

College Station Independent School District

Annual Campus Improvement Plan for
Cypress Grove Intermediate
2019-2020



Board Approval Date: 9-17-2019

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

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

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

Board Commitments

CSISD will ...

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

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.

4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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[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	Seventeen percent of our population is identified as gifted and talented.	The demographics at Cypress Grove has 36% free and reduced. Our special education/504 population has continued to be 26% and behavioral disabilities are affecting the learning environment at CG.	Examine the identification practice and criteria for the gifted and talented designation in our district to strengthen identification of groups not reflected in our gifted and talented demographics. Improve Tier I, II and III instruction to better meet the needs of kids; Continue to train in co-teach structures; modifications and working with students with autism.												
Student Achievement	<p>Students at Cypress Grove perform at or well above the state average in all areas. Students in tier 3 interventions showed progress.</p> <table border="1" data-bbox="485 906 963 1320"> <thead> <tr> <th></th> <th>Fifth grade</th> <th>Sixth grade</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>89/93 (up 4%) *state 83%</td> <td>90/87 *state 79%</td> </tr> <tr> <td>Reading</td> <td>80/85 (up 5%) *state 77%</td> <td>77/74 *state 66%</td> </tr> <tr> <td>Science</td> <td>84/83 *state 74%</td> <td></td> </tr> </tbody> </table> <p>**2018/2019 score</p>		Fifth grade	Sixth grade	Math	89/93 (up 4%) *state 83%	90/87 *state 79%	Reading	80/85 (up 5%) *state 77%	77/74 *state 66%	Science	84/83 *state 74%		As we look at individual groups of students, student groups such as economically disadvantaged, African American, and special education are not performing as well as the state average for their like group. Improve Tier I and II instruction to better meet the needs of our students.	Math, Science, ELA and Social studies teachers will teach the district developed curriculum housed in Schoology. As a step in closing the achievement gap, the district will offer training on cultural capital and provide recommended strategies to embed in lessons to address cultural gaps in learning. Professional development will be offered in active cognitive engagement strategies to engage all learners; AVID strategies.
	Fifth grade	Sixth grade													
Math	89/93 (up 4%) *state 83%	90/87 *state 79%													
Reading	80/85 (up 5%) *state 77%	77/74 *state 66%													
Science	84/83 *state 74%														
Culture and Climate	College Station ISD has been deliberately working on Social Emotional Learning for over a	More and more of our students are showing issues of concern with mental health issues, behavior	Development of a Social Emotional Learning District Vision and Goals, common vocabulary, roles and												

	<p>decade, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. Cypress Grove has a SEL team to help address Social Emotional Learning. The SEL team develops lessons weekly to teach to the students. SEL information is provided for staff weekly in the staff newsletter.</p> <p>A school culture survey was given to staff in September and then again in May. Listed below are the results from the survey.</p> <ul style="list-style-type: none"> ● <i>Our school reflects a true "sense" of community. Pre survey - 38% often and 11% rarely, Post survey - 53% often and 0% rarely</i> ● <i>Values the sharing of new ideas. Pre survey - 18% always and 9% rarely, Post survey - 27% always and 0% rarely</i> ● <i>When something is not working in our school, the faculty and staff predict and prevent rather than react and repair. Pre survey - 27% often and 24% rarely, Post survey - 47% often and 0% rarely</i> ● <i>School members are interdependent and value each other. Pre survey - 49% often and 10% rarely, Post survey - 63% often and 2% rarely</i> ● <i>Members of our school community seek to define the problem/issue rather than blame others. Pre survey - 38%</i> 	<p>issues, and social and emotional needs.</p>	<p>responsibilities, and continued training for our SEL and campus staff is needed. Additional mental health and behavior training for campus administrative and counseling teams will also be a focus. Cypress Grove will implement Restorative Practices. We will also continue to work on developing a positive school culture and implement strategies to ensure the development of collegial relationships and effective collaboration of campus staff.</p>
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	<p>often and 20% rarely, Post survey - 38% often and 0% rarely</p> <ul style="list-style-type: none"> • <i>People work here because they enjoy and choose to be here.</i> Pre survey - 72% always/often , Post survey - 90% always/often • <i>This school culture values caring, celebration and humor.</i> Pre survey - 69% always/often , Post survey - 94% always/often • <i>***Honest, open communication exist among staff members.</i> Pre survey - 27% often and 18% rarely, Post survey - 50% always/often and 6% rarely 		
Staff Quality and Retention	<p>College Station ISD recruits strong teachers who are mostly proficient or higher on T-TESS evaluations. The overall turnover rate for personnel in College Station ISD is 12.7%. At CG our turnover rate summer 2018 was 4.6%. Summer 2019 our rate dropped to 2.66%</p>	<p>A culture that fosters continued emphasis on social and emotional needs of the diverse students on campus is critical to success. Additionally all staff seeing that they are a critical team member that needs to continue to learn and develop is important.</p>	<p>Professional development will be offered on meeting the needs of all learners; social and emotional needs of learners and staff and customer service.</p>
Technology	<p>College Station ISD has a strong “bring your own device” program to allow for more students to have access to technology for their learning throughout the day.</p>	<p>Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms. Devices at individual campuses are primarily supported through our Parent Teacher Organizations creating discrepancies in the availability of technology for teaching and learning. A lack of devices and access will limit the use of our Learning Management System and its benefits for students, teachers,</p>	<p>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 infrastructure upgrades, as the budget permits, to increase access to technology for students and teachers; ensuring campuses have complete</p>

		and parents.	coverage and capacity in areas utilized for instruction.
Family/Community Involvement	Parent feedback indicates that Cypress Grove has overall strong parental support and businesses actively seek to partner with the CG to support a strong education for students.	The majority of our parent volunteers tend to come from specific neighborhoods in the district leaving some schools with a strong volunteer workforce and financial support, while other neighborhoods are not as involved.	Utilize the features in Schoology that support parent involvement in classroom learning. Continue to offer multiple parent nights to inform and celebrate student success at CG.

Data Used for Campus Comprehensive Needs Assessment

<ul style="list-style-type: none"> ● STAAR ● Failure Rates ● Community and Business Partner Input ● Teacher Input ● Attendance ● Teacher Retention ● Special Education ● Curriculum Documents ● District Benchmark Assessments 	<ul style="list-style-type: none"> ● PEIMS Discipline ● Counselor Input on Mental Health ● Professional Development ● Administrator Input ● Educator Evaluations ● Rtl ● GT Identification ● Parent Input ● Demographics
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Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				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.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	May	Feb.	
Increase efforts to recruit professional diverse staff reflective of our student population	Admin	Vacant positions	June 2019-June 2020	All	Staff Demographics				

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Provide professional development that is responsive to individual needs of stakeholders					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct. May	Feb.		
Provide all teachers, administrators, paraprofessionals, students and parents with Hoonuit access. Monitor the use of Hoonuit beyond the district required training.	Campus Tech facilitators; Admin	Hoonuit, Schoology, CTF's, Tech Dept.	July 2019	All	Hoonuit data reports; sign in sheets				
Provide new teachers to the district with options for continued development during their first year in CSISD.	Instructional Coach; Admin; New Teacher Leader	Schoology, Campus and District PD, NTU	June 2019-May 2020	All New Staff	Eduphoria records, Sign in sheets; Schoology records; IA feedback; Staff Survey				
Develop leadership through training and opportunities for current teaching staff.	Admin	District Leadership Team; Campus Opportunities; Leading Campus PD sessions	Sept. 2019-May 2020	All Staff	Eduphoria records, Survey at end of program, Teacher Leadership; PD review; You Matter sign ups				
Implement 3 strategies:	Admin	Campus PD	Aug 2019-	All Staff	PD review,				

disabling avoidance, resolving conflict and building professional learning communities.			May 2020		Staff Survey; Interactive Journal				
Teach the staff how to utilize the feedback protocol (<i>Results Coaching</i>) as they continue to build collegial relationships with each other.	Admin	Campus PD	Aug 2019-May 2020	All Staff	PD review; Staff survey; Interactive Journal				
Implement the <u>Fundamental 5</u> through monthly professional development.	Admin; Interventionist /Instructional Coaches	Campus PD; monthly team meetings during conference periods	Aug 2019-May 2020	All Staff	PD review; Staff survey; Interactive Journal; Collaborative Conversations				
Implement student goal setting so that students can monitor their own growth over time.	Admin; Teachers	Campus PD; monthly team meetings during conference periods	Aug 2019-May 2020	All Staff	Staff & Student Survey; TTESS student growth measure				
Implement how to develop lessons using gradual release (I do, we do, you do)	Admin; Teachers	Campus PD	Aug 2019-May 2020	All Staff	Walk throughs; Teacher Evaluations				

Goal: 2	Provide a challenging, relevant, engaging and aligned curriculum.
Objective: 1	Implement 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 June 2018 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	May	Feb.	
Utilize resources to be included in curriculum documents and additional resources to address gaps	All staff	District Curriculum Coordinators; Campus Specialists	August 2019-May 2020	All	Teacher collected student data				
Implement Guided Reading in Tier 1 instruction. Continue using Tier 2 and 3 research-based reading interventions (LLI) for students not reading on grade level.	Instructional Coach/Interventionists; ELA teachers	Intervention resources; ELA Coordinator	August 2019-May 2020	All	Student data collected				
Implement research-based math interventions for students not performing on grade level in math. Utilize small group instruction in tier 1. If students are in Tier II or III in Rtl for math, they will have the AVMR assessment completed and strategies should be implemented with those students	Instructional Coach/Interventionists; Math teachers	Intervention resources	August 2019-May 2020	All	Student data collected				

Implement the following activities for science: <ul style="list-style-type: none"> • improve efficacy of local assessment methods • consistent implementation of the district science curriculum through weekly planning meetings; 	District science coordinator; Science dept. heads	District curriculum standards and guidelines	August 2019-May 2020	All	Student data collected				
Implement the following activities for social studies: <ul style="list-style-type: none"> • implement local assessments • consistent implementation of the district social studies curriculum through weekly planning meetings; 	District social studies coordinator; Social Studies dept. heads	District curriculum standards and guidelines	August 2019-May 2020	All	Student data collected				
Continue a school-wide plan for assignment completion to utilize advisory on Tuesdays and Thursday more efficiently to encourage student success.	Admin; Counselor; Campus Specialists; Teachers	FLEX planning schedule	August 2019-May 2020	All	FLEX schedule; staff & student survey				
Students will have access to departmental tutoring weekly.	Admin; Counselor; Campus Interventionists; Teachers	Teacher input	August 2019-May 2020	All	Tutorial schedules				

√ =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 Tier I instruction					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	May	Feb.	
Support and implement district Secondary Rtl Development.									
Continue to implement AVID strategies school-wide in order to become a National demonstration school.	Coordinator of AVID; AVID site team	AVID resources	August 2019 - May 2020	All Staff & Students	AVID artifacts; AVID evaluation				
Analyze data to address gaps in performance of underperforming populations	All Interventionists; Campus Administrators	Eduphoria Aware; Mizuni	August 2019 - May 2020	All students	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				
Utilize academic vocabulary for core content areas across grade levels that are embedded in the curriculum	All Interventionists; Core Dept. Heads	District curriculum guidelines & materials	August 2019 - May 2020	All students	Identified vocabulary ; monitoring data; lesson planning				

Monitor students' progress to meet LEP exit criteria	ESL specialist	ESL Specialists; ESL Content Teachers, LPT, State Exit Criteria, ARD committee	August 2019 - May 2020	LEP	Documents showing monitoring in LPAC; State exit data; PBMAS, TELPAS				
Curriculum development in PE of social skills, sportsmanship, and growth & development lessons.	PE coaches	SEL resources	August 2019 - May 2020	All students	Discipline data; Lesson planning; walkthroughs; TTESS				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue the use of Schoology and add the following pieces: Staff communication with parents; course calendar use; at least 1 indication of student use per semester; optional but encouraged use of assessments in Schoology	All Staff	Campus Tech facilitators; Admin	Aug 2019 - May 2020	All	Schoology reports				
Implement digital formative and summative assessments	All teachers	Teachers, instructional coaches, district materials	Aug 2019- May 2020	All	Teacher lesson plans				
Use technology funds to purchase laptops for digital learning	Admin, CTF	Local and State Comp. funds, PTO funds	Aug 2019- May 2020	All	Purchasing of materials				
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Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options campus wide.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide expansion of learning opportunities with strategies that include things such as coding and makerspaces, etc.	Enrichment specialist	Coding materials; Enrichment materials	August 2019-May 2020	All students	Curriculum documents				
Provide enrichment opportunities. The Enrichment Specialist will plan enrichment opportunities that are implemented during advisory.	Enrichment Specialist; teachers	Enrichment materials	August 2019-May 2020	All Students	Curriculum documents; Student & Staff Survey				
G/T showcase to school community the created projects throughout the year	Enrichment Specialist	Student-created projects	August 2019-May 2020	G/T students	Created projects				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide and implement Restorative Practices.	Admin; All staff	Non-district trainers	August 2019-May 2020	All staff & students	Discipline data; Staff survey				
Support social-emotional learning through district and campus teams, training, and resources. Continue Principal's 200 Club and teaching HEART/SEL lessons to all students during Advisory.	Admin; SEL team	District SEL materials; Campus created materials	August 2019-May 2020	All staff & students	Schoology; FLEX lessons				
Each campus safety team will review and change (if needed) its Emergency Operations Plan at least annually	Admin; Campus Safety Team	Emergency Binder & Materials; Staff input	August 2019-May 2020	All staff & students	Staff survey results				
District and campus administrators will review data and develop a plan to address areas of need according to the data based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of	Admin	Discipline data	August 2019-May 2020	All staff & students	Eschool Plus 360 data and reports				

suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center , reasons for placements at Venture Center , number of placements in the LEAP program, reasons for placements in the LEAP program, and number of physical restraints.									
Attend Tier 2 and 3 behavior training for teachers and administrators working with students who demonstrate challenging behaviors.	Admin; Campus Leadership Team; Specific staff members (ISS, CM)	District PD	August 2019-May 2020	Special Education students; BIP students	Eduphoria records				
Continue disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline (Safe & Civil Schools - CHAMPS; Restorative Practices; Capturing Kids Hearts)	Campus Administration	Combination of PD from these best practice approaches	Aug. 2019-May 2020	All students	Discipline reports; staff survey				
Monitor campus disciplinary placement rates at specific intervals throughout the year.	Admin	Discipline records	Aug. 2019-May 2020	All Students	Discipline data reports				
Continue digital citizenship lessons during Advisory.	Advisory teachers	District Online resources	Aug. 2019-May 2020	All students	Guidelines, Lessons; student survey				

√ =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 education services.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	May	Feb.	
Attend and implement training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Admin; Campus Interventionists	Training modules	July-Aug 2019	Special Education	Eduphoria records; sign in sheets; schoology				
Attend and implement training for all responsible special education staff regarding PLAAFP/IEP development and ARD Committee decision-making process.	Admin; Campus ARD facilitator; diagnostician; case managers	Training materials, eSped, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers	August 2019-May 2020	Special Education	Eduphoria records; sign in sheets				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family involvement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	May	Feb.	
Advertise and support district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.	All Staff	District resources; Parent Newsletter; Campus Website	Aug. 2019 - May 2020	All	Parent Survey				
Parent training options offered in transition (4th-5th; 6th-7th)	Admin	District resources; Parent Newsletter; Campus Website	April 2019-August 2020	Incoming 5th graders/families; Outgoing 6th graders/families	Parent Survey				
Use materials and options (including digital and online) for sharing CG's and CSISD's culture and success stories (Ex. #CGcats, #SuccessCSISD)	All Staff	Input from stakeholders, Social media outlets	Aug. 2019 - June 2020	All	Website data, social media				
Advertise and support training options for parents which focus on the unique needs of students with disabilities	Admin; All Staff	District resources; Parent Newsletter; Campus Website	Aug. 2019 - June 2020	Special Education & Dyslexia students	Parent Survey				

Format a committee to review topics and ideas for a CG family night.	Enrichment Specialist; teacher input; admin	Parent Newsletter; Campus Website; Team Emails; Staff Survey	August 2019-May 2020	All	Parent Survey				
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√ =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 June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	May	Feb.	
Utilize resources referenced in district curriculum documents (to include science materials, online resources, textbooks, needed technology, etc.)	All Staff	All Materials	June 2019-June 2020	All	Curriculum documents				
Continue to use Mizuni Software to assist with data reports	Admin, Counselor, Interventionists	Mizuni consulting, Administrator input	June 2019 -June 2020	All	Mizuni reports				
Effectively use ELA classroom leveled library books.	Admin, ELAR Interventionist Teachers	Books	August 2019 - October 2020	Staff and Students	Purchased books; Teacher and student feedback				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

CG Professional Development Plan 2019-2020

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the 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	Counselors, Campus	Director for Student Services,	Discipline Referrals, Anecdotal

staff training on relationship abuse awareness, detection and prevention.	administrators, Hoonuit, Campus Budget	School counselors, Campus Administrators	Campus Reports
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Suicide Prevention

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

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: Cypress Grove EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2019-2020

Piper Cameron, AP

Donna Boyd, ELA teacher

Mary Baltus-Wilson, Social Studies teacher

Michelle Skow, AVID

Dana Schultea, Counselor

Holly Scott, Principal

Jill Emmons, Science teacher

Kelly Montgomery, Fine Arts teacher

Mandy Schwanke, Math teacher

Allison Gillmore, Enrichment Specialist

Terri Toler, Interventionist

Amy Mason, Special Education teacher

Kimberly House, New Teacher Leader

Lisa Fedora, Interventionist

Community Member - Chad Torbet

Parent - Tammy Mogford