

# College Station Independent School District

Campus Improvement Plan for  
Oakwood Intermediate School  
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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**Executive Comprehensive Needs Assessment Summary**

<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?)
<p><b>Demographics</b></p>	<p>Our campus will continue to qualify as a Title I Campus with approximately 50% of our student population qualifying for free or reduced lunch.</p>	<p>We will continue to focus on diversifying our gifted and talented program in an effort to have it be more reflective of our campus student composition. Our SPED population continues to grow as we will be adding additional co-teach sections as well as new applied sections. Adaptive behavior, while large, is being served very well with the addition of a second teacher.</p> <p>Our ESL students continue to struggle with language acquisition and a number of our students on campus continue to read below grade level. However, we have seen an overall decrease in the percentage of students reading below level.</p> <p>We saw an increase in discipline incidents this past school year as we struggled to meet the needs of students who transferred in mid-year. While we saw an increase in referrals, the vast majority of it was still limited to 4% of our student population. We will continue to explore the benefits of restorative discipline, and add to those practices we have already developed for our campus.</p>	<p>While our gifted and talented program has grown, we will continue our efforts to identify students from economically disadvantaged backgrounds that can excel in the program.</p> <p>Continue to focus on literacy strategies across all content areas to improve our reading, writing, and vocabulary levels.</p> <p>Maintain our commitment to AVID Schoolwide strategies in all content areas.</p> <p>To develop transition supports for students new to our building in an effort to help them become acclimated to our campus culture more quickly.</p> <p>Work to improve our Tier I and Tier II discipline supports for all students.</p> <p>Continue our efforts to have more students involved in fine arts programs, AVID, and teacher sponsored clubs.</p>

<b>Student Achievement</b>	Our students continue to perform well on the math STAAR test..	Literacy levels continues to be an area of focus for our campus. While the percentage of students reading two grade levels below has reduced (20%) we still have a number of students reading below grade level.	We will continue our focus on literacy strategies in all content areas in an effort to reduce the number of students reading below grade level. Our ELA and SS teachers will continue to utilize JGB along with our district curriculum.
<b>Curriculum and Instruction Documents</b>	We have implemented the new curricula provided by the district and are seeing improvements campus wide. The addition of Schoology and our new laptops have had a tremendous positive impact.	We would like for the district to implement benchmarks that provide specific areas to address for each student. We are hopeful that MAP will become a reality for CSISD.	To create more individualized plans for students based upon specific data received from MAP assessments.
<b>Culture and Climate</b>	Our faculty demographic closely mirrors our student population. With the implementation of lunch recess, we've seen more students of various backgrounds interacting with one another positively. Students are provided with ample opportunities to be involved in extracurricular activities through orchestra, choir, band, the musical, garden club, etc. With the new cell phone policy, we have had far fewer incidents related to devices on campus.	Several of our students are showing concerns with mental health issues, behavior issues, and emotional needs. The few problems we did have with social media stemmed from comments made outside of school.	Continue to build upon relational practices while also encouraging all students to be involved on campus. We will continue to expand upon our digital citizenship lessons.
<b>Staff Quality and Retention</b>	At this current time, we are fully staffed for the 2019-2020 school year as we only had to replace two teachers. For professional staff, our turnover rate is .04%.	Finding quality paraprofessionals at our current pay scale has proven to be a challenge.	Work with the district to better support our paraprofessionals and to find them opportunities to supplement their pay within the district.
<b>Technology</b>	We have been able to greatly increase the number of dependable devices on campus through Title I funds over the last year. We will continue to work towards increasing our devices for academic teams and will explore the options of purchasing laptops for our teachers.	Our teachers need more flexibility with their own devices as they are meeting in various areas to plan and collaborate together. Our wifi access continues to be an issue in certain parts of the building.	Explore the possibility of utilizing Title I funds to provide teachers with laptops so they can plan anywhere and better utilize the resources such as Schoology and other web-based platforms within our district

<p><b>Family/Community Involvement</b></p>	<p>We continue to have strong family and community involvement. Our Parent Teacher Organization is extremely supportive and generous with their resources. Our Annual Fall Festival has seen an increase in attendance each of the last 4 years. We have seen the same for our open house events in the Fall and Spring, despite our decreased enrollment. We continue to receive a great deal of support for EOY Food Drive as we raised well over \$7K. Our parents continue to operate game day parking on Aggie Football Game Days.</p>	<p>Similar to the district, the majority of our parent volunteers tend to come from a few specific neighborhoods.</p>	<p>We will continue to invite the entire community we serve to our campus as frequently as possible. Our teachers will continue to utilize the features in Schoology that support parent involvement in their classroom learning and in our school-wide events.</p>

## Data Used for Campus Comprehensive Needs Assessment

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

<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>									
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	
<b>Intentionally recruit instructional staff that reflect the culturally and linguistically diversity of our district</b>	Principal, AP, Counselor, Central Office Staff	District resources, campus website	Summer 2019	AA, H, ELL	Hiring statistics; Demographic Statistics				
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<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>									
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	
<b>Provide new teachers to the district with options for continued development during their first year in CSISD.</b>	Director of Instruction and Leadership, Principal	Schoology, Hoonuit, Sub Budget, Time	August 2019 - May 2020	New teachers and staff	Professional development records, sign in sheets				
<b>Provide opportunities for professional development regarding Social Emotional needs to all teachers and staff.</b>	Director of Instruction and Leadership, Principal, AP, Counselor, SEL Team	Safe & Civil Schools Trainers, C&I Staff, Sub Budget, Time	August 2019 - April 2020	Campus SEL Teams	Professional development records, sign in sheets				
<b>Encourage all staff to utilize Hoonuit for professional development beyond our required trainings.</b>	Coordinator of Digital Learning, Principal	Hoonuit Reports	June 2019 - May 2020	Teachers and staff	Hoonuit Reports				

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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>									
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	
<b>Ensure that staff participates in Culturally Responsive Teaching Training provided by the district</b>	Director of Instruction and Leadership Development; Coordinator of AVID, Principal,	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration, AVID Culturally Relevant Teaching Training	June 2019 - June 2020	Eco Dis; AA; H; Sp. Ed.; ELL	Hoonuit Course Completion Records, PD Sign in sheets				
<b>Ensure that staff participate in training to address teaching students from poverty provided by the district</b>	Director of Instruction and Leadership Development, Principal	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration	June 2019 - June 2020	Eco Dis	Course Completion Records, PD Sign in sheets				
<b>Ensure that teachers participate in training on how to use TELPAS data to target levels of performance for EL students provided by the district</b>	Director of Special Programs; ESL Specialists/ Teachers; Coordinator of ELA; Content teachers; Principal & Assistant Principal	Data Training, Mizuni	August 2019-Sept. 2019	ELL	At least 90% of our ELL students will move at least one level on TELPAS on their composite rating				

<b>Ensure that dual language staff participate in training for Biliteracy to bridge learning from primary to secondary language provided by the district</b>	Director of Special Programs, Bilingual Specialists, Bilingual IC's, Principal, Coordinator of ELA, Principal & AP	Teaching for Biliteracy Institute	June 2019 - Dec. 2019	ELL, Dual Language	Student progress in both first and second language acquisition					Title III
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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>										
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		
<b>Participate in training over Stages 2 &amp; 3 of core area curriculum docs</b>	Curriculum Coordinators, Director of Instruction & Leadership Development, Principal	Learning List, Assessment banks, Training to write assessments, Substitutes	June 2019 - August 2020	All	Meeting Agendas, curriculum documents, walk-through data				Instructional Materials Allotment Funds; Title II, Part A; Local Funds	
<b>Participate in training over Stages 2 and 3 of LOTE, PE, CTE, GT, Fine Arts documents provided by the district</b>	Curriculum Coordinators, Director of Instruction & Leadership Development, Principal	Learning List, Assessment banks, Training to write assessments, Substitutes	June 2019 - August 2020	All	Meeting Agendas, curriculum documents, walk-through data				Instructional Materials Allotment Funds; Title II, Part A; Local Funds	

<b>Ensure that ELA teachers participate in guided reading (K-6) PD provided by the district</b>	ELAR coord PD: coaches, Principal	Time for PD, Subs for trainer of trainers training, Guided Reading resources	June 2019 - May 2020	All	Sign in sheets, walk-through data				Local
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<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>									
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	
<b>Analyze data to address gaps in performance of underperforming populations</b>	Principal, AP, Specialists, Dept. Heads, Teachers	Mizuni, Eduphoria Aware	June 2019 - June 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
<b>Participate in training on the Rtl process and potential resources and develop a process for implementation at the secondary levels</b>	CAO, Principal	C&I	July 2019 - October 2019	At-risk	Written process; Failure rates; reading levels				

<b>Ensure that science teachers implement inquiry instruction in science to strengthen instructional practices</b>	Science coordinator, principal	Consultant, C&I	Aug. 2019 - May 2020						
<b>Utilize MAP Data to provide targeted Tier I interventions for students through our after school reading/math program</b>	Principal, AP, Counselor, math teachers, ela teachers, instructional coaches		Sept. 2019 - May 2020		Improvements in targeted areas on MAP performance				Title I
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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>									
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	
<b>Utilize resources that provide timely feedback on student work</b>	Coordinator of Digital Learning, Curriculum Coordinators, CTF, Principal	Schoology Assignments, 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				

<b>Implement blended learning resources for teaching and learning</b>	Coordinator of Digital Learning, Curriculum Coordinators, CTF, Principal	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				
<b>Create and implement digital formative and summative assessments</b>	Coordinator of Digital Learning, Curriculum Coordinators, Specialists, CTF, Principal	Schoology assignments, 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				
<b>Implement MAP testing to guide Tier I instruction and Tier II interventions.</b>	Principal, Instructional coaches	MAP Program, Laptops	Sept. 2019 - April 2020						
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 4</b>				<b>Integrate a variety of technology in the curriculum to support learning experiences and proficiency in the use of technology as a tool in learning.</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>
						Oct.	Feb.	May	

<b>Incorporate virtual reality experiences for students in learning</b>	Coordinator of Digital Learning, Curriculum Coordinators, CTF, Principal	Nearpod VR lessons, Google Expeditions (in applicable classrooms), other VR resources, curriculum documents	June 2019 - May 2020	All	Nearpod usage reports; usage of Google Expeditions and Nearpod VR lessons in lesson plans and walkthroughs, curriculum documents (unit plans)				
<b>Implement student proficiency checks with technology</b>	Coordinator of Digital Learning, Director of CTE, CTF's	Typing Agent	Sept. 2019-May 2020	All 6th grade students	Student proficiency scores				
<b>Purchase additional laptops to support our electives, fine arts, and multiple team members</b>	Coordinator of Digital Learning, CTF, Admin Team	MAP, Schoology Assessments, Nearpod	Sept. 2019 - May 2020	All	Nearpod usage reports, Schoology exams, walkthroughs, MAP data				Title I
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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>	

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	

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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.	Feb.	May	
<b>Participate in SEL training for campus staff to address Tier 1 supports.</b>	Director of Instruction & Ldrship Dev.; Dir of Student Services; Principals, AP, Counselor, SEL teams	SEL teams, Hoonuit, TBSI, NEDRP, Safe & Civil Schools	August 2019-May 2020	All	Meeting agendas, sign in sheets				Title II, Part A
<b>Ensure that our SEL team participates in core training</b>	Director of Instruction and Leadership Dev.; Director of Student Services	SEL teams, Conscious Discipline trainer, Safe and Civil Schools trainer, Substitutes	August 2019-May 2020	All	Meeting agendas, sign in sheets				Title II, Part A
<b>Participate in Tier 2 and 3 behavior training for students who demonstrate challenging behaviors.</b>	Director of Special Services, Psychological Team, Campus Administration	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 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>

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	
<b>Improve academic performance (STAAR) of students in special education in all core academic areas.</b>	Director of Special Services & Special Services Leadership Team, Campus Administration, C&I	Increased and improved inclusive practices grades K-12, Individualized Accelerated Instruction Plans	August 2019-May 2020	Special Education	PBMAS Report Local Assessment Data, Failure ARDs, Revised Accelerated Instruction Plans				

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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>	

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	
<b>Implement and refine district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.</b>	Curriculum and Instruction Team, Director for Student Services	Hoonuit, Online resources	Aug. 2019- May 2020	All	Plans for sessions, list of contacts in community to help lead sessions				
<b>Participate in the district level dual language program family picnic/social; informational nights</b>	Special Programs Staff	Informational flyers; committee of volunteers to organize event	Jan. 2020 - April 2020	Dual Language	Parent survey; attendance log				
<b>Utilize Title I Funds to provide refreshments and snacks at after school events.</b>	Admin Team	Informational flyers, Schoology Posts, Team Newsletters	August 2019 - May 2019						Title I
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<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>	

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	
<b>Provide professional learning and training for teachers and administrators in the use of district-approved core resources</b>	Digital Learning Coordinator; Director of Curriculum and Leadership Development; Campus Technology Facilitators	iPads; ESPEd; Schoology; Google Drive; Eduphoria; Mizuni; Nearpod; AMP; Hoonuit	June 2019-May 2020	All	Sign-in sheets; Usage records of digital resources; lesson plans; walkthroughs and observations				
<b>Maximize online learning platforms to deliver professional learning anytime, anywhere, anyplace</b>	Digital Learning Coordinator; Director of Curriculum and Leadership Development; Campus Technology Facilitators	Hoonuit; Webinars; Schoology	June 2019-May 2020	All	Digital records of online learning throughout the district				Local Funds

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Oakwood Intermediate Professional Learning Plan 2019-2020

Professional development to address individual needs:

- Hoonuit
- NTU Follow Up Options
- You Matter
- Coaching
- Success Team/SALI/Administrator Development
- Teacher Leadership
- Gifted and Talented
- Mizuni

AVMR

Add+Vantage Math Recovery for K-6 math teachers

Assessment for Learning

ELPs

Schoology and other tech resources/apps

ProEthica Year 3 Training

Mental Health training for campus leadership teams

SEL core training (Conscious Discipline and Safe & Civil Schools) for SEL team members

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

Schoology and other tech resources/apps

## **APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

### Community Based Accountability System

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

### Bullying Prevention

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

### Child Abuse and Sexual Abuse Prevention

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

All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation
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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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

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



## Student Achievement

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

**APPENDIX B: OAKWOOD INTERMEDIATE EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2019-2020**

Josh Symank, Principal

Rocco Grande, AP

Mackenzie Zumwalt, Counselor

Lauren Guest, Literacy Specialist

Lisa Salyer, Math Specialist

Kathy Martin, Enrichment Specialist

Mary Ireland, AVID Coordinator

Jennifer Moorehead, Science Teacher, Team Leader

Karen Killough, Social Studies Teacher

Kara Gregory, Music/Choir Teacher

Mary McNeel, Orchestra Director

Alison Dent, Math Teacher

Sandy Ashcraft, Math Teacher

Fabio Avila, Dual Language Science Teacher

Dr. John McMurtry, Community Member

Jen White, Parent