

College Station Independent School District

Campus Improvement Plan for
College Station 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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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	Developing a culture where everyone is successful.	To reach all parents	Parent and community involvement
Student Achievement	Science and Math	Social Studies	Working with outside educational agencies
Curriculum and Instruction Documents	Scope and Sequence	Time to write new lessons that reflect the scope and sequence	Cohesive written, taught, and assessed curriculum across the district
Culture and Climate	Developing a culture where everyone thrives	Revamp SEL team	All staffs working together toward a common goal
Staff Quality and Retention	Being able to hire quality educators	To hire educators for foreign languages	More recruitment
Technology	More access to devices	Improve WiFi, updated iPads and laptops	Improve WiFi
Family/Community Involvement	Communication	Parent training on HAC, Schoology, and InTouch	Continue to be an outlet for their children's education

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Demographics
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education
- Curriculum Documents
- District Benchmark Assessments
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- Site-based Input
- PEIMS Discipline
- Rtl
- Counselor Input
- Educator Evaluations
- Professional Development
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				College Station Middle School will provide opportunities to support and build positive morale for all staff to retain qualified staff.					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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	
Improve mentor program for teachers new to College Station Middle School to help assimilation & a feeling of belonging	Administration, Staff and Program Development Design Team, New Teacher Leaders	None	August 2019	All staff	Survey to new teachers at semester and at the end of the year				
Mentor student teachers and method teachers	Administration, Staff	Time	2019-2020 school year	Staff who requested and were assigned an aspiring teacher	Method students and student teacher placement roster				
Ensure that all teachers meet highly qualified status	Administration	None	2019-2020 School year	All staff	All teachers meet highly qualified status				
Participation of all staff on at least one campus committee	Principal	Time	August 2020	All staff	Committee roster, Sign in records				

Contribution of faculty to the campus decision making process	Principal, Department Heads, Faculty	Time	2019-2020 School Year	All staff	Meeting Agenda, Meeting Minutes				
✓ =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 June 2020 by campus administration)									
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 professional development to staff for all district initiatives	Administration, Educational Staff, Professional Development Design Team	Time, Principal's Discretionary Fund as needed	Ongoing as needed	All	Sign in sheets for professional development, Eduphoria records, Schoology				
Provide professional development regarding Social Emotional needs to all teachers, administrators, and staff.	Administrators, SEL Team, Staff and Program Development Design Team,	Time, Principal's Discretionary Fund as needed,	Aug. 2019 - April 2020	All	Professional Development records, Sign in sheets, Staff survey by mid year, Schoology				Title II, Part A

	School Climate and Safety Design Team	Safe and Civil Schools Trainers, Substitutes			Course completions, Hoonuit records				
Provide Secondary RtI Training and Development	Administrators, Instructional Coaches/Interventionists, Counselor	ASCD Training Resources, planning time	Jul 2019 - May 2020		Attendance in training sessions, Eduphoria records/ sign in sheets, Implementation of Learned Skills				Local
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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 June 2020 by campus administration)									
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	
Embed EL strategies in all stages of the curriculum	Content coordinators, EL teacher, Campus administration, content teachers	State and campus adopted resources ELPS, training	2019-2020 School Year	EL	Curriculum documents, lesson plans and STAAR data				Title III

Provide teachers with opportunities to better meet the educational needs of a diverse multicultural student population through culturally responsive teaching training	Principal, Staff & Program Development Design Team, AVID	-Time, Hoonuit, Schoology	2019-2020 School Year	AA, Eco Dis, His, SPED, EL	Improved STAAR scores for African American, Economically Disadvantaged, Hispanic, SPED, and English Language Learners, Hoonuit Course, Completion records, Sign in sheets				
Train teachers on how to use TELPAS data to target levels of performance for EL students	ESL Teachers, Content teachers, Principals	Data Training	August 2019-Sept. 2019	EL	At least 90% of our EL students will move at least one level on TELPAS on their composite rating				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design and implement a robustly 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 June 2020 by campus administration)									
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 RTI Interventions (both academic and behavioral) based on students leading data.	Administration, SIT Team, Math &/or Reading IC/Interventionists, Counselor, teachers	Time	1st 9 weeks of 19-20 school year	At-risk	Academic and Behavioral Improvement evidenced by student discipline records and progress reports from previous year, District based assessment, TMSFA				
Identify students who are at risk for not passing STAAR tests. These are students who did not pass previous year(s) STAAR tests AND did not pass their classes the previous year.	Administration, Counselor, IC/Interventionists	Time	Fall Semester 2019	At-risk	Increased student usage database				

Provide staff development time to core teachers to update curriculum in accordance with TEKS and STAAR data.	Principal, Staff & Program Development Design Team, Professional Development Design Team	Time	2019-2020 School Year	All	Updated Curriculum				
Provide professional development in, and monitor for, inquiry based science instruction (K-12)	Monitoring: Administration	Time, Substitutes, Training resource materials, AVID resources	2019-2020 School Year	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	PD: IC/ Interventionists Monitoring: Administration	Time for PD, AVMR resources, AVID resources, vertically aligned math resources; TEA resources; Lead4Ward resources	2019-2020 School Year	All	Meeting agendas, curriculum documents, classroom lesson plans & walkthroughs				Title II (AVMR Kits), Local Funds
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Multi-Tier instruction					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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 System Safeguard Data to identify students who will receive Level II RTI interventions	Principal, IC/Interventionists, teachers	Time	2019-2020 School Year	At-risk	Data analysis records				
Use district and outside resources to work directly with our Social Studies department in order to incorporate a more comprehensive curriculum	History teachers, District Curriculum Coordinator, principals, counselors	Time	On-going and as needed	At-risk	Eduphoria records				
Analyze data to address gaps on performance of underperforming populations	Administrators	Assessment banks, printing	2019-2020 School Year	Hispanic, African American, Eco Dis, ELL, SPED, Two or more races	Data reports by student population from PBMAS, TELPAS, STAAR, Analysis of data, Improved STAAR scores				Title III

Examine District guidelines for advanced pathways to ensure equity for all	Administrators	Mizuni, Aware, Eschool	2019-2020 School Year	Eco Dis, African American, Hispanic, Two or more races	Enrollment in advanced courses by group, enrollment after the first ten instructional days & at semester to see who has dropped, District guidelines for advanced pathways				
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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 support and enhance teaching and learning.					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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	
Accept and encourage the use of technology as needed for academic use by all teachers and staff	Teachers and Staff, Schoology	Time	2019-2020 School Year	All	Teacher Evaluation; Walkthroughs, Meet district timeline for implementation				

					of district Schoology goals				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

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 June 2020 by campus administration)									
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 student proficiency checks with technology at grade 8	Campus Technology Facilitators, campus computer paraprofessionals or teachers	Schoology, MS Suite, HAC, Google docs	Sept. 2019 - May 2020	All students in grade 8	Student proficiency scores using the resources				
√=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: 1				Expand learning options within the district.					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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	
Identify, encourage and counsel seventh and eighth grade African American, Hispanic and economically disadvantaged students to participate in advanced courses. These students will be personally contacted and may need to be steered toward the AVID program.	Administration, Counselor, AVID teacher, Core teachers	Time	August – November 2019 and Prior to 2019-2020 registration	All	Coordinate with Counselor and AVID to encourage enrollment into advanced classes.				
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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 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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 to all teachers that will help meet the needs of our gifted and talented students.	Staff and Program Development Design team, Administration	Hoonuit	2019-2020 School Year	All	Sign in sheets				
Provide SEL training for campus staff to address Tier 1 supports.	Principals, SEL teams	SEL teams, Hoonuit, TBSI, NEDRP, Safe & Civil Schools	2019-2020 School Year	All	Meeting agendas, sign in sheets				Title II, Part A
Provide Tier 2 and 3 behavior training for all instructional staff working with students who demonstrate challenging behaviors.	Administration	CPI, TBSI, FBA/BIP development training, Evidence - based resources & interventions	2019-2020 School Year	RtI Behavior, Special Services	RtI records, Eduphoria records, Sign in sheets, SIT meeting minutes				
Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Administration	PBIS training, Restorative Practices Training	2019-2020 School Year	All - especially African American and/or SPED					

Analyze data regarding the number of students participating in school-sponsored activities. Opportunities will be provided for students who are not participating in school-sponsored activities.	Administration, Activity Sponsors	Time	2019-2020 School Year	Non participating students	Design Team meeting				
Continue LEADS program to develop student leaders.	Administration, Counselor, LEADS Facilitators	Time, substitutes	Ongoing and as needed	All	Principal evaluation				
Participate in a campus wide Red Ribbon Week anti-drug campaign	Student Council, Counselor	Shared service agreement with Region VI	Fall 2019	All	Theme Days				
Participate in a tobacco/drug awareness program	Counselor, Safe & Drug Free Representative, SEL Team	\$1000	Spring 2020	7th grade students	Attendance				
Complete, verify, and file by authorized district personnel identification and intake documentation of pregnant students	Nurse, Counselor	None	As needed	All	Consultation with nurse				
Provide information and support on bullying, healthy relationships and suicide prevention	Administration, Counselor	None	Fall 2019	All	Consultation with counselor and nurse				

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

Goal 3				Provide an array of services, programs and opportunities to meet the needs of each student and provide the opportunity for each student to reach his or her full potential.					
Objective 3				Improve outcomes for students receiving special services.					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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	
Determine the need for specialized support through reading screening of selected students.	-Reading IC/Interventionist, -ELAR teachers -SPED teachers	Time, TMSFA	Ongoing and as needed	At-risk	Rosters of students tested, Meeting minutes from staffing meetings				
Provide training for all responsible special education staff regarding PLAAFP/IEP development and ARD Committee decision making process.	Administration	Training materials, eSped, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers	2019-2020 School Year	Special Education	Schoology records & Sign in sheets				






Improve academic performances (STAAR) of students in special education in all core academic areas.	Administration	Increased and improved inclusive practices grades, Individualized Accelerated Instruction Plans	2019-2020 School Year	Special Education	PBMAS Report Local Assessment Data, Failure ARDs, Revised Accelerated Instruction Plans				
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal 4				Create classroom and campus cultures that engage each family.					
Objective 1				Increase family engagement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in June 2020 by campus administration)									
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	
Actively communicate with parents and community members using the school website, Schoology and social media outlets. (Announcements will be on the website.)	Assistant Principal in charge of communications	Time	2019-2020 School Year	All	Data of usage				

Keep parents updated and informed regarding academic and extracurricular activities including sports and fine arts using Schoology.	Teachers, Administrators	Time	Ongoing as needed	All	Data of usage				
Increase the number of parents using Schoology, HAC, email, and InTouch	Counselor, Administration	Time, Computer Lab with mentioned programs loaded on computers, Staff	Parent Night, Schedule Pick-up	All	Check sheet at schedule pick-up, # of parent emails entered into HAC, Increased use of InTouch				
Coordinate with Volunteers in Public Schools (VIPS) Program to invite community members as well as parents to join VIPS and encourage parents to volunteer in any capacity	VIPS Coordinator, Principal, Faculty and Staff	Postage, Supplies, Marquee	2019-2020 School Year	All	Approved Volunteer List				
Inform parents and students of curriculum choices that will enhance their opportunity for success beyond high school	Counselor	Time	Ongoing as needed	All	Number of students enrolled in CATE classes				

√=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 June 2020 by campus administration)									
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	
Participation in digital citizenship training of students.	Campus Technology Facilitator, Computer Literacy, Keyboarding, Wellness, and PE Foundations Teachers	Time	2019-2020 School Year	All	Nearpod Unit assessments				
Maximize use of online learning platforms	Administration, Campus Technology Facilitator	Hoonuit, Schoology, Nearpod, Library databases	2019-2020 School Year	All students and staff	Data usage				
 =Accomplished  =Considerable  =Some Progress  =No Progress  =Discontinue									

CSISD Professional Development Plan 2019-2020

Professional development to address individual needs:

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

Add+Vantage Math Recovery for K-6 math teachers

Assessment for Learning

Cultural Capital

ELPs

Schoology and other tech resources/apps

STEM teacher PD

SEL Training (Tier 1) for all campus staff

Mental Health training for campus leadership teams

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

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

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

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

Coordinated Health- SHAC Council

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

Dating Violence Awareness

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

Suicide Prevention

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

Drug Prevention

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

Federal Programs Compliance

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

The campus professional development plan is based off the goals and objectives established in the campus improvement plan and / or the district improvement plan. Each professional learning session should be linked to a goal and objective of either plan. Each section below represents the learning for a content area (please list the area in the top row).

Mentoring					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Mentoring	Mentors	Lead4ward book/2 hours	Jeff Mann	Mentorship Documentation Paperwork	Goal 1 Obj. 1

District Initiatives					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
FERPA, Bloodborne Pathogens, Severe Allergy Management, Dyslexia, Special Education and 504, Ethics (ProEthica), Child Abuse Mandatory Reporting	All staff	Hoonuit, Funds as needed from the Principal's Discretionary Fund/1 hour each session	Administration, Professional Development Design Team, Central Office Personnel, IC/Interventionists	Completion Certificate and/or Electronic Signature of Completion, Eduphoria Records	Goal 1 Obj. 2
Nearpod	Teachers	Nearpod program, computer lab/1 hour	Nearpod representative, Administration, IC/Interventionists	Survey of assessment by CTF	Goal 1 Obj. 2

Science Safety Training	Science Teachers	Gateway Science Safety Course, computers/1-2 hours	Amanda Gibson	Certificate of Completion after passing exam	Goal 1 Obj. 2
Unlicensed Diabetic Care Assistance	Members of the Care Team				Goal 1 Obj. 2
Epipen Training	All staff	Epipen Training Kit/20 minutes	Nurse	Signature of Completion, Monitor training	Goal Obj. 2

Social Emotional

PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Team Building	All staff	Funds from the Principal's Discretionary Fund/1 hour	Administration, SEL Team, Professional Development Design Team, School Climate and Safety Design Team	Staff Survey	Goal 1 Obj. 2

Educational Needs of Students

PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Rtl	Teachers	ASCD training, planning time/1-4 hours	Administration, IC/Interventionists, Counselor	Documentation of implementation	Goal 1 Obj. 2
Culturally Responsive Training	Teachers	Time, Hoonuit/1-4 hours	Administration, Professional	Documentation of implementation	Goal 1 Obj. 3

			Development Design Team, AVID, Teacher Leaders		
TELPAS	English Teachers	Data training/1-2 hours	ESL Teacher, Principals	Academic and STAAR scores, Success in the classroom	Goal 1 Obj. 3
Inquiry Based Science Instruction	Science Teachers	Substitutes/6 hours per session	Amanda Gibson	Teacher assessed growth of students inquiry skills	Goal 2 Obj. 1
Vertically Aligned Math	Math Teachers	Substitutes, TEA Resources, Lead4ward Resources/1-6 hours	IC/Interventionists		Goal 2 Obj. 5
GT	All teachers	Hoonuit/1-2 hours per session	Administration, Professional Development Design Team	Number of students in advanced classes, Success of students in the classroom	Goal 3 Obj. 2
SEL	Teachers	Hoonuit, TBSI, NEDRP, Safe and Civil Schools/1-4 hours	Administration, SEL Team	Counselor's Lessons/classroom visits, Record of student visits to the Counselor	Goal 3 Obj. 2
PLAAFP/IEP Development and ARD Committee Decision Making	SPED Teachers	eSped, IC for SPED/1-6 hours	Administration	Completion of IEP/ARD paperwork and preparedness for meetings	Goal 3 Obj. 3

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2017-2018

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	Chair
Claire Hall	CSMS	

Grades 9-12

Jackie Shoemake	AMCHS	Co-Chair
Sheridan Clinkscales	CSHS	Secretary

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
Carol Barrett	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	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