

College Station Independent School District

Annual District Improvement Plan
2019-2020



Board Approval Date: April 16, 2019

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

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

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

Board Commitments

CSISD will ...

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

Goals

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

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

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	College Station ISD has around 13,543 students and some diversity with 52.82% of the population being White, 22.46% being Hispanic, 13.23% African-American, 7.72%, 3.28% Two or more races, and 0.38% American Indian.	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 4% from 8.5% in 2016 to over 12% as of April 2019. Our CTE program and Gifted and Talented Program has been relatively stagnant with very little growth, although our overall population has grown from 11,713 students to 13,543 students.	We will focus on growing our CTE Program and our Gifted and Talented Program due to growth in both programs being less than 1% over the last five years as compared to our student growth in enrollment. We also need to expand opportunities for girls to explore STEM career options. We must address staff training and support needs associated with the growing population of students eligible for special education.
Student Achievement	Students are highly involved in extracurricular activities whether it be in the area of sports, music, drama and art, or academics; students are successful competing at the regional and state levels and some CSISD students progress to the national level in competitions. CSISD students are highly competitive on their SAT and ACT scores for college admission, with graduates' average scores exceeding state averages (SAT CSISD 1158 vs State 1019 and ACT CSISD 24.3 vs. State 20.3). At the all-student level, CSISD students outperform state averages in all subjects and grades on STAAR, with the exception of 7th grade mathematics (54% of 7th graders participated in advanced courses and assessments).	Hispanic, AA, EL's, and EcoDis groups are performing below the state and regional levels with few exceptions in all four core content areas; our all student group is below state performance on 7th grade math; all students do not have equitable opportunity for participation in advanced math classes; feedback indicates that processes in place discourage certain student groups from pursuing higher level classes as their parents have to advocate for them through a waiver process	Provide vertically aligned professional learning in math; re-evaluate district guidelines for student participation in advanced math classes; partner with a neighboring district to expand CTE opportunities for students' to graduate workforce ready; train more teachers in Pre-AP to increase capacity for all students to be able to participate in rigorous courses if they choose; implement recommended minutes at the elementary level to ensure all students have equal access to all content to be learned and sufficient time in which to learn; implement a consistent RtI process at the elementary level and develop an RtI process at the secondary level; explore ways in which students can set goals and track their own learning toward those

	<p>District benchmarks indicate that our at-risk student population is increasing with more students being in the Rtl process and more students qualifying for special education</p>		<p>learning goals; continue to expand College View High School enrollment</p>
<p>Curriculum and Instruction Documents</p>	<p>Core subjects have Stage One of the curriculum complete and training has occurred in order for Stages Two and Three to be successfully completed beginning June 2019; Science vocabulary is completed for K-8; Common math assessments for K-8; 100% of AVID Seniors took the SAT/ACT and all were accepted into a two and/or four year post secondary; we have 853 students participating in our Dual Language Program K-6; Digital Citizenship curriculum implemented K-8 and is available for 9-12; we have purchased several key curriculum resources this year including Schoology, Hoonuit, TEKS Bank, and Axiom</p>	<p>Waves Two and Three of the curriculum completed; resources obtained for literacy, social studies, science; equity in availability of science materials across campuses; a consistent writing focus and program; a clear vision of literacy in our district; a balanced literacy program where all components of literacy are taught; we do not have writing benchmarks to calibrate teachers in the teaching of writing to their students; need math vocabulary developed through Algebra I and put into the curriculum; 7 of our 8 AVID secondary campuses were “certified” and not “highly certified;” English Learners (EL’s) are struggling in writing and social studies across all grade levels; it is difficult to find secondary EL newcomer age appropriate materials; certified bilingual teachers, and secondary certified ESL teachers; we need additional elective courses at the intermediate and middle school levels;</p>	<p>Write CBM, ’s for 5th, 8th social studies and US History; obtain resources for social studies and science; train social studies teachers on resources and curriculum; Obtain ELAR resources K-8 and train administrators and literacy teachers and interventionist on all components; train principals and teachers on Argument Driven Inquiry in science; develop vocabulary for biology, physics, and chemistry; ensure instructional minutes are followed for quality instruction in each subject area at the elementary level; develop math vocabulary K-Algebra I and put it in the curriculum documents; train teachers on a consistent writing process K-12; implement a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades; we would like 8 of our 8 secondary AVID campuses to be “highly certified;” 10% secondary student enrollment at the eight secondary campuses; target strategies for English Learners in social studies and writing curriculum and monitor for teacher implementation in teaching and learning in the classrooms; professional learning in EL strategies; target job fairs at universities with strong bilingual programs; participate in Grow Your Own grant opportunity for our current paraprofessionals; research and purchase</p>

			age appropriate materials for CAPS at the secondary level; work with the principals at the Dual Language campuses on scheduling to ensure learning time is maximized; create STEM electives for intermediate and middle school electives;
Culture and Climate	On-Boarding and New Teacher University occurred for our teachers as appropriate	Feedback from administrators and participants of our New Teacher University and On-Boarding indicated we needed to re-design the experiences we were providing; input from staff and extra funding requests indicates that we need to examine our processes and procedures for efficiency	Implement the New Teacher University and On-Boarding in their re-designed form to indoctrinate new employees to our district into our culture and make them feel a part of the CSISD family;
Staff Quality and Retention	CSISD staff has access to 1500+ professional learning modules through Hoonuit to build their capacity in a wide range of areas; all staff received "On-Boarding" training; and new teachers participated in New Teacher University and had a mentor	Funding for substitutes has continually increased over the last three years; time for professional learning and/or planning continues to be a challenge; building capacity and growing educators to teach today's students is needed as personalized (timely feedback, student-centered, concept-based, differentiated) learning becomes essential; many long-term substitutes were required in teaching and paraprofessional positions during the school year	Implement the redesigned onboarding training and NTU training; continued training on utilization of Hoonuit; monitoring usage of Hoonuit training; implement 2019-2020 calendar to maximize planning and learning time for educators; in collaboration with administrators, build a plan for monitoring the effectiveness of built in planning/ professional learning days in the calendar
Technology	Educators have access to multiple mediums for digital assessments, assignments, and collaboration opportunities via Schoology, Nearpod, Hoonuit, and Google Apps; educators have full access to Phase 1 of the curriculum PK-12 in Schoology; CSISD Parent Center launched in Schoology; we have increased bandwidth from 2GB to	Inconsistent integration of technology in instruction across campuses; lack of sufficient devices for seamless integration in classroom settings; wide variance in administrator capacity and teacher capacity in the utilization of Schoology; continued deployment of access to the wireless system in problem parts of some schools; processes for technology to be	Set clear expectations for Year 2 Schoology implementation; monitor Schoology usage and give feedback to campus administrators; increase professional learning in Schoology; continue to build teachers' and administrators' capacity in the use of instructional technology resources; purchase a variety of devices and

	6GB; we have 6,000+ parents registered in Schoology;	delivered and deployed into appropriate areas need to be refined;	infrastructure upgrades, as the budget permits, to increase access to technology for students and teachers; ensuring campuses have complete coverage and capacity in areas utilized for instruction;;
Family/Community Involvement	Leadership CSISD was offered and had 32 participants this year; through the fall and spring semesters, we had around 30 community, parent, teacher, and administrators come together and write our local Community Based Accountability System in preparation for implementation and reporting; PTO's continue to be highly involved at most campuses; CSISD Parent Center launched in Schoology; some administrators using Schoology for professional learning and communication; soft rollout with teachers	We lost around 500 students to charter and private schools in town; we need to make a larger impact on educating the community on what we are doing in our schools; there is great variance in parent involvement and how we involve our community from school to school; we do not have an organized system for community members at large to be involved in our schools	Implement the Community Based Accountability System to better communicate the outstanding opportunities for kids happening in our district for increased family engagement and support in student success; train district leaders on how to develop efficient processes that are clearly communicated and facilitate family participation in the educational process.

Data Used for District Comprehensive Needs Assessment

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

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

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Increase the recruitment in the number of highly qualified professional, paraprofessional, and auxiliary staff by 10% over the 2019-2020 school year.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase bilingual recruiting at universities with strong bilingual programs to increase bilingual applicants	Director of Human Resources	Universities with bilingual programs, Recruit and Hire software.	Spring 2019 , Fall 2019, Spring 2020	EL, Dual Language	Hiring records, Demographic				
Attract all teachers and staff through the use of social media, as well as campus and district websites	Director of Human Resources, Campus Website Coordinators, Director Instruction and Leadership Development, Director of Communication	Job Fair Materials Printing	June 2019-June 2020	All	New Teacher Survey; Para and All Staff Survey				
Increase the number of quality (fully certified) bilingual applicants and experience by 10%	Director of Human Resources; Director of Special Programs	Job Fair Materials; Bilingual Program Flyers	Spring 2019, Fall 2019, Spring 2020	EL; Dual Language	Talent Ed Applicant Management System				
Intentionally recruit instructional staff that reflect the culturally and linguistically diversity of our district	Director of Human Resources; Assistant Director of Human Resources; Chief Administrative Officer; Director of Special Programs	Marketing materials	Summer 2019; Fall 2019; Spring 2020	AA, H, EL	Hiring statistics; Demographic statistics				
√=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 by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide training opportunities for Professional Standards Learning Objectives set by USDA	Director of Child Nutrition	Texas Association for School Nutrition (TASN), Institute for Child Nutrition (ICN), Region 6 Service Center	September 2019 - August 2020	All	TASN records, ICN records and Region 6 Service Center records				
Implement the redesigned new hire onboarding system	Chief Administrative Officer, Director of Human Resources, Director Instruction and Leadership Development Director of Transportation	Required onboarding documents. Required Training and Compliance Material, Bus Transportation	April, 2019 - August, 2019	All	New Teacher Survey				
Provide new teachers to the district with options for continued development during their first year in CSISD.	Director of Instruction and Leadership Development	Schoology, Leveled PD, Substitutes, C & I Staff	August 2019 - May 2020	New Teachers and Staff	Professional Development Records, Sign in sheets				Title II, Part A
Develop teacher leadership through training and opportunities for current staff.	Director of Instruction and Leadership Development	C & I Staff, Substitutes; Hoonuit	Sept. 2019 - May 2020	Teachers	Professional Development records, Sign in sheets, Survey at end of program, Teacher Leadership year 2 sign up sheets				Title II, Part A

Develop administrator leadership through training and opportunities for current staff	Director of Instruction and Leadership Development	Cabinet, Hoonuit, Schoology Platform	Sept. 2019 - May 2020	Administrators	Professional Development records, Sign in sheets, Staff Surveys, Schoology Course Completions, Hoonuit Record				Title II, Part A
Provide opportunities for professional development regarding Social Emotional needs to all teachers, administrators, and staff.	Director of Instruction and Leadership Development, Campus SEL teams; Campus Administrators	Conscious Discipline and Safe and Civil Schools Trainers, NEDRP Trainers, Substitutes; K-6 Health TEKS	Aug. 2019-April 2020	Campus SEL Teams	Professional Development records, Sign in sheets				Title II, Part A
Monitor and evaluate the use of Hoonuit by CSISD staff for use beyond compliance training requirements	Director of Instruction and Leadership Development ; Coordinator of Digital Learning	Hoonuit reports	June 2019-May 2019	All Staff	Hoonuit reports, staff PD surveys				
Continue to expand and build capacity in coaching cadres with Results Coaching training	Chief Academic Officer; Principal, Teresa Katt; Director of Instruction and Leadership	Results Coaching Global presenters and resources	July 2019 - May 2020	K-4 Campus instructional coaches, 5-8 Coach / Interventionist ; Campus / District administration	Attendance in training sessions, Eduphoria Records / Sign In Sheets; Implementation of Learned Skills				Title II, Part A
Secondary RtI Training and Development	Chief Academic Officer, Math & ELAR Coordinators; Campus Administrators	ASCD Training Resources; planning time	July 2019 - May 2020	5-8 Coach / Interventionists	Attendance in training sessions, Eduphoria Records / Sign In Sheets; Implementation of Learned Skills				Local
Train elementary teachers on the RtI process for efficient implementation	Campus principals	Planning time; RtI Binders; Process developed by principals	June 2019-September 2019	All	RtI process; Referrals; Stakeholders				

Provide crisis response training for campus counselors	Director of Student Services	Crisis response training (NOVA)	Jan.	all	Certification received				Title IV
Provide drug impairment and behavior recognition training for campus nurses and school resource deputies	Director of Student Services	DIBREP training (Drug Impairment and Behavior Recognition for Education Professionals)	Oct. 14th and 15th	all	Certification received				Title IV
Provide book studies and continual learning opportunities for campus librarians.	Director of Student Services	Book Studies : Game Changer Disrupting Thinking Maker Spaces	All year	all	Stations and running the libraries looks different				Title II
Continue to provide training opportunities through Region 6 Service Center to obtain initial school bus driver certification as well as recertification every 3 years.	Director of Transportation	Use of local resources to retrain personnel in all aspects of school bus industry through the utilization of trainers and mentor drivers.	July 2019-May 2020	All Bus Riders	Safety Reports Certified Drivers Employee Retention Numbers				

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Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap and retain teachers at higher cultural and linguistically diverse campuses.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase efforts to recruit professional diverse staff reflective of student needs	Chief Administrative Officer, Director of Human Resources	Recruiting materials	May 2019 - June 2020	All	Increase Job Fair Attendance, Hiring Records, Hiring Demographics				
Provide Culturally Responsive Teaching Training	Director of Instruction and Leadership Development; Coordinator of AVID	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration, AVID Culturally Relevant Teaching Training	June. 2019 June. 2020	Eco Dis; AA; H; Sp. Ed.; EL	Hoonuit Course Completion Records, PD Sign in sheets				Title II, Title I
Provide training to address teaching students from poverty	Director of Instruction and Leadership Development	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration	June. 2019 June. 2020	Eco Dis	Course Completion Records, PD Sign in sheets				Title II, Title I
Embed EL strategies in Stage 3 of the curriculum	Content coordinators; curriculum writers; C & I team; Campus principals; Content teachers	CultureGrams; State adopted resources; ELPS; Training	June 2019-May 2020	EL	Curriculum documents; Lesson plans				Title III

Train teachers on how to use TELPAS data to target levels of performance for EL students	Director of Special Programs; ESL Specialists/ Teachers; Coordinator of ELA; Content teachers; Campus principals	Data Training	August 2019-Sept. 2019	EL	At least 90% of our EL students will move at least one level on TELPAS on their composite rating				
Provide training for Bilingual teachers in Teaching for Biliteracy to bridge learning from primary to secondary language	Director of Special Programs, Bilingual Specialists, Bilingual IC's, Campus Administrators, Coordinator of ELA	Teaching for Biliteracy Institute	June 2019 - Dec. 2019	EL, Dual Language	Student progress in both first and second language acquisition				Title III
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design and implement a robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in by June 2020 by 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	
Vet resources to be included in curriculum documents and add additional resources to address gaps	Curriculum Coordinators, Director of Instruction and Leadership Development	Rubric for alignment, Learning List	June 2019-Aug. 2020	All	Rubric or vetting tool in place, resources added to curriculum documents				Instructional Materials Allotment Funds
Refinement of Stages 2 and 3 of core area curriculum documents and train administrators and teachers on how to use the content	Curriculum Coordinators, Director of Instruction and Leadership Development	Learning List, Assessment banks, Training to write assessments, Substitutes	June 2019-Aug. 2020	All	Meeting agendas, curriculum documents				Instructional Materials Allotment Funds; Title II, Part A; Local Funds
Development of Stages 2 and 3 of LOTE, PE, CTE, GT, Fine Arts documents and train administrators and teachers on how to use the content	Curriculum Coordinators, Director of Instruction and Leadership Development	Learning List, Assessment banks, Training to write assessments, Substitutes	June 2019-Aug. 2020	All	Meeting agendas, curriculum documents				Instructional Materials Allotment Funds; Title II, Part A; Local Funds
Provide mentor texts that represent students from underperforming student populations (in both the content and authors)	ELAR Coordinator	Time to meet with groups in bands (K-4, 5-8, 9-12), sub costs,	June 2019 - May 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Meeting agendas, Resources embedded into curriculum documents and classrooms				Instructional Materials Allotment funds

Provide professional development in guided reading (K-6)	ELAR coordinator <i>PD:</i> coaches, Interventionists <i>Monitoring:</i> Campus admin	Time for PD, Subs for trainer of trainers training, Guided Reading resources	June 2019 - May 2020	All	Meeting agendas, resources in place on campus				Local
Explore and develop professional development on targeted, individualized writing supports	ELAR Coordinator	Time for PD, Subs for training, Mizuni for reports	June 2019 - May 2020	All	Meeting agendas, writing samples provided to teachers				Local
Provide professional development in and monitor for inquiry based science instruction (K-12)	<i>PD:</i> Science Coordinator; AVID Coordinator <i>Monitoring:</i> Campus admin	Time for PD, subs, Training resource materials, AVID resources	August 2019 - May 2020	All	Resources embedded into curriculum documents and classrooms				Title II
Provide vertically aligned math professional development focusing on the primary focal points within specific grade spans	Math Coordinator; AVID Coordinator <i>PD:</i> coaches, interventionists <i>Monitoring:</i> Campus Admin	Time for PD, AVMR resources, AVID resources, vertically aligned math resources; TEA resources; Lead4Ward resources	August 2019-May 2020	All	Meeting agendas, curriculum documents, classroom lesson plans & walkthroughs				Title II (AVMR Kits) Local Funds
Identify academic vocabulary for ELAR (9-12), Math (9-12), Science (9-12), and Social Studies (K-12) and embed in the curriculum.	ELAR Coordinator Math Coordinator Science Coordinator Social Studies Coordinator / Chief Academic Officer	Time to develop the lists with teachers, subs for pull out time to develop the lists	June 2019 - May 2020	All	Identified vocabulary, Unit plans as they are written				

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

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Multi-Tier instruction					
Summative Evaluation (to be filled in by June 2020 by 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	Chief Academic Officer, Curriculum Coordinators, Director of Instruction and Leadership Development	Mizuni, Eduphoria Aware, ZipGrade, Hoonuit, AMP	June 2019 - July 2020	All	District curriculum based measures; Comprehensive Needs Assessment; Universal screener data; Walkthroughs; T-TESS evaluations				Instructional Materials Allotment
Analyze data to address gaps in performance of underperforming populations	All Curriculum and Instruction Staff, Campus Administrators	Assessment banks; Printing	June 2019 - July 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				Title III
Implement a systemic RtI process at the elementary level across all campuses	Campus Principals	District RtI process, RtI binder	Sept. 2019-May 2020	At-risk	Referrals; Stakeholder Feedback				
Train secondary teams on the RtI process and potential resources and develop a process for implementation at the secondary levels	Chief Academic Officer	Campus Principals; Consultant	July 2019-October 2019	At-risk	Written process; Failure rates; EOC passing rates; Graduation rates				

Collect writing samples (grades 3-10), score, and give feedback to assist in calibration across the district	ELAR Coordinator	Time to develop process, funds for additional scanners for capturing writing samples, subs for pull out time to review data, Mizuni reports	June 2019 - May 2020	All	Collected samples, Mizuni reports					Local
Examine District guidelines for advanced pathways to ensure equity for all	All Curriculum and Instruction Staff, Campus Administrators	Mizuni, Aware, Eschool, AP testing	Aug 2019 - May 2020	Eco Dis; AA; H	Enrollment in advanced courses by group; enrollment after the first ten instructional days & at semester to see who has dropped; District guidelines for advanced pathways					
Tier II or III math students in Rtl will have the AVMR assessment completed and strategies should be implemented with those students	Math Coordinator, K-4 Math Interventionists; K-4 Math Teachers (Tier II)	Mizuni, AVMR kits	Aug. 2019-May 2020	At Risk	Rtl Binder; AVMR assessments; Intervention lesson plans					
Train teachers on and implement inquiry instruction in science to strengthen instructional practices	Science coordinator	Consultant;								
Analyze Progress Monitoring math and early writing data to determine specific areas for growth	Program Director, Education Specialist, Instructional Coach	C.I.R.C.L.E Progress Monitoring System	Aug. 2019-May 2020	Head Start and PK	Data reports, increased student outcomes					

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

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to support and enhance teaching and learning.					
Summative Evaluation (to be filled in by June 2020 by 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	
Increase use of resources that provide timely feedback on student work	Coordinator of Digital Learning, Curriculum Coordinators	Schoology- Assignments, assignments, and discussions, Nearpod (integrated feedback options), other digital learning resources authorized by CSISD for student/teacher use.	June 2019 - May 2020	All	Usage reports from Schoology; Usage reports from Nearpod, Walkthroughs; Lesson plans				
Provide teachers with more blended learning resources for teaching and learning	Coordinator of Digital Learning, Curriculum Coordinators,	Schoology, Nearpod, Google Suite Applications, other digital learning resources authorized by CSISD for student/teacher use, Curriculum documents.	June 2019 - May 2020	All	Lesson plans; Walkthroughs; T-TESS evaluations, usage reports from digital resources				
Create and implement digital formative and summative assessments	Coordinator of Digital Learning, Curriculum Coordinators	Schoology- Assignments, assignments, and discussions, Schoology AMP, Nearpod, other digital	June 2019 - May 2020	All	Schoology AMP reports; Schoology test banks, Schoology assessment usage reports, Nearpod assessment reports				

		learning resources authorized by CSISD for student/teacher use.							
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 4				Integrate a variety of technology in the curriculum to support student learning experiences and proficiency in the use of technology as a tool in learning.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Incorporate virtual reality experiences for students in learning	Coordinator of Digital Learning, Curriculum Coordinators	Nearpod VR lessons, Google Expeditions (in applicable classrooms), other VR resources, curriculum documents	June 2019 - May 2020	All	Nearpod usage reports; usage of Google Expeditions and Nearpod VR lessons in lesson plans and walkthroughs, curriculum documents (unit plans)				
Implement student proficiency checks with technology at grades 4, 6, and 8	Coordinator of Digital Learning, Director of CTE, CTF's, and Campus computer paraprofessionals or teachers	Typing Agent	Sept. 2019-May 2020	All Students in grades 4, 6, 8	Student proficiency scores				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options within the district.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase certification and workforce ready options for students according to industry needs	Director of CTE	Subscriptions to Entrepreneurship and Small Business, Illustrator, Photoshop, InDesign, Premier Pro, After Effects, **AutoDesk Maya	Aug. 2019-May 2020	CTE students	10% increase in certifications earned in the 2019 school year over the 2018 school year				Local funds
Implement and provide support for new STEM courses (PLTW) at the middle schools	Director of CTE, Science coordinator	PLTW curriculum and supplies	Aug. 2019-May 2020	All MS students	Master schedule, PLTW training, access to PLTW curriculum and supplies				Local funds
Increase the number of Computer Programming II students taking the Computer Science AP exam	Director of CTE, Computer Programming teachers	TEKS, supplemental resources, practice/prep materials	Aug 2019-May 2020	Computer Programming students	50% increase in students taking the Computer Science AP exam in 2019				Local funds, AVID funds
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide SEL training for campus staff to address Tier 1 supports.	Director of Instruction and Leadership Dev.; Director of Student Services; Principals, SEL teams	SEL teams, Hoonuit, TBSI, NEDRP, Conscious Discipline, Safe & Civil Schools	August 2019-May 2020	All	Meeting agendas, sign in sheets				Title II, Part A
Provide core training to all campus SEL team members	Director of Instruction and Leadership Dev.; Director of Student Services	SEL teams, Conscious Discipline trainer, Safe and Civil Schools trainer, Substitutes	August 2019-May 2020	All	Meeting agendas, sign in sheets				Title II, Part A
Provide Mental Health First Aid Training for campus leadership teams.	Director of Student Services, Director of Special Services, Psychological Team	Training modules, Counselors, LSSP collaboration	Aug. 2019 - May 2020	All	Meeting agendas, Sign in sheets; Certificates earned				Title IV
Provide Tier 2 and 3 behavior training for all instructional staff working with students who demonstrate challenging behaviors.	Director of Special Services, Psychological Team, Campus Administration	CPI, TBSI, FBA/BIP development training, Evidence-based resources & interventions	August 2019-May 2020	Rtl Behavior, Special Services	Rtl records; Eduphoria records, Sign in sheets, SIT meeting minutes				

Adoption / Creation / Integration of K-6 Health TEKS into Counselor, PE, and Science Curriculums and adoption of appropriate resources to support	Director of Instruction and Leadership Dev.; Director of Student Services, Science Coordinator Implementation: K-6 Educators; Counselors Monitor: Campus administrators	Creation and Development of resources to integrate into Counselor, PE & Science Curriculum.	August 2019 - May 2020	All	PE and Science Curriculum Documents; Counselor lesson plans				
Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Campus Administration, Director of Student Services, Director of Special Services	PBIS training, Restorative Practices Training	August 2019-May 2020	All - especially AA and/or SPED	Discipline reports; Reduction in discipline action of special education students and African American students				
Develop a plan to monitor and provide feedback to campuses regarding disciplinary placement rates at specific intervals throughout the year	Director for Special Services, Director of Student Services, DAEP Administration	Discipline and student educational records	August 2019-May 2020	SPED and/or AA	Plan in place, data reports				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special services.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue committee review of performance and needs of individual students prior to recommending dismissal from Special Education	Director for Special Services, Assistant Director for Special Services, Lead Assessment	Full Individual Evaluation and Individualized Education Plan	August 2019-May 2020	Special Education	Review committee documentation				
Provide training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Director for Special Services, Assistant Director for Special Services, Instructional Coordinators	Training module, Trainers	August 2019-May 2020	All	Schoology records; sign in sheets				
Provide training for all responsible special education staff regarding PLAAFP/IEP development and ARD Committee decision-making process.	Director for Special Services; Assistant Director for Special Services, Instructional Coordinators, Campus Administrators	Training materials, eSped, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers	August 2019-May 2020	Special Education	Schoology Records & Sign in sheets				

Provide training for all campus administrators/504 coordinators regarding the ARD/504 Committee decision-making process.	Director for Special Services & Assistant Director for Special Services	Training materials, eSped, Guidance from TEA and Regional Service Centers	August 2019-May 2020	Special Education	Sign in sheets				
Monitor students' 4-year plans and provide targeted dropout prevention efforts if students are not making progress	Director for Special Services, Assistant Director for Special Services	Secondary Instructional Coordinator, Transition coordinator, Campus administration, Transition Plans	August 2019-May 2020	Special Education	Transition Plans; Graduation Rates				
Improve academic performance (STAAR) of students in special education in all core academic areas.	Director of Special Services & Special Services Leadership Team, Campus Administration, C&I	Increased and improved inclusive practices grades K-12, Individualized Accelerated Instruction Plans	August 2019-May 2020	Special Education	PBMAS Report Local Assessment Data, Failure ARDs, Revised Accelerated Instruction Plans				

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

Goal 4				Create classroom and campus cultures that engage each family.					
Objective 1				Increase family engagement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Implement and refine district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.	Curriculum and Instruction Team, Director for Student Services	Hoonuit, Online resources	Aug. 2019- May 2020	All	Plans for sessions, list of contacts in community to help lead sessions				
Implement district and campus level parent information on how students acquire a second language.	Special Programs Staff; ESL and Bilingual Teachers;	Stages of Language Acquisition; ELPS	Aug. 2019 - Oct. 2019	Second Language Learners	Parent survey; attendance logs				
Provide families with current school and community resources that promote English language development for the entire family	Special Programs Staff; ESL Specialists	Program brochures; community resources; links to English learner resources	Aug. 2019- May 2020	EL	Parent survey				
Leverage Parent Advisory Group input to strengthen home/school relationships	Digital Learning Coordinator; Director of Curriculum and Leadership Dev.; Director of Birth to Five Head Start; Chief Academic Officer	Meeting times; Input	August 2019-April 2020	All	Parent input; Meeting minutes				

District level dual language program family picnic/social; informational nights	Special Programs Staff	Informational flyers; committee of volunteers to organize event	Jan. 2020 - April 2020	Dual Language	Parent survey; attendance log				
Continue providing training options for parents which focus on the unique needs of students with disabilities	Director for Special Services; Assistant Director of Special Services, Coordinators	Purposeful Life, Success Conference, Parenting on the Spectrum, 18+ Informational Night, In-home parent training (ARDC decision), Person Centered Planning	Aug 2019 - May 2020	Special Education	Sign-in sheets, Agendas				
Establish Father Feedback group to design activities for dads and children in early education	B25 Administrative Staff	Federal and state funds	Initial meeting: September Events: Ongoing	B25 Head Start Pre-K	Sign-in sheets Parent MOY & EOY surveys Photos				Yes
Continue to implement family driven programming through B25 Policy Council Parent Engagement Committee	B25 Administrative Staff	Federal and state funds	Initial planning meeting: September Events: Ongoing	B25 Head Start Pre-K	Sign-in sheets Meeting minutes Parent MOY & EOY surveys				

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

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Work with principals on campus-based technology facilitators role and create a plan to help them actualize their stipend job descriptions for each campus in a consistent manner in a variety of delivery methods	Digital Learning Coordinator; Campus Principals; Campus Technology Facilitators; Chief Academic Officer; Director of Curriculum and Leadership Development	Campus Technology Facilitator stipend descriptions	August 2019-September 2020	All	Plan for technology support for each campus				
Provide professional learning and training for teachers and administrators in the use of district-approved core resources	Digital Learning Coordinator; Director of Curriculum and Leadership Development; Campus Technology Facilitators	iPads; ESpEd; Schoology; Google Drive; Eduphoria; Mizuni; Nearpod; AMP; Hoonuit	June 2019-May 2020	All	Sign-in sheets; Usage records of digital resources; lesson plans; walkthroughs and observations				
Maximize online learning platforms to deliver professional learning anytime, anywhere, anyplace	Digital Learning Coordinator; Director of Curriculum and Leadership Development; Campus Technology Facilitators	Hoonuit; Webinars; Schoology	June 2019-May 2020	All	Digital records of online learning throughout the district				Local Funds

Determine ongoing budgetary needs for technology assets and establish an updated replacement schedule and budgetary allocation for teacher and student devices	Director of Technology; Chief Administrative Officer; Chief Finance Officer	Inventory of current equipment; Age of current equipment	June 2019-August 2019	All	Technology Replacement Schedule; Inventory; Budget				Bond Funds Perkins Funds Title I Funds Title III Funds Title IV Funds
Determine ratios for adequate building and grounds maintenance and ensure an efficient schedule for maintenance and upkeep based on staffing	Executive Director of Facilities; Chief Financial Officer	Maintenance Equipment; Schedules	June 2019-May 2020	All	Stakeholder feedback; Work order data				
√=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](#)

- Literacy
 - Guided Reading (K-6) *Goal 2.1*
 - New ELAR TEKS (9-12 - all English teachers, K-8 for teachers who missed out on spring 2019 opportunities) *Goal 2.1*
 - Writing *Goal 2.1*
- ESL/Bilingual
 - Teaching for Biliteracy Institute *Goal 1.2*
 - Title III Symposium *Goal 1.2*
 - ELPS training *Goal 1.2; 4.1*
 - TELPAS data training *Goal 1.2*
- Mathematics
 - Add+Vantage Math Recovery for K-6 math teachers *Goal 2.1; 2.2*
- Science
 - Inquiry Based Science Instruction Training *Goal 2.1*
 - STEM Teacher Training *Goal 3.1*
- Career Technology Education
 - STEM Teacher Training *Goal 3.1*
- Transportation
 - Bus Driver Certification *Goal 1.1*
 - Bus Driver ReCertification *Goal 1.1*
- Curriculum Document Development & Professional Learning
 - Wave 1 -- ELAR, Math, Science, Social Studies Refinement of Stage 2 and 3 *Goal 2.1*
 - Wave 2 -- LOTE, PE, CTE, GT, Fine Arts Development of Stage 2 and 3 *Goal 2.1*
- Special Services
 - Behavior Rtl Teacher Training *Goal 1.3*
 - Inclusive Practices Training *Goal 3.3*
 - Monitor Disciplinary Placements *Goal 3.3*
 - PLAAFP/IEP development *Goal 3.3*
 - ARD/Section 504 decision making process training *Goal 3.3*
 - Community Outreach and Parent Training *Goal 3.3*
- Leadership Development
 - Teacher Leadership Academy *Goal 1.3*
 - Success Team / SALI monthly learning *Goal 1.3*
 - Administrator Development Academy *Goal 1.3*
 - Results Coaching Training *Goal 1.3*
- Teacher Development
 - NTU Coaching *Goal 1.3*
 - New Hire Onboarding *Goal 1.3*
 - Culturally Responsive Teaching *Goal 1.2*
 - Teaching Students from Poverty *Goal 1.2*
 - Results Coaching Training *Goal 1.3*
- Social Emotional Learning
 - Conscious Discipline Training *Goal 1.3; 3.2*
 - Safe and Civil School Training *Goal 1.3; 3.2*
 - Restorative Practices Training *Goal 1.3; 3.2*
 - SEL Tier 1 Teacher Training *Goal 1.3; 3.2*
 - Mental Health Training for Administrators *Goal 3.2*
 - Community and Parent Education Sessions *Goal 4.1*

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse 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 Clinkscates	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