College Station Independent School District

**Campus Improvement Plan for
A&M Consolidated Middle School
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	The student population at AMCMS is very diverse, making the campus more of a reflection of the overall state of Texas population. Over half of our students are in an advanced math course as well as advanced english language arts courses. Fifteen point nine percent of our student body is identified as gifted and talented and twenty seven percent of our students participate in at least one or more career and technology education (CATE) program as a middle school student. We also have fourteen percent of our student body in the Advancement Via Individual Determination (AVID) program which is a college preparation program for students whose family does not have a history of attending and completing college.	The student population at AMCMS has shifted dramatically over the past ten years. The African American population and the low socioeconomic population have each almost doubled and the Hispanic population has doubled. While the faculty and staff population has changed over the same ten year period from ninety six percent white to eighty eight percent white, the faculty and staff population is still not reflective of the student population. The student population of the gifted and talented program is not reflective of the overall campus population and neither is the population of the students in advanced math or advanced English language arts courses.	Provide staff development and training on how to work with students from diverse cultures and economic backgrounds. Examine the identification practices for how students are selected for advanced courses and work with the district gifted and talented program regarding identification practices at the prior grade levels.

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Student Achievement	Our students at AMCMS perform at or above the state averages in most areas. We have over twenty five percent of our students that qualify for the all A honor roll and over fifteen percent that qualifies for the all A and one B honor roll each six weeks. Over half of our students participate in athletics and over half of our students participate in a fine arts programs.	An examination of the subpopulations of students shows that our African American, Hispanic, special education and low socioeconomic students are not achieving at the same rate as their peers at AMCMS and in some instances, at the state level. We want to bring any student group that is performing below the state level up to performing above the state level in achievement at a minimum. We will continue to develop and refine our RTI program to better support our struggling students with an emphasis on content specific instructional coaching to improve the Tier 1 support and intervention for students.	AMCMS will continue to support student involvement in extracurricular and fine arts programs while strengthening the Tier 1 interventions and RtI supports across the campus. The district improvement plan provided support for the RtI process and for Tier 1 intervention and AMCMS will participate in that process. AMCMS will continue the work that began in 2018-2020 to better understand working with students from diverse backgrounds and cultures and how that relates to achievement in school.

Curriculum and Instruction Documents	The development of UBD at the campus level The core curriculum departments at AMCMS have scope and sequences and curriculum calendars that outline the curriculum that is implemented at AMCMS. Benchmark assessments have been developed for English Language Arts, Math, and Science and the data is used to inform the instructional decisions of the departments. Each of the core departments work collaboratively weekly on the curriculum and on five full days of campus based curriculum development spread throughout the school year.	The documents that are needed to support teachers that are new to CSISD and AMCMS are not currently available. New staff members must depend upon existing staff members to provide them with the needed non-core curriculum documents such as CTE. Not all resources are aligned to the curriculum and learning within the core content areas and support from department to department varies.	AMCMS will participate in the district led process to develop, align, and implement a curriculum. Campus allocations for staff time will be made to support the work at the district level and to allow teachers the needed time and opportunity to implement the curriculum changes at the campus level.

Culture and Climate	The introduction of restorative practices in 18-19 and the continuation on campus has allowed for better interactions on campus between students and faculty. AMCMS has been intentional in the work of the culture and climate for the staff and for the students. Social Emotional Learning and leadership has been a part of the work of AMCMS for many years. Teachers are recognized for their hard work, dedication, and commitment to improving student learning and students are recognized for achievement, participation, effort, and contribution to the learning process.	As AMCMS has continued to grow there have been more and more students with mental health issues, behavior issues, and social emotional supports needed.	AMCMS will continue to participate in the district social emotional learning and leadership programs as well as attend to the needs of the faculty, staff, and students of AMCMS. Staff will continue to be recognized and supported in their work and more recognitions will be made to encourage all staff members. The Positive Behavior Intervention and Support program (HERO) will continue to be developed and implemented to support student social emotional needs across the campus. Student committees that inform the campus administration of student concerns will be created and maintained to ensure students have a voice at AMCMS.
Staff Quality and Retention	AMCMS recruits teachers that have three or more years of experience when possible and these teachers are mostly proficient or higher on their teacher evaluations. Each teacher that is hired is certified to teach in their content area. A personalized professional development program, AMCMS University, has been developed to support teachers professional learning in their content specific areas as well as in their high interest areas.	The turnover rate for AMCMS has dropped from twenty nine percent in 2015 to twelve percent in 2018. With the state level of attrition for 2017 at ten point two percent, AMCMS has to continue to reduce the attrition rate of the campus.	Continuing to support teacher professional learning and goals through a high quality feedback program and professional learning platform as well as clear expectations for performance should continue to lower the attrition rate. Providing teacher leadership opportunities across the campus and the district as well as working to improve teacher efficacy will greatly contribute to teacher retention year over year.

Technology	Training of Staff and the amount of technology in the hands of staff and students. AMCMS utilizes the CSISD Bring your own device program to support the technology implementation needs of the campus. AMCMS sends at least six campus members to the state technology conference (TCEA) to learn the latest instructional technology implementation programs and those same teachers return to campus and lead professional development based off their learning at TCEA as well as the implementation of their learning at TCEA into their own classroom.	Devices have been added to the campus over the past several years but at a very slow rate. The network upgrades have not been able to support the addition of several devices. The minimal stock of devices and computers will limit the effectiveness of our Learning Management System, Schoology.	AMCMS will continue to work with the AMCMS PTO to raise funds to purchase and deploy technology devices across AMCMS. Campus funds will continue to be utilized to send teachers and administration to TCEA as well as to purchase technology devices when possible.
Family/Community Involvement	Strong and vibrant PTO. Parent participation and support in the campus PTO, sporting event attendance, fine arts event attendance, family night events such as open house, and student club and activity events demonstrate a strong connection to the family involvement and support at AMCMS.	Community sponsorships and supports are lacking at AMCMS and many of our family volunteers and supports come from the same neighborhoods across the AMCMS attendance zone.	Continue to communicate with families the variety of programs, events, and volunteer opportunities offered at AMCMS and encourage their participation. Be proactive in forging more community involvement and partnerships with AMCMS to support our students and their learning.

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- AP
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education
- Curriculum Documents

- ACT
- District Benchmark Assessments
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- New Teacher Survey
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development

- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- RtI
- Dual Credit
- GT Identification
- Demographics

Goal: 1					Recruit, develop, and retain qualified and dedicated staff.				
Objective 1					**Increase distributed leadership across AMCMS.**				
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	
Each staff member is encouraged to sit on at least one campus committee throughout the school year	Principal Assistant principals	Time Collaborative Google drive documents	July 2019 - August 2020	All staff	Attendance of staff members to each campus committee Contributions to collaborative agendas and discussions				
Faculty member voice being contributed to campus decision making process	Principal Assistant principals Department heads Faculty	Time Collaborative Google drive documents	July 2019 - August 2020	All staff	Use of collaborative agenda for all formal meetings. Faculty member contribution to collaborative agendas and meetings				
Faculty members submit lesson plans to evaluating principal and CC department heads weekly	Principal Assistant principals Department heads Faculty	Time Collaborative Google drive documents or Schoology District curriculum	August 2019 - May 2020	All staff	Each faculty member submit lesson plans to department head each week. Department head provide feedback to teachers weekly				

		documents			on submitted lesson plans.				
Each department grade level to meet as PLC to discuss student learning	Principal Assistant principals Department heads Faculty	Time Collaborative Google drive documents or Schoology District curriculum documents	August 2019 - May 2020	All staff	Meeting at a minimum of once every two weeks during conference time Using student work samples to determine evidence of student learning Discussions regarding student performance and learning. Making adjustments if majority of students not being successful				

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

Goal: 1					Recruit, develop, and retain qualified and dedicated staff.				
Objective: 2					**Provide professional development that is responsive to individual needs of stakeholders**				
Summative Evaluation (to be filled in by June 2020 by 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	
Modify the current AMCMS University platform as needed to meet the needs of all staff	Principal Campus technology facilitator Campus professional development committee	Google drive Weebly site Faculty feedback and responses	July 2019 - August 2020	All staff	Adding badges as requested by faculty and staff Creating new badges to support professional learning of all staff Survey staff members for feedback on needed changes				
Provide all staff members with access to AMCMS University throughout the year	Principal Campus technology facilitator Campus professional development committee	Google drive Weebly site	July 2019 - August 2020	All staff	Completion rate of badges as compared to the 2018-2019 school year				

Provide face to face faculty learning opportunities throughout the school year	Principal Campus technology facilitator AVID campus coordinator	Technology training tools AVID / WICOR training tools	August 2019 - May 2020	All staff	Focus using campus PD days Lunch and Learn opportunities offered at least twice a month				
Provide flipped learning opportunities for all staff throughout the school year	Principal Assistant principals Counselor Campus technology facilitator AVID campus coordinator	Schoology, Hoonuit Flipped meeting technology tools Weekly newsletters	August 2019 - May 2020	All staff	Flipped faculty meeting information provided before monthly faculty learning sessions Monthly principal newsletter with contributions from campus members				

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Goal: 1					Recruit, develop, and retain qualified and dedicated staff.				
Objective: 3					Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap and retain teachers at higher cultural and linguistically diverse campuses.				
Summative Evaluation (to be filled in by June 2020 by 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	
Increase efforts to recruit professional diverse staff reflective of student needs	Principal Assistant principals Department heads Specialists District directors	District curriculum documents Scope and sequence	August 2019 - June 2020	All staff	Core content areas work with district directors on curriculum documents Utilization of district curriculum in daily classroom instruction				
Provide Culturally Responsive Teaching training	Principal Assistant principals Department heads and members Specialists District directors	District curriculum documents Scope and sequence Time Substitute teachers as needed	August 2019 - June 2020	All staff	Each department work on district level curriculum as requested from district directors and department heads				
Train teachers on how to use TELPAS data to target levels of performance for ELL students	Principal Assistant principals Department heads	Google drive or Schoology Department lesson plans	August 2019 - May 2020	All staff	Each department utilize WICOR into daily lessons Lesson plans indicate				

	and members AVID campus coordinator	Curriculum Time			WICOR Faculty training on WICOR			

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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	
Refinement of stages 2 and 3 of core area curriculum documents	Administration math, ELAR, science & SS coordinators & teachers	Learning list, assessment banks, training to write assessments, substitutes	June 2019 - August 2020	All	Meeting agendas, curriculum documents				
Utilization of WICOR in daily lessons	Principal Assistant principals Department heads and members AVID campus coordinator	Google drive or Schoology Department lesson plans Curriculum Time	August 2019 - May 2020	All staff	Each department utilize WICOR into daily lessons Lesson plans indicate WICOR Faculty training on WICOR				
Analyze data to address gaps in performance of underperforming populations	Administration ,IICs, core subject area teachers	Assessment banks; printing	June 2019 - July 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				Title III

Develop and work with mentor texts that represent students from underperforming student populations (in both the content and authors)	ELAR coordinator, ELAR IIC, English teachers	Time to meet with intermediate & middle school colleagues, sub costs	June 2019 - May 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Meeting agendas, resources embedded into curriculum documents and classrooms					Instructional materials allotment funds
Develop and work with targeted, individualized writing support	ELAR coordinator, ELAR IIC, English teachers	Time for PD, subs for training, Mizuni for reports	June 2019 - May 2020	All	Meeting agendas, writing samples provided to teachers					Local
Develop and work with inquiry based science instruction (K-12)	Science coordinator; AVID coordinator, science teachers	Time for PD, subs, training resource materials, AVID resources	August 2019 - May 2020	All	Resources embedded into curriculum documents and classrooms					Title II
Provide vertically aligned math professional development focusing on the primary focal points within specific grade spans	Math coordinator IIC, campus administration	Time to develop the lists with teachers, subs for pull out time to develop the lists	June 2019 - May 2020	All	Identified vocabulary, unit plans as they are written					
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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	All curriculum and instruction staff, campus administrators	Assessment banks; printing	June 2019 - July 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				Title III
After district training, implement RtI process and potential resources	Campus Admin, IICs, Core Departments	Consultant	August 2019 - June 2020	At-Risk	Written process; Failure rates				
After district training, implement inquiry instruction in science to strengthen instructional practices	Science coordinator, IIC, science teachers		August 2019 - June 2020	All	Observations, walkthroughs, lesson plans				

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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	
Increase use of resources that provide timely feedback on student work	Coordinator of digital learning, curriculum coordinators, CTF, classroom teachers	Schoology assignments and discussions, Nearpod (integrated feedback options), other digital learning resources authorized by CSISD for student/teacher use.	June 2019 - May 2020	All	Usage reports from Schoology; usage reports from Nearpod, walkthroughs; lesson plans				
Provide teachers with more blended learning resources for teaching and learning	Coordinator of digital learning, curriculum coordinators, CTF, classroom teachers	Schoology, Nearpod, Google Suite applications, other digital learning resources authorized by CSISD for student/teacher use, curriculum documents	June 2019 - May 2020	All	Lesson plans; walkthroughs; T-TESS evaluations, usage reports from digital resources				
Create and implement digital formative and summative assessments	Coordinator of digital learning, curriculum coordinators, CTF, classroom teachers	Schoology assignments and discussions, Schoology AMP, Nearpod, other digital learning resources authorized by CSISD for student/teacher use	June 2019 - May 2020	All	Schoology AMP reports; Schoology test banks, Schoology assessment usage reports, Nearpod assessment reports				

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Goal: 2	Provide a challenging, relevant, engaging and aligned curriculum.
Objective: 4	Integrate a variety of technology in the curriculum to support student learning experiences and proficiency in the use of technology as a tool in learning.
Summative Evaluation (to be filled in by June 2020 by 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	
Incorporate virtual reality experiences for students in learning	Coordinator for digital learning, curriculum coordinators, CTF, campus computer teachers	Nearpod VR lessons, Google Expeditions (in applicable classrooms), other VR resources, curriculum documents	June 2019 - May 2020	All	Nearpod usage reports, usage of Google lessons in lesson plans and walkthroughs, curriculum documents (unit plans)				
Implement student proficiency checks with technology	Coordinator for digital learning, curriculum coordinators, CTF, campus computer teachers	Typing Agent	Sept 2019 - May 2020	All students in grade 8	Student proficiency scores				

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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	
Continued growth and development of STEM courses for AMCMS	District director of science STEM/GT teacher	District funds Campus funds Discovery education	August 2019 - May 2020	All students	Lesson plans Student outcomes in STEM course Curriculum documents				
Provide SEL training for campus staff to address Tier 1 supports	Principal Assistant principal SEL team	SEL team Relational practices resources HERO	August 2019 - May 2020	All staff	Meeting agendas Sign in sheets Implementation of SEL strategies Implementation of relational practices				
Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Principal Assistant principals	SEL team NEDRP HERO	August 2019 - May 2020	All staff	Discipline data records HERO reports				

Examine ELL student academic achievement data	Principal Assistant principals ESL Teacher ELA IIC	Special Programs resources	August 2019 - May 2020 (each six weeks)	All staff	Academic achievement data TELPAS data				
Provide sheltered instruction training to core content area teachers to meet ELL student needs	Principal Special Programs Director Assistant principals ESL Teacher ELA IIC	Sheltered instruction training resources	August 2019 - May 2020	Core content area teachers	Academic achievement data TELPAS results				
Examine MAP Assessment data for progress of ELL students	Principal Special Programs Director Assistant Principals ESL Teacher ELA IIC ELA Teachers	MAP data	August 2019 - May 2020	ELA Department ESL Teacher	MAP data TELPAS results				

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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: 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 principals SPED department head	Training sessions	August 2019 - May 2020	Special Education	Eduphoria courses Sign in sheets Implementation of learning into the classroom instruction				
Examine SPED Student performance data to determine areas of need	Principal Assistant principals SPED department head	SPED student grades SPED student PLAPF and IEP Goals	August 2019 - May 2020	Special education	PLC meetings SPED student grades Assessment data				
Examine SPED student discipline data	Principal Assistant principals SPED department head SEL team	Discipline data	August 2019 - May 2020	Special education	SPED student discipline data Reduction of SPED student discipline placements compared to previous year				

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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	
Implement and refine district-level parent training options in areas such as SEL, growth and development,	Administration Campus SEL team	SEL training resources	August 2019 - May 2020	All	Sign in sheets Agendas				

academics, bullying, digital citizenship; etc.									
Increase level of communication between campus and parents	Administration Faculty	Schoology, School Messenger, Remind & Social Media	August 2019- May 2020	All	Communication logs				
Fall and Spring Parent Orientation Night	Principal PTO president Department heads	Time Campus funds PTO funds	August 2019 - September 2019 January 2020 - February 2020	All	Fall and spring parent orientation night attendance				
AVID Family Night	AVID campus coordinator Principal Department heads	Time AVID funds Campus funds	Spring semester	AVID students	AVID Family Night to connect with families, discuss high school, discuss college application process and needs				

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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	
Utilization of campus funds to support department instructional needs	Administration Department heads	Campus budget	August 2019 - May 2020	All	Using campus budgets to meet the instructional needs of the				

					departments				
Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices	Principal Department heads	Campus funds	August 2019 - May 2020	All	Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices				
Continued review and adjustment of campus budget based upon departmental needs	Principal Department heads	Campus funds	August 2019 - May 2020	All	Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices				
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Your Campus Professional Learning Plan 2019-2020

Professional development to address individual needs:
- Hoonuit
-

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 at	Online training through Hoonuit	Campus administrators, Director of Human Resources	Training records in Hoonuit

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 CSISD 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	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

Education Department General Administrative Regulations (EDGAR) .	

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: 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

Kellye Kastner	AMCMS
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
Geralyn Nolan	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
Jeff Mann	Director for Instruction and Leadership Development
Karen Ferguson	Director for Career Technology
Chad Gardner	Director 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