on academic language in all content areas. **CSISD Framework - Engage**	Admin Teacher leadership Teachers	Research and adopt a specific strategy such as Marzano's 6 Steps for Builiding Academic Language	September 2021-May 2022	All	Defined best practices for instruction in CSISD, classroom implementation as documented in classroom walk throughs/lesson observations by admin; MAP growth and MAP Fluency data, running records				
Investigate research-based programs to address missing social skills **CSISD Framework - Connect**	Admin Teacher leadership SEL Team	Conscious Discipline and CHAMPS tools	August 2021-May2022	All	Staff surveys, student surveys, classroom implementation as documented in walk throughs/lesson observations, student discipline data, behavior coach documentation				
Create a positive learning environment for all students and staff through consistent expectations, consequences, and routines. **CSISD Framework - Engage**	Admin Teacher leadership Teachers	Conscious Discipline and CHAMPS tools, staff handbook, Smore daily communication, visuals for expectations posted in school, sharing of information about expectations in kid friendly format	August 2021-May2022	All	Staff surveys, student surveys, classroom implementation as documented in walk throughs/lesson observations				
Principals will establish a best practice focus area(s) for their campus based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations **CSISD Framework - Engage**	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
Utilize Junior Great Books and train in the Shared Inquiry method **CSISD Framework - Engage**	Admin Teacher leadership Teachers	Training materials Books	August 2021-May2022		Walkthrough data, Lesson plans				Title I
Reading Academies **CSISD Framework - Engage**	Admin Teachers	All Teaching staff Admin	August 2021-May2022		Completion of Certification				

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Goal: 3			CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.						
Specific Result 3.3			Promote an engaging relationship between the school district and community						
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
The campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting. **CSISD Framework - Engage**	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				Title I Funds- Parent involvement

The campus will identify and participate in one community service project **CSISD Framework - Engage**	Campus Leadership Teacher Leadership Teachers	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				Title I Funds- Parent involvement
Reading Around the World **CSISD Framework - Engage**	Admin Teacher Leadership			All					Title I Funds- Parent involvement
Math and Science Night **CSISD Framework - Engage**	Admin Teacher Leadership								Title I Funds- Parent involvement
Celebration of Parenting Night **CSISD Framework - Engage**	Admin Teachers			All					Title I Funds- Parent involvement
Monthly Video shares by SELT with social emotional skills for parents and home **CSISD Framework - Engage**	SEL Team			All					
Parent Orientation Night/Meet the Teacher Nights **CSISD Framework - Engage**	Admin Teachers			All					

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Goal 6:				CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.					
Specific Result: 6.1				Establish and utilize a comprehensive instructional technology plan for teachers and staff.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
Create a district vision for instructional technology that aligns with most recent work from the District Strategic Plan.	Coordinator for Digital Learning; Chief Academic Officer; Cabinet with Principal Input	Stakeholder input	June 2021- July 2021	All	Updated vision aligned with Strategic Plan goals				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

[College Hills Campus PD Plan for CIP 2021-2022](#)

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

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

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
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: ● 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. SROs will not have any administrative duties, nor will they address classroom discipline issues.	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

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

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

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

<u>**Pre-K**</u>
<u>**APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021**</u>

Grades Pre-K – Grade 4

Matt Fleener	CH	
Kacy Divjak	CV	*Vice Chair*
Lauren Given	FR	*Secretary*
Jean Bingaman	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

Grades 5-6

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

Grades 7-8

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS

Elementary-At-Large

Nur Rashid	DEAP

Secondary-At-Large

Emily Feagan	CVHS

Elementary Administrator

Renee Sanders	RP	*Chair*

Secondary Administrator

Emily Feagan	CVHS

Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
Kara Comte	Parent, Grades 9-12 (AMCHS)
Barbara Moore	Parent, Grades 9-12 (CSHS)
Trudy Bennett	Parent, Grades 7-8 (WMS)
Suzanne Porter	Parent, Grades 5-6 (OW)
Laura Kurk	Parent-At-Large
James Haverland	Community Member
Paul Dorsett	Business Member
Thomas Hall	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
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
Kevin Ross	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Susan Heath	Director of Early Childhood
Tami Dudo	Coordinator for AVID
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

APPENDIX C: CAMPUS IMPROVEMENT PLAN COMMITTEE MEMBERS 2020-2021

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
Rebecca Marino	Teacher
Whitney Sparks	Teacher
Emily Pitts	Teacher
Melissa Thomas	Parent
Carrie Morgan	Parent
Melissa Klapuch	Business Partner