

College Station Independent School District

Annual Campus Improvement Plan for
South Knoll Elementary
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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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 campus?)
Demographics	<p>South Knoll Elementary serves students in PK-4th grade. It has approximately 675 students and some diversity with 33.33% of the population being White, 37.5% being Hispanic, 19.4% being African-American, 4.0% being two or more races, 5% being Asian, and .8% being American Indian. 27% of our campus population is identified as an English Language Learner. 60% of the students are on free or reduced lunch. It is important to note South Knoll houses many of the district's special programs including Dual Language, PPCD, Headstart, and LIFE Skills. As staff, we embrace this diversity and work to meet the needs of our students through a variety of methods (small group instruction, pull-out/push-in support),</p>	<p>27% of the students at South Knoll are identified as being second language learners. Teachers need to have a specialized group of strategies to work with this population.</p>	<p>Provide teachers with training on specific instructional strategies that support second language learners.</p>
Student Achievement	<p>Preliminary STAAR results for 2018-19 are: 3rd grade Reading: 79% 3rd grade Math: 76% 4th grade Reading: 76% 4th grade Math: 80% 4th grade Writing: 69%</p> <p>South Knoll received the following ratings in the A-F Accountability System</p>	<p>While our STAAR scores were lower than they typically are, they followed similar patterns. Areas of need and focus continue to be the performance of our African American students and writing instruction.</p> <p>The South Knoll Principal along with the Campus Leadership Team and Chief Administrative Officer will develop a</p>	<p>Provide teachers with extended planning time to allow for the review of student data, in depth work with new curriculum documents and to plan for small group instruction.</p> <p>As a campus team, we will implement the activities outlined in the South Knoll Targeted Improvement Plan and monitor student progress.</p>

	Overall Rating: C Domain I: C Domain II: C Domain III: D	Targeted Improvement Plan to improve overall student performance.	
Culture and Climate	As a staff we work diligently to create a campus culture using strategies from both Conscious Discipline and Safe and Civil Schools where students understand personal differences and support each other on a daily basis.	Some time has passed since the staff was formally trained in either Safe and Civil Schools and/or Conscious Discipline. A refresher is needed in the basic constructs and philosophies of social and emotional learning.	The South Knoll staff will participate in Restorative Practices training during the 2019-2020 school year which connects the work of Conscious Discipline and Safe and Civil Schools.
Technology	Teachers have access to multiple mediums for digital assessments, assignments, and collaboration opportunities via Schoology, Nearpod, and Hoonuit. Last year, teachers began to use Schoology and Nearpod on a limited basis.	With the addition of several district online resources (Schoology, Hoonuit, Nearpod) and campus online subscriptions, teachers need time to fully integrate these resources into classroom instruction.	Provide time for teachers to receive professional development regarding the integration of technology in their instruction.
Family/Community Involvement	We plan several family involvement activities throughout the school year that are generally well attended by families. Our primary goal for these events is to build a relationship with parents so they feel comfortable in the school environment. As a result, most parents report they feel welcomed at South Knoll.	Many of our parents either do not know how to advocate for their child, or how to support their child academically.	As we design parent involvement events, we will make sure each event provides parents with a way to help their children academically as well as provides an opportunity for a low stress way for parents to interact with teachers and staff.

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Teacher Retention
- Curriculum Documents
- District Benchmark Assessments
- TAPR
- CSISD Vision
- PEIMS Discipline
- Professional Development
- TELPAS
- Accountability Report
- CSISD Learner Profile
- Educator Evaluations
- Rtl
- GT Identification
- Demographics
- District Benchmarks
- Attendance
- Discipline
- Parent Input
- Staff Input

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Provide professional development and continued support for teachers.					
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. From the analysis identify an area of focus for staff development for the year.	Principal Assistant Principal Interventionists	MAP data Campus Assessment Data	August 2019	All	Identified areas of focus				
Content area teachers will meet monthly for staff development on identified campus focus areas.	Principal Assistant Principal Interventionists	Resources to support identified area of focus	May 2020	All	Agendas Sign In Sheets				Title I- \$3000
Provide monthly training on Schoology,	Tech facilitator	Schoology	May 2020	All	Schoology usage Agendas and handouts from monthly meetings.				
Utilize Hoonuit and Schoology as a method of delivery for professional development	Administrator	Hoonuit Schoology	May 2020		Certificates of Completion Schoology completed assignments				

Employ mentoring/coaching model to meet the professional growth needs of all staff.	Instructional Coach	Results Coaching	May 2020	All	Coaching conversations documented in Google calendar.				Title I- \$1500
Refine the SIT/RTI process to include common documentation practices.	Administrators	CSISD SIT/RTI Flowchart	May 2020	All	RTI Documentation				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Support teachers with the design and delivery of quality Tier I instruction using CSISD curriculum documents.					
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 half day planning sessions once per 9 week period for teachers to support the implementation of the core curriculum with a focus on student mastery of objectives and small group instruction.	Instructional Coach Interventionists	Formal & Informal Assessment Data Curriculum Documents	May 2020	All	Sign In Sheets Planning Documents				Title I- \$2000
Core content area teachers will meet weekly for academic planning.	Interventionists Instructional Coach	Formal & Informal Assessment Data Curriculum Documents	May 2020	All	Sign In Sheets				
Provide training in guided reading and guided math to support differentiated small group instruction.	Interventionists	Training Materials	May 2020	All					Title I- \$5000
Provide training for bilingual teachers in strategies to bridge from primary to secondary language.	Director of Special Programs Administrators	Training materials	May 2020	ELL	Sign in Sheets				Title I- \$3000

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

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Formally and Informally monitor progress using a variety of instructional assessments.					
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	
Monitor student progress in literacy using informal literacy assessments (running records, Marie Clay) and MAP Growth/Fluency measures.	Administrators Classroom Teachers Interventionist	MAP Reports Teacher Anecdotal Notes	May 2020	All	Student Growth				
Monitor student progress in mathematics using MAP Growth and AVMR	Administrators Classroom Teachers Interventionist	MAP Reports Teacher Anecdotal Notes	May 2020	All	Student Growth				
Evaluate instructional writing processes throughout the campus.	Principal Assistant Principal ELAR Teachers Instructional Specialists	Student Writing Sample	May 2020	All	Areas of refinement identified				
Monitor students' progress to meet LEP exit criteria	Classroom Teachers ESL Specialist	TELPAS results OLPT results MAP Fluency	May 2020	LEP	Increased number of students meeting exit criteria				

Monitor dual language students' progress in second language acquisition.	Dual Language Teachers ESL Specialist	TELPAS results OLPT results MAP Fluency	May 2020	Dual Language students	Increase proficiency in OLPT levels				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use information from assessments to provide differentiated and appropriate 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	
Use information obtained through literacy and math assessments to plan differentiated small group instruction at Tier I.	Classroom Teachers Instructional Specialists	MAP Data Teacher Anecdotal Notes LLI kits AVMR interventions	May 2020	All	Walk Through data				Title I- \$3000
SIT team will meet 3 times per year (minimum) with each teacher to review student progress and discuss appropriate level of intervention (Tier II or Tier III).	Principal Assistant Principal Instructional Specialists Classroom Teachers	MAP Data Teacher Anecdotal Notes	May 2020	All	SIT data entered in eRtI				
Use AVMR intervention strategies with students in Tier II or III in RtI.	Math Teachers Instructional Specialist	AVMR assessment data AVMR interventions	May 2020	All	Walk Through data				

Support district efforts to develop benchmarks for K-6 students learning Spanish as a second language.	Principal Assistant Principal Dual Language Teachers ESL Specialist Instructional Specialist	OLPT results TELPAS data Instructional Reading Levels	May 2020	Dual Language Students	Benchmarks developed				
The percentage of 3rd graders for 2019-2020 achieving growth in reading will increase 5%.	2nd grade ELAR teachers Instructional Specialists	MAP Growth Data	May 2020	All 3rd grade Students	Standard met				
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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	
Utilize Schoology as a communication and instructional tool.	Technology Facilitator Classroom Teachers	Schoology CSISD Schoology Rollout Plan	May 2020	All	Sign in Sheets				
Integrate technology experiences into daily instruction.	Classroom Teachers Tech Facilitator	Digital Resources (Near Pod, Schoology)	May 2020	All	Classroom Walk Through data				
Increase the laptop and iPad inventory on campus	Principal	Laptops Cart	May 2020	All	Each grade level will have a laptop cart				Title I- \$20000
Maintain subscriptions to online resources to support instruction..	Principal	Education Galaxy Brain Pop	May 2020	All	Use reports of subscription services				Title I- \$5000
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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				Provide all students with opportunities for enrichment.					
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 school-wide enrichment activities for all students.	Principal Assistant Principal Enrichment Specialist	Schoolwide programs	May 2019	All	Number of activities scheduled				Title I- \$2000
Provide all students with the opportunity to participate in arts enrichment activities.	Art Teacher Music Teacher	Materials	May 2019	All	Number of students involved				Title I- \$2000
Provide students with Maker Spaces, coding, and other technology enrichment activities during the computer portion of the CAMP rotation.	Principal Assistant Principal Computer Teacher	Supplies	May 2019	All	Completed student projects				Title I- \$2000
√ =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	
Provide social emotional lessons to meet the needs of all students	Classroom teachers Counselor	Conscious Discipline Counselor Visit CHAMPS Character Club Restorative Practices	May 2020	All	Documentation of lessons taught				
Support pro-social behavior by teaching about character traits through campus SUPER KID initiative and Character Club	Principal Assistant Principal Classroom Teachers	SUPER KID Character Club	May 2020	All	Number of SUPER KID visits Number of Character Club tokens earned				
Review and revise common area expectations and procedures including school safety	Safety team Classroom teachers Admin Team	Current Procedures	May 2020	All	Revised expectation and procedure documents				
Foster a school family by creating opportunities for staff fellowship and fun	Richter Coker Principal Assistant Principal Principal Social Committee	Time Supplies	May 2020		Staff survey results				Title II, Part A Funds

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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 served in special education, Section 504, or English as a Second Language Programs.					
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	
Utilize personnel and common intervention time to meet the needs of students.	Admin Team Instructional Specialists Classroom Teachers	Master Schedule	May 2020	504 SPED ESL	Documented student progress				Title I- \$4000
Implement special education modifications as stated in each students Individual Education Plan	Classroom Teachers Resource Teacher	Student IEP	May 2020	SPED	IEP goal mastery				
Utilize and integrate ESL strategies/ELPS to promote language development in native and non-native speakers of English	Classroom Teachers ESL Specialist	ESL Strategies ELPS	May 2020	LEP	TELPAS OLPT				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family involvement in 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	
Host Meet the Teacher/Parent Orientation event. Information about the Title I program will be presented during the orientation.	Principal Assistant Principal Classroom Teachers	Time	August 2020	All	Classroom Sign In Sheets				
Host Family Fun Nights focusing on literacy and math in English and Spanish for South Knoll families emphasizing fun, interactive experiences.	Principal Assistant Principal Family Night Committee	Time Supplies	May 2020	All	Sign in Sheets				Title I-\$1000
Support PTO family events. -Spring Family Night -Book Fair -Spirit Nights	All Staff	Time	May 2020	All	Staff Participation				
Provide assistance for parents with online registration. (InfoSnap)	Family Facilitator Attendance Clerk	Time Laptops	August 2019 May 2020		Number of parents attending				Title I- \$1000
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 2				Communicate with stakeholders in multiple forms for a variety of reasons.					
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	
Utilize Schoology as a parent/teacher communication tool.	Campus Tech Facilitator Classroom Teachers	Schoology	May 2020	All					
Provide a smooth transition for fourth grade students by working closely with intermediate school staff.	Principal Assistant Principal Counselor	Time	May 2020	Fourth Graders					
Utilize social media as a way to share South Knoll's story with the community.	Principal Assistant Principal	Time Social Media Accounts	May 2020	All					
Provide a smooth transition for PreK/Head Start families by assisting parents with online registration and hosting campus visits in the spring	Head Start/PreK staff Attendance Clerk	Time	May 2020	PreK Head Start					
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 by 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	
Utilize instructional assistant roles/responsibilities flexibly to maximize impact in the classroom	Principal Assistant Principal Classroom Teachers	Master schedule	May 2020	All	Created assistant schedules				
Use all available resources to meet the physical needs of students in need. (glasses, shoes, clothing)	Family Facilitator Nurse Counselor		May 2020	All	Number of students served.				
Add texts to the literacy library in various genres in English and Spanish.	Reading Specialist		May 2020	All	Literacy Library inventory				Title I- \$2000
Expand the Spanish book collection in the library.	Librarian		May 2020	Dual Language Students	Library Inventory				Title I- \$2000

Supplement curriculum resources in all core content areas to support high quality Tier I Instruction.	Teachers Interventionists Administrators	Supplemental core content resources	May 2020	All	Variety of resources used in planning				Title I \$5000
Expand opportunities to students available in the library to include digital media, Maker Spaces	Librarian Administrator	Variety of digital media resources	May 2020	All	Increased variety of experiences available to students in the library				Title I- \$5000
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

South Knoll Professional Learning Plan 2019-2020

Professional development to address individual needs:

- Hoonuit
- Schoology
- NearPod
- Weekly Team Planning
- Extended Planning Time
- Guided Reading
- Guided Math
- Curriculum Training
- Enrichment strategies
- At-risk/Trauma strategies
- Technology Integration Training
- Add+Vantage Math Recovery for K-6 math teachers
- Restorative Practices
- Mandated Trainings
- MAP Growth
- MAP Reports
- Using Data for Instructional Planning
- RtI Goal setting, progress monitoring and data collection
- Strategies to Support English Language Learners

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	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) .			
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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

Wendy Miles	AMCMS
Danny Morchat	AMCMS
Claire Hall	CSMS

Grades 9-12

Jackie Shoemake	AMCHS	Chair
Sheridan Clinkscates	CSHS	

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

Julia Mishler	WMS
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Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Catherine Anderson	Parent, Grades Pre-K – 4 (GP) Head Start
Darin Paine	Parent, Grades Pre-K – 4 (GP)
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 Orgies	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