

College Station Independent School District

Annual Campus Improvement Plan for
Pecan Trail 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.

Table of Contents

Executive Comprehensive Needs Assessment Summary	3
Data used for Comprehensive Needs Assessment.....	6
Goals.....	7
Goal 1, Objectives and Activity Statements - Recruit, develop, and retain qualified and dedicated teachers and staff.....	7
Goal 2, Objectives and Activity Statements - Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.....	9
Goal 3, Objectives and Activity Statements - 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.....	15
Goal 4, Objectives and Activity Statements - Create classroom and campus cultures that involve each family.....	19
Goal 5, Objectives and Activity Statements - We will fully utilize resources to meet the needs of all students.....	20
District Professional Development Plan.....	21
Appendix A: Federal and State Requirements.....	23
Appendix B: District Educational Improvement Council Members 2018-2019.....	27

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	Pecan Trail Intermediate has around 756 students and some diversity with 61.6% of the population being White, 16.4% being Hispanic, 12.3% African-American, 2.5% Two or more races, and .1% American Indian.	The demographics at Pecan Trail are the following: 27.3% Free/Reduced 14% Special Education 14.9% 504 14.4% gifted and talented	We will focus on growing our Gifted and Talented Program due to growth being less than 1% over the last five years as compared to our student growth in enrollment. We must address staff training and support needs associated with the growing population of students eligible for special education.																											
Student Achievement	<p>Students are highly involved in extracurricular clubs such as: art, drama, coding, chess, Dude. Be Nice, robotics or academics; students are successful competing at the regional and state levels and some CSISD students progress to the national level in competitions. (State Level for Pecan Trail: Geography Bee. National Level: Lego Robotics and iTheatrics)</p> <table border="1" data-bbox="583 1015 1035 1326"> <thead> <tr> <th></th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>90% (=)</td> <td>81% (+ 11%)</td> </tr> <tr> <td>Math</td> <td>91% (-1%)</td> <td>92% (+9%)</td> </tr> <tr> <td>Science</td> <td>85% (=)</td> <td></td> </tr> </tbody> </table>		5th Grade	6th Grade	ELA	90% (=)	81% (+ 11%)	Math	91% (-1%)	92% (+9%)	Science	85% (=)		<p>AA, and EcoDis groups are performing below the state; 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;</p> <table border="1" data-bbox="1062 1015 1514 1451"> <thead> <tr> <th></th> <th>Math</th> <th>ELA</th> </tr> </thead> <tbody> <tr> <td>AA</td> <td>PT: 71% State: 74%</td> <td>PT: 60% State: 67%</td> </tr> <tr> <td>Hispanic</td> <td>PT: 84% State: 82%</td> <td>PT: 74% State: 72%</td> </tr> <tr> <td>EcoDis</td> <td>PT: 75% State: 79%</td> <td>PT: 61% State: 69%</td> </tr> <tr> <td>Sped</td> <td>PT: 67% State: 52%</td> <td>PT: 43% State: 37%</td> </tr> </tbody> </table>		Math	ELA	AA	PT: 71% State: 74%	PT: 60% State: 67%	Hispanic	PT: 84% State: 82%	PT: 74% State: 72%	EcoDis	PT: 75% State: 79%	PT: 61% State: 69%	Sped	PT: 67% State: 52%	PT: 43% State: 37%	Provide vertically aligned professional learning in math; re-evaluate district guidelines for student participation in advanced math classes; develop an RtI process at the secondary level; explore ways in which students can set goals and track their own learning toward those learning goals
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Culture and Climate	A school survey was given to the staff and parents. Survey results indicated parents and students feel welcomed. Teachers have high expectations for their students and respond to parents quickly.	More and more of our students are showing issues of concern with mental health issues, behavior issues, and social and emotional needs.	Continue implementation of Restorative Practices. Continue to seek feedback from all stakeholders.
Staff Quality and Retention	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 PT our turnover rate summer 2018 was _____ Summer 2019 our rate dropped to _____	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.	Professional development will be offered on meeting the needs of all learners; social and emotional needs of learners and staff and customer service.
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;	Inconsistent integration of technology in instruction across classrooms; lack of sufficient devices for seamless integration in classroom settings;	Set clear expectations for Year 2 Schoology implementation; monitor Schoology usage and give feedback to teachers; increase professional learning in Schoology; continue to build teachers' and administrators' capacity in the use of instructional technology resources; purchase a variety of devices, as the budget permits, to increase access to technology for students and teachers;
Family/Community Involvement	Parent feedback indicates that Pecan Trail has overall strong parental support and businesses actively seek to partner with Pecan Trail 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. Offer multiple parent nights to inform and celebrate student success at PT.

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- New Teacher Survey
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education
- District Benchmark Assessments
- TAPR
- Professional Development
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- Curriculum Documents
- Counselor Input on Mental Health
- Extra Funding Request
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- Rtl
- Demographics
- GT Identification

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.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
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	
Intentionally recruit instructional staff that reflect the culturally and linguistically diversity of our district	Admin	HR Vacant positions	June 2019-June 2020	ALL	Staff				
Train Staff on embedded culturally responsive strategies into the curriculum	Admin	Continue training on new curriculum	June 2019-June 2020	ALL	CBM's Walkthrough data STAAR Grades				
Provide training to address teaching students from poverty	Principal, Assistant Principal, Counselor, Instructional coaches	Time for training, CSISD staff trainers	June 2019-May 2020	EcoDis	Schoology records, Sign in sheets CBM's Walkthrough data STAAR				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 by June 2020 by an administrator)									
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 train all teachers, administrators, paraprofessionals, students and parents with Hoonuit access.	Principal, Assistant Principal, Instructional coaches	Central Office	August 2019-June 2020	ALL	Certificates, walkthroughs				
Provide new teachers to the campus with options for continued development during their first year in CSISD.	Principal, Assistant Principal, Instructional coaches	Time for training, CSISD staff trainers	August 2019-June 2020	ALL	Sign in Sheets				
Develop leadership through training and opportunities for current teaching staff.	Principal, Assistant Principal, Instructional Coaches	Time for training, CSISD staff trainers	August 2019-June 2020	ALL					
Provide opportunities for professional development regarding professional development needs to all teachers, administrators, and staff.	Principal, Assistant Principal, Instructional Coaches	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration	June 2019-June 2020	ALL	Hoonuit records, Sign in sheets, campus training agendas, walkthrough data, lesson plans				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Train staff to use the resources included in curriculum documents and evaluate campus additional resources to address gaps	Principal, Assistant Principal, Instructional Coaches, Department Heads	Schoology, Eduphoria sign in sheets, rubric for other materials on campus	June 2019-June 2020	ALL	Schoology, Eduphoria Sign in Sheets Walk through data				
Establish regular meetings with the 5th and 6th grade Social Studies Team	Assistant Principal, Instructional Coaches	Time	August 2019-May 2020	ALL	Lesson Plans				
Design Flexible time (WOW - Wise Owl Work) to ensure all needs are being met (Intervention and Challenging Activities)	Principal, Assistant Principal, Instructional Coaches, Department Heads	Word work resources Vocabulary resources STEM activities Math materials	June 2019-June 2020	ALL	Master schedule, walkthrough data Student Work Samples				

Ensure the robust written, taught, and assessed curriculum is implemented in all classrooms.	Principal, Assistant Principal, Instructional Coaches, Department Head	Meet with leadership team	August 2019-May 2020	ALL	Master schedule, walkthrough data Student Work Samples				
√=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 by June 2020 by an administrator)									
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 address gaps in performance of underperforming populations	Principal, Assistant Principal, Counselor, Instructional Coaches, Department Heads	Mizuni, Eduphoria, MAP	June 2019 -June 2020	AA Eco Dis	Student Data Teacher Data				
Implement a systemic Rtl process	Principal, Assistant Principal, Counselor, Instructional Coaches, Department Heads	RTI training	Sept 2019 - May 2020	ALL	Student Data Teacher Data				
Examine campus guidelines for advanced pathways to ensure equity for all	Principal, Assistant Principal, Counselor, Instructional Coaches, Department Heads		June 2019	ALL	Advanced Class Lists				
Train teachers on AVID strategies in all content areas	AVID Specialist	Schoology	June 2019- May 2020	ALL	Grades, assessments, STAAR				

Implement assessment options in ELAR to provide students with progress data throughout the year	Instructional Coaches Reading teachers	Rubrics MAP	August 2019 - May 2020	ALL	Student Data Assessment results STAAR Benchmarks				
Monitor students' progress to meet LEP exit criteria	ESL specialist	Mizuni, Eduphoria MAP	August 2019 - May 2020	LEP	Student Data				
Evaluate the writing processes at Pecan Trail.	Instructional Coach, reading teachers	Lesson plans Student work samples	Sept 2019 - May 2020	ALL	Student Data				
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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 by June 2020 by an administrator)									
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	
Create and implement digital formative and summative assessments	Principal, CTF	Schoology	June 2019 - May 2020	ALL	Schoology reports on use				
Increase the use of Schoology through parent communication, upload lessons and materials for all content areas, create assessments	Teachers	Schoology	August 2019 - May 2020	ALL	Schoology reports on use				
Purchase additional laptops to increase the digital learning.	Principal, CTF	Funds	August 2019 - May 2020	ALL	Walkthrough data				
Integrate technology TEKS into Flex time	Teachers	Digital Supplemental resources	August 2019 - May 2020	ALL	Walkthrough data				

Include technology tools, apps, and other resources in lesson plans	Include technology tools, apps, and other resources in lesson plans	CTF, Teachers	August 2019 - May 2020	ALL	Lesson Plans				
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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 within the district.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
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 learning strategies that include things such as coding and makerspaces, etc	Librarian Teachers	Materials, training	August 2019 - May 2020	ALL	Walkthrough data				
Provide expansion of learning opportunities for students during the FLEX time.	Teachers	Materials	August 2019 - May 2020	ALL	Walkthrough data				
Provide expansion of learning opportunities for students after school. Strategies that include things such as: Chess, Maker Space, STEM clubs, Dude Be Nice club, chess club	GT Specialist Teachers	Materials	August 2019 - May 2020	ALL	Sign in Sheets				
Provide expansion of learning opportunities for students in the fine arts program. Strategies that include things such as:	Fine Arts Department Head	Materials	August 2019 - January 2020	ALL	Musical Performance				

Department wide musical									
√=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 an administrator)									
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 implementation of Restorative Practices	Assistant Principal	Training	August 2019 - May 2020	ALL	Discipline data				
Provide SEL training for campus staff to address Tier 1 supports.	Assistant Principal	Training	August 2019 - October 2019	ALL	Eduphoria Sign in Sheets				
Develop a plan to monitor and provide feedback to campuses regarding disciplinary placement rates at specific intervals throughout the year	Assistant Principal	eSchool	August 2019 - May 2020	ALL	Agendas Sign in Sheets				

Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Teachers	PBIS Restorative Practices	August 2019 - May 2020	ALL	Walkthrough Data Discipline Data				
√=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 by June 2020 by an administrator)									
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 for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Principal, Assistant Principal, Special Ed Department Head, Counselor	Training Modules	August 2019	Special Education	Eduphoria Sign in Sheets				
Provide training for all responsible special education staff regarding PLAAFP/IEP development and ARD Committee decision-making process.	Principal, Special Education Department head	Training materials	August 2019	Special Education	Eduphoria Sign in Sheets				

<p>Provide annual Section 504 and Special Education training for all instructional and administrative staff to support students with disabilities and dyslexia to meet requirements of state and federal law.</p>	<p>Principal, Assistant Principal, Special Education Department Head</p>	<p>Training Materials</p>	<p>August 2019 - May 2020</p>	<p>Special Education 504</p>	<p>Eduphoria Sign in sheets</p>				
<p>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>									

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 by June 2020 by an administrator)									
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	
Support district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.	Teachers	Schoology Materials	June 2019 - May 2020	ALL	Schoology data				
Develop materials and options (including digital and online) for sharing academic tips with parents	Principal, Assistant Principal, Counselor, CFT,	Schoology	June 2019 - May 2020	ALL	Schoology data				
Parent training options offered in onboarding to Pecan Trail	Principal, Assistant Principal, Department Heads	Schoology Materials	August 2019 - May 2020	ALL	Schoology data				
Develop materials and options (including digital and online) for sharing Pecan Trail's culture and success stories	Teachers Principal Assistant Principal	Schoology Social Media outlets	June 2019 - May 2020	ALL	Schoology data				
Develop materials and options (including digital and online) for sharing technology tips with parents	Principal, Assistant Principal, Counselor, CFT,	Schoology	June 2019 - May 2020	ALL	Schoology Data				

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Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
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	
Attend professional learning and training for teachers and administrators in the use of district-approved core resources	All Staff	Materials	August 2019 - May 2020	ALL	Student Data Lesson Plans Planning Agendas				
Provide equitable access to resources referenced in district curriculum documents (to include science materials, online resources, textbooks, needed technology)	Assistant Principal	All materials	August 2019 - May 2020	ALL	Student Data Lesson plans				
Continue to develop and use Mizuni Software to assist with data reports	Teachers Principal Assistant Principal Instructional Coach	Mizuni	August 2019 - May 2020	ALL	Student Data				

Utilize resources referenced in district curriculum documents (to include science materials, online resources, textbooks, needed technology)	All Staff	Materials	August 2019 - May 2020	All	Student Data Lesson Plans Planning Agendas				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

[Your Campus Professional Learning Plan 2019-2020](#)

Professional development to address individual needs:

- Hoonuit
- Coaching
- Add+Vantage Math Recovery for K-6 math teachers
- Cultural Capital
- Schoology and other tech resources/apps
- Restorative Practices
- Curriculum Overview and continued support
- T-TESS
- SEL Strategies
- Hero K-12
- Imagine Learning

Schoology and other tech resources/apps

Mandated Trainings

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit

at the beginning of the year.			
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CISD Board an annual report of their activities for the year	N/A	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	N/A	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Hoonuit, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

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

Drug Prevention

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

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

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

