

# College Station Independent School District

Annual Campus Improvement Plan for  
Southwood Valley Elementary  
2019-2020



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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](#)

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the campus?)
<b>Demographics</b>	The mobility rate for Southwood Valley is 11.3% compared to the state average of 16.2%, so our population is more stable than the state. Diversity is a strength for our campus as we have 40.7% of our students that are bilingual with the district average having 11.5% bilingual students and the state having an average of 18.8%. Diversity brings greater perspective to our students and an understanding of others who are different.	<p>Maintaining high standards of excellence in our dual language program, where the ultimate goal sending bilingual students to intermediate school.</p> <p>We have had student growth in the following populations this past year: African American, Special Education, Economically Disadvantaged students.</p> <p>Closing the achievement gap between high performing and low performing students in those demographics continues to be a need on our campus.</p>	<p>Examining data from our targeted subgroups and using this data to drive instruction</p> <p>Staff development which addresses working effectively with the targeted subgroups.</p> <p>Increase the communication and involvement of families from the targeted subgroups</p> <p>Establish a systematic process for welcoming and acclimating new students to the campus</p>
<b>Student Achievement</b>	Reading and math proved to be a strength, in regards to STAAR.	Writing is a need across all grade levels, as well as performance gaps in students.	<p>Increase cross-curricular writing for all grade levels. Increase minutes for writing.</p> <p>Provide training and modeling of differentiation, emphasizing the importance of providing high level learning to students at the mastery level.</p> <p>Develop a targeted intervention plan to submit to the Board and to the state in order to address our <a href="#">campus rating</a>.</p> <p>Increase AVMR usage in classrooms as a diagnostic tool to provide appropriate interventions.</p>
<b>Curriculum and Instruction Documents</b>	Planning and implementation of the curriculum, as well as following the new	Deeper understanding of the curriculum and using data to drive instruction.	Training teachers on the UbD curriculum documents

	<p>curriculum documents was successful among most teachers.</p> <p>Accountable for following the district scope and sequence</p> <p>Implementation of core content weekly planning sessions</p>	<p>Small group instruction in math and reading</p> <p>Monitoring of student mastery.</p> <p>Relevant, purposeful, aligned and differentiated activities</p>	<p>Training and implementation of a guided reading, guided math, and a consistent writing process</p> <p>Implementation of minutes to ensure equal access to all content</p> <p>Invite C&amp;I coordinators to attend planning meetings.</p>
<b>Culture and Climate</b>	<p>Based on a survey given at the end of the year, the staff loves their school. They want to be here, and are proud to be part of the campus. There is a true heart for kids at Southwood Valley.</p>	<p>The survey also revealed the need for better school-wide communication, focus on the staff family, staff morale and affirmations, and the need for for the entire campus to work as a unit.</p> <p>Strategies to work with students in poverty, especially the new Southgate students</p> <p>Additional tools/strategies, training and support is needed for classroom teachers to deal with significant behavior issues</p>	<p>Book study on the book <u>The Coffee Bean</u></p> <p>Social Committee revamp with chairs for the different areas.</p> <p>Implement Restorative Practices</p> <p>School-Wide Expectations Refined and Implemented</p> <p>Morning meetings in classrooms, non-negotiable</p> <p>Positive Behavior Referrals</p>
<b>Staff Quality and Retention</b>	<p>The number of regular education teachers who are remaining at SWV was very high. Most attrition in these areas are due to retirements or relocations.</p>	<p>Support for ensuring that best Tier 1 strategies are being implemented in classrooms</p> <p>Providing teachers access to more training and development of their skills</p>	
<b>Technology</b>	<p>Campus-wide upgrades have been made with new desk-tops and more lpads for teacher and student use .</p>	<p>There are times when network upgrades have not been consistently available to support the addition of several devices.</p>	<p>Southwood Valley will implement the use of Schoology for parent and school communication.</p>
<b>Family/Community Involvement</b>	<p>We have a strong volunteer force at</p>	<p>Overall campus-wide support that is</p>	<p>Southwood Valley will continue to work</p>

	<p>Southwood Valley and have activities for schoolwide family involvement such as a spring carnival, Parents Matter Night, Super Science Techno Night, monthly PTO grade level performances, math night, reading night, and Friday morning assemblies.</p>	<p>reflective of our student body is inconsistent. Often, family volunteers and supports are from the same neighborhoods across the different zones and mainly from our dual-language families.</p>	<p>towards recruiting more volunteer involvement from our diverse and “at-risk” families. We will center on more Parent and Family Engagement opportunities that build capacity and strengthen our partnership campus-wide.</p>
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**Data Used for Campus Comprehensive Needs Assessment**

<ul style="list-style-type: none"> <li>• STAAR</li> <li>• PBMAS Report</li> <li>• Failure Rates</li> <li>• Community and Business Partner Input</li> <li>• Technology Input from Stakeholders</li> <li>• Attendance</li> <li>• Teacher Retention</li> <li>• T-TESS Data</li> <li>• Special Education</li> <li>• Curriculum Documents</li> <li>• Head Start</li> </ul>	<ul style="list-style-type: none"> <li>• District Benchmark Assessments</li> <li>• MAP Assessment Data</li> <li>• New Teacher Survey</li> <li>• CSISD Vision</li> <li>• DEIC Input</li> <li>• PEIMS Discipline</li> <li>• Walkthrough Data</li> <li>• Counselor Input on Mental Health</li> <li>• Extra Funding Request</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• TELPAS</li> <li>• Accountability Report</li> <li>• Administrator Input</li> <li>• CSISD Learner/Educator/Leadership Profile</li> <li>• Educator Evaluations</li> <li>• Rtl</li> <li>• Culture Survey</li> <li>• GT Identification</li> <li>• Demographics</li> <li>• New Teacher Survey</li> </ul>
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<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective 1</b>				<b>Increase the number of quality bilingual applicants and experience by 10%</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Participate in district recruiting efforts for bilingual candidates.	-Campus -Administration	Job Fair Opportunities	January-April	Bilingual	Increase in retention of qualified bilingual teachers.				
Use Conference opportunities to promote district and recruit potential teachers.	-Human Resources -Admin	TABE/CABE La Cosecha	Oct- May	Bilingual	Increase and retainment of bilingual teacher hires.				
Provide intensive coaching for new teachers in their dual language classrooms.	-Admin -ICs	Walk-Throughs Coaching Sessions	Aug-May	Bilingual	Retention rate of new teachers				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>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.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb. May</b>		
Utilize faculty meetings, PLC meetings, book studies to train and grow all teachers. Gain staff buy-in to culture with book study.	Principal/AP ICs CTF Interventionists	Data from walk-thoughts to drive PLC needs  The Coffee Bean SIOP Materials	Aug.- June	All	Surveys, T-TESS observations, Walk-Throughs, retention rate of teachers				
Provide educational professional trainings, development opportunities, and articles to enhance teacher growth.	-Admin - IC	District Funding Campus Funding Title 1	Aug- July	All	Surveys, Feedback Walk-throughs Agendas Sign-In Sheets				
Form a new teacher committee to provide supports for them throughout the year.	-Admin -IC -Interventionists -Experts in the PD fields	Various PD topics- some from admin, and some generated by the new teachers	Aug-Dec. (2-4x per month) Decrease to 1x per month through May	1st/2nd year teachers (any additional who are interested)	Surveys, walk-throughs, feedback, retention rate of new teachers				



Staff development on strategies when working with students who have experienced trauma.	Administration, Counselor	Time, prepared training materials, Schoology for PD	Aug --May	At-risk	Student behavior data, teacher retention				
0-1 year teachers will be assigned a mentor and will meet at least 12 hours per semester.	-Admin -Mentors	-Lead4ward Mentor/Mentee Books	Aug-May	1st/2nd Year Teachers	Meeting logs, teacher retention				
Provide monthly PLCs for teachers, in order to provide them with support toward our targeted intervention plan/CIP.	-Admin -IC -Interventionists -Experts in the PD fields	Campus STAAR data, Lead4ward Field Guides	Aug-May	All	Campus letter grades will increase.				

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<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 3</b>				<b>Provide professional development that is responsive to individual needs of stakeholders</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Form committee to provide supports for new teachers (or staff desiring additional support) throughout the year.	-Admin -IC -Interventionists -Experts in the PD fields	Various PD topics- some from admin, and some generated by the new teachers	Aug-Dec. (2-4x per month) Decrease to 1x per month through May	ALL	Surveys, walk-throughs, feedback, retention rate of new teachers				
Provide extensive T-TESS training, utilize goal-setting meetings, walk-through data, engage in meaningful coaching sessions.	-Principal -AP -Coaches	T-Tess trainings, walk-through debriefs, Results Coaching training	Aug-May	ALL	T-Tess/ATR evaluations				
First year teachers will participate in NTU	-Admin -Campus Instructional Coach -Teacher Leader -New Teachers	District Budget Campus Budget	Aug.-June	ALL					
Participate in professional development regarding social emotional learning for teachers, administrators, and staff	-Admin -specialists -SEL Team -Teachers	District Budget Campus Budget	Aug.-June	ALL					

Book study on The Coffee Bean - to address campus culture and climate	-Admin	The Coffee Bean, by Jon Gordon	Sept-May	All	Campus culture survey				
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, -RTI Assistant	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				
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>Design robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Study curriculum documents and plan with like teams.	-Teachers -ICs -Interventionists (To serve as content expert support)	Schoology Curriculum documents	Aug-May	ALL	Growth in students				
Provide curriculum training for new teachers	-Admin -ICs -Interventionists	Schoology Curriculum documents	Aug-May	New teachers					
Study and utilize MAP assessments to help guide instruction and use the data to drive instruction	-Admin -Teachers -ICs	MAP assessments Curriculum	Aug-May	All					

Provide staff development on STEM and how to incorporate STEMscopes in classroom instruction.	-Admin -District Science Coordinator -Title 1 Instructional Coach	Campus Budget Title 1 District Funds	Aug.-June						
Focus on small group instruction training and implementation within the general education classroom for Tiers 1 and 2	-Campus administration -Instructional coach -Interventionists	Teacher models, instructional rounds, video of exemplar lessons	August 2019 May 2020	CSISD staff, all students	Student growth measure, STAAR, classroom data, number of students receiving Tier 3 instruction, walk through data				
Purposeful, engaging and aligned activities are designed and implemented in stations	-Classroom teachers -Interventionists	Teacher models	August 2019 May 2020	staff, all students	Student growth measure, lesson plans, walk through data				
Provide professional development in guided reading	-C&I -Campus administration -Instructional coach -Reading interventionist	HMH textbook adoption training, research based practices	August 2019- May 2020	staff	Student growth measure, lesson plans, walk through data, staff development sign in sheets				
Implementation of UbD Stages 2 and 3 curriculum documents	-Classroom teachers -Campus administration	UbD implementation training	August 2019 May 2020	staff	Lesson plans, walk through data				

Implementation of UbD Stages 2 and 3 curriculum documents	-Classroom teachers -Campus administration	UbD implementation training	August 2019 May 2020	staff	Lesson plans, walk through data				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Use a variety of data to ensure strong Tier I instruction</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Analyze data to make curriculum adjustments and training decisions	-Teachers Leadership -Team Administration	Data; training materials as appropriate	Aug -May	All	Data analyzed in SIT and leadership meetings				
Complete and review AVMR assessment data on all students in Tier II or Tier III of RtI; implement strategies for continued growth (i.e. use of OSMO)	-Teachers -Leadership Team -Administration	AVMR assessment data	Aug - May	All	AVMR assessment reviewed in SIT				
Provide training to staff members depending on their content areas (AVMR, Running Records, etc, MAP.).	-Teachers -Leadership Team -Administration	Training materials as appropriate, time	Aug - May	All	Completion of required training				

All teachers will commit to a campus wide focus on the writing process; integration and assessment of grammar in student writing.	-Admin -Specialists - All Teachers -Librarian -Art Teacher	Campus Budget Title 1 District Funds	Aug.-May						
Design a systematic way of planning for assessment of material taught (both formal and informal) and analyzing the data to inform instruction.	-Campus administration, -Interventionists -Instructional Coach -Classroom teachers	Kid Conferences, Data Digs, MAP assessment data	September 2019, December 2019, February 2020, May 2020	All students	Completed data digs, meeting notes				
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 3</b>				<b>Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Provide training for implementation of current technology into instruction	-CTF	Technology training	September 2019 - April 2020	SWV Staff	Staff development sign in sheets, walk through data to document integration into instruction, EOY survey data				
Embed campus professional development into the Schoology platform	-CTF -Campus administration	Schoology, technology training materials	August 2019- May 2020	Staff	Certificates of completion, session evaluation survey data				
Communicate campus expectations for the use of Schoology	-Campus administration, -CTF	List of expectations	August 2019	Staff	Staff development sign in sheets				
Administer MAP online assessments	-Campus administration, -Interventionists classroom teachers	MAP training, necessary technology	September, January, May	All students	Student growth measure, STAAR scores				
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<b>Goal: 3</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 1</b>				<b>Expand learning options within the district.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Utilize RTI Assistant to assist with academic and behavior interventions needed in the classroom.	-Classroom teachers, admin -RTI Assistant	Title I Funding of RTI Assistant Position	August 2019-May 2020	All	Decrease in behaviors due to academic and social emotional frustrations.				
Pod assemblies/ Campus wide daily morning assembly	-Campus administration -counselor	Counselors Social and Emotional Curriculum	Weekly August 2019-May 2020	All Students	Teacher and Student Feedback				
Implement the use of sheltered instruction strategies while learning new concepts.	-Classroom teachers		August 2019-May 2020	All Students	Mastery and retainment of new concepts				
Hire quality title 1 tutors and extra help in order to meet the needs of the various populations of students (Low SES, ESL, etc, below grade level).		Title I Funding, training for tutors and assistants working with students.	August 2019-May 2020	All Students	Student growth as shown through academic and behavioral data.				

Meet in monthly PLC meetings to discuss, disaggregate, and utilize data to drive instruction and planning as in relation to our TIP.	-Admin -Interventionists -Teachers -ICs	-Data binders -PLC Meeting prep and planning	August 2019-May 2020	All Students	Student Growth as tracked on documents such as (but not limited to) this <a href="#">example</a> .				
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<b>Goal 3:</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 2</b>				<b>Develop a system of supports for students' social-emotional needs.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
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 RTI Assistant to assist with academic and behavior interventions needed in the classroom.	-Classroom teachers -admin -RTI Assistant	Title I Funding of RTI Assistant Position	August 2019-May 2020	All	Decrease in behaviors due to academic and social emotional frustrations.				
Campus-wide morning meetings to take place daily.	-Campus administration -counselor	Counselors Social and Emotional Curriculum, Restorative	Weekly August 2019-May 2020	All Students	Teacher and Student Feedback				

		Strategies							
Implement positive behavior referrals that highlight characteristics of the district learner profile.	-Campus admin - teachers	Positive referrals created and printed in triplicate	Aug-Ma						
SEL members will attend district trainings and then provide trainings on campus to help educate and keep teachers up to date on beneficial SEL practices.	-District -Admin -SEL Members	District Funds Campus Budget Title 1 ER/Staff Days	Aug. June	All Students	Teacher and Student Feedback				
Implement Restorative Practices into classroom instruction	-Staff -Campus Admin	Restorative Practices Staff Members	August 2019-May 2020	All Students	Walk-Throughs,				
Refine and implement school wide expectations for common areas	-Staff -Campus Admin	CHAMPS, Conscious Discipline, Restorative Practices	August 2019- May 2020	All Students	Walk-Throughs, Staff Surveys				
Design a program to welcome and acclimate new move in students to SWV	-Campus Administration, -Counselor - SELT -Office staff	Student/Family Information folder	August 2019 - May 2020	Move in students	Parent Survey				
Provide monthly guidance lessons which meet the academic needs of our SWV student diversity	-Counselor, -Administration	Counselor Curriculum	August 2019-May 2020	All Students	Lesson plans, staff feedback, student feedback				

Implement classroom jobs schoolwide.	-Teachers	Job lists	Aug-May	All Students					
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<b>Goal 3:</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 3</b>				<b>Improve outcomes for students receiving special education services.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Provide CPI training for all Special Education staff members	-SpEd staff -District CPI trainers	CPI training materials	August 2019- December 2019	Special Education Staff Members	Sign-In Sheets, Completed Training Certificate				

Provide training for all staff 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				
Improve the academic performance of students in special education in all core academic areas	-Campus Administration -C&I -SPED Teachers, -Core Content Teachers	Increased and improved inclusive practices, , Individualized Accelerated Instruction Plans	August 2019-May 2020	Special Education	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				
Implement a systemic RtI process aligned with district expectations	-Classroom Teachers, -Interventionists, -Campus Admin SPED -Teachers	Special Services, RTI Manual, Curriculum Documents, C&I Coordinators	August 2019 - May 2020	Tier 2 and Tier 3 students	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				
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<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Increase family involvement in district and campus activities and opportunities.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Campus events with PTO support will be planned to promote positive school/family relationships throughout the year.	-Admin -Leadership Team -Counselor -Teachers	PTO Campus Budget Title 1	Aug. June						
The school website, School Messenger and campus social media outlets will be used to actively communicate with parents/guardians and community members in addition to the information being sent home with students in both English and Spanish.	-Admin -District -Teachers -Tech Facilitator -PTO	PTO Campus Budget Title 1	Aug. June						
In the first three weeks of school, a positive contact will be made with each parent. Example: phone call, postcard, e-mail, etc...	-Admin -Teachers	Campus Budget Title 1	September						

Each classroom teacher will strive to effectively communicate with parents in a variety of ways to inform parents of what is happening in the classroom, grade level and school.	-Teachers	-Campus Budget	Aug. June						
Professional development will include how staff can promote a positive partnership and improve communication to parents/guardians and community including Schoology.	-Admin	-Campus budget	Aug. June						
Implement Watch D.O.G.S. program on campus, and work with staff to provide meaningful interactions with students.	-Watch D.O.G.S Coordinator -Campus Admin -PTO -Teachers	-Schedules -Survey	August-May		Attendance and feedback surveys from staff and Watch D.O.G.S				
Provide and advertise school wide events such as Watch D.O.G. Kickoff, Parent's Matter, Fiesta Latina, and any other additional family nights deemed appropriate for the school year.	-Community outreach committee -PTO -All Staff Members	Schoology, Flyers, School Messenger, Facebook	August -May	All Families	Attendance and Involvement, Parent Survey				
Utilize School Messenger, Schoology, and Facebook to communicate information to parents. Provide pictures, videos,	-Admin -CTF -Teachers	-Schoology -Smores Account -School Messenger -Facebook	Aug-May	All Families	Parent Survey				



and presentations in English and Spanish via the various forms of technology, as well as on campus.									
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal 5:</b>				<b>Commit to the responsible use of taxpayer resources.</b>					
<b>Objective 1</b>				<b>Utilize district resources to meet instructional needs.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
Set clear expectations for implementation of Schoology	-Campus administration -CTF	CTF stipend, district expectations for year 2	August and September 2019	SWV staff	Staff development sign in logs				
Increase professional learning in Schoology and Hoonuit	-Campus administration -CTF - Instructional Coach -Interventionists	Campus technology plan	August 2019 - March 2020	SWV staff	Staff development sign in logs				
Utilize Nearpod resources in classrooms	-Campus administration -CTF	Nearpod resources, training documents	August 2019 - May 2020	SWV staff	Staff development sign in logs, staff survey				
Develop and communicate technology training opportunities to all staff	-Campus administration - CTF	District professional development calendar, campus calendar, Schoology	August 2019 - May 2020	SWV staff	Staff survey, staff development sign logs				

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

Click [here](#) to access our Professional Learning Plan for 2019-2020

**APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

**Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
College Station ISD will 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**

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

**Child Abuse and Sexual Abuse Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit

All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation
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### Coordinated Health- SHAC Council

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

### Dating Violence Awareness

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

### Suicide Prevention

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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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: CAMPUS EDUCATIONAL IMPROVEMENT COMMITTEE MEMBERS 2019-2020**

**Leadership Team**

Wanda Mason  
Amna Ahmed  
Leila Garcia  
Mediha Manzoor  
Pam Palermo  
Krissy Wallace  
Stephanie Henson  
Dawn Newton  
Toni Hardy  
Lucy Chalker  
Christina Gloria  
Christopher Phillips  
Jen Colkin  
Mandy Bradley  
Becky Lane  
Amy Yorek  
Lyndel Holmes-may  
Cristal Vazquez  
Ali DeLuna

**Community Representatives**

Igor Roshchin  
Bryan Woods

**Parent Representatives**

Abby White  
Misty Cathey  
Joanna Soules

**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
Rebecca Griffey	SWV	
Stephanie Weaver		FR
D'Ann Johnson	CV	

Charla Anderson	GP
Venette Bradham	SC

**Grades 5-6**

Lauren Guest	OW
Mandy Schwanke	CG

**Grades 7-8**

Wendy Miles	AMCMS
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Danny Morchat AMCMS  
Claire Hall CSMS

**Grades 9-12**

Jackie Shoemake AMCHS Chair  
Sheridan Clinkscales CSHS

**Alternative Programs**

Darren Wright CVHS

**Elementary-At-Large**

Josh Bowling LEAP

**Secondary-At-Large**

Amiee Parsons AMCHS

**Elementary Administrator**

Jennifer Skrivanek CHE

**Secondary Administrator**

Julia Mishler WMS

**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)

Candida Sanders (Candy) Parent, Grades Pre-K – 4 (GP) Head Start  
Kim Rutledge Parent, Grades 5-8 (CSMS/CG)  
Shawn Henderson Parent, Grades 5-8 (AMCMS/OW)  
Stephanie Gray Parent, Grades 9-12 (AMCHS)  
John Crockett or Ashok Naidu Parent, Grades 9-12 (CSHS)  
Miranda Walichowski Parent-At-Large  
Abbie Walsh Parent-At-Large  
Cheletia Johnson Community Member  
Debi Stoll Community Member  
Andy Wilson Business Member  
Jason Ortgies Business Member  
Jerelyn Trustee  
Michael Wesson Trustee  
Clark Ealy Superintendent  
Penny Tramel Chief Academic Officer  
Lindsey Fuentes Executive Director for Special Services and Accountability  
Chuck Glenewinkel Director for Communications  
Chrissy Hester Director for Student Services  
Kelly Kovacs Director for Instruction and Leadership Development  
Karen Ferguson Director for Career Technology  
Chad Gardner Director of of Community Education  
Marla Ramirez Director for Special Programs  
Tami Dudo Coordinator for AVID  
Aaron Hogan Coordinator for English/Language Arts & Social Studies  
Amanda Gibson Coordinator for Science  
Jennifer Smith Coordinator for Math