

# College Station Independent School District

Annual Campus Improvement Plan for  
Wellborn 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.

# Table of Contents

<b>Executive Comprehensive Needs Assessment Summary .....</b>	<b>3</b>
<b>Data used for Comprehensive Needs Assessment.....</b>	<b>7</b>
<b>Goals.....</b>	<b>9</b>
<b>Goal 1, Objectives and Activity Statements - Recruit, develop, and retain qualified and dedicated teachers and staff.....</b>	<b>9</b>
<b>Goal 2, Objectives and Activity Statements - Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.....</b>	<b>11</b>
<b>Goal 3, Objectives and Activity Statements - 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.....</b>	<b>15</b>
<b>Goal 4, Objectives and Activity Statements - Create classroom and campus cultures that involve each family.....</b>	<b>18</b>
<b>Goal 5, Objectives and Activity Statements - We will fully utilize resources to meet the needs of all students.....</b>	<b>19</b>
<b>Campus Professional Development Plan .....</b>	<b>25</b>
<b>Appendix A: Federal and State Requirements.....</b>	<b>26</b>
<b>Appendix B: WMS Campus Improvement Plan Committee 2019-20.....</b>	<b>30</b>

[Improvement Plan Acronyms & Definitions Sheet](#)

**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?)
<b>Staff Quality &amp; Retention</b>	Majority of parents feel our teachers have their scholar's best interest and communicate well, meet the needs of scholars,	Recruitment of diverse staff. Customer service of non-instructional staff.	Provide quality staff development and feedback to staff
<b>Culture &amp; Climate</b>	Students believe they feel the Wellborn Way quality/Guidelines for Success they exhibit the best are below: 119 - Accountable, 82 - compassionate, 66 - Courageous, 74- Involved, 26- Resilient	More club/special interest opportunities. More connection to other scholars beyond typical class list. Increased opportunities for scholars and staff to connect beyond the academics. Increased opportunities for staff to connect with one another.	Implement House Teams to drive scholar and staff connections on campus. Plan opportunities to build staff camaraderie.
<b>Demographics</b>	Variety of scholars from differing backgrounds connected across many academic levels and extracurricular activities.	Increased attention and efforts to meet the needs of our under-performing scholars in the classroom	Ensure that every scholar feels like they belong on our campus and that they have value and a voice to bring to the table
<b>Scholar Achievement</b>	Use PBIS system to give Warhawk Points to encourage scholar achievement	Showcasing all varieties of scholar achievements	Ensuring proper programming for scholars served under Special Education (ICS, CT, Fund.)
<b>Curriculum &amp; Instruction/Tier-1 Instruction</b>	Weekly professional development provided during conference periods last year.	Student voice/perspective in instructional processes Instructional pedagogy skills addressed with content standards	Phase 2 of UbD Curriculum Development; Mind Maps in every classroom
<b>Social/Emotional Learning</b>	Facilitated Thinking Thursdays to teach digital citizenship skills. Started Behavior RTI course during Advocate to build on frequent behaviors. Promoted Guidelines for Success to staff and scholars.	Make Guidelines for Success more prominent across campus. Grow Behavior RTI model.	Provide behavior training to scholars through Behavior RTI model; Positive Support Groups for Ladies & Gentlemen (ie. Dignity & Grace)

<b>Discipline</b>	# referrals, #ISS Placements, # DAEP Placements Implemented Character Lab as coaching component for scholars receiving in-school suspension placement	Consistent enforcement from teachers. Following through on accountable actions. Improved structures and coaching model for Character Lab behaviors.	Improve Character Lab behavior training to avoid repeat offenders
<b>Safety/Expectations</b>	Implemented Standard Response Protocol (SRP) and performed four lockdown drills training staff and scholars with safety expectations Used videos to communicate expectations for daily behavior and drill expectations	Provide scholars who enroll after the first week of school with safety and expectations videos	Continue to work SRP Protocol; Holding all scholars and staffuly to the expectations set forth by the campus
<b>Family/Community Involvement/Scholar Connection</b>	Social media connections reached over 800 page likes on Facebook and Instagram and over 300 on Twitter Monthly family newsletter sent out at the beginning of each month	Communicate more routinely from staffuly. Accountability from leaders/admin to teachers. Timely input of HAC grades.	Parent Educator Series partnership with PTO to provide education to parents about raising middle school-aged students; Showcase nights for fine arts, STEM, etc.
<b>Technology</b>	Teacher laptops yielded accessibility in planning times and after school hours Scholar laptops used frequently to complete digital assignments Digital citizenship lessons incorporated in Computer Literacy course and Thinking Thursdays sessions	Departmentalized mobile devices (fine arts, PE, CTE, Spanish) Teacher laptops dropping connection to SMART Panels More control on district wifi (Instagram, Snapchat) NSPIRE Calculator training Less focus on cell use and increase access points for scholars	Purchase more devices to support the use of instructional technology in classrooms; continue training teachers to effectively use Schoology; Digital Citizenship training

## Data Used for Campus Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

- STAAR
- AVID Site Plan
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education
- Curriculum Documents
- Staff Profiles
- District Benchmark Assessments
- TAPR
- CTE Participation
- CSISD Vision
- New Teacher Survey
- PEIMS Discipline
- Demographics
- Counselor Input on Mental Health
- Extra Funding Requests
- Professional Development
- GT Identification
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- Rtl
- Social Media Analytics

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 1</b>				<b>Share the Wellborn Middle School story to attract and retain talented educators that reflect the demographic makeup of our school and connect with our campus culture</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Promote our culture of excellence through various social media outlets</b>	Administrators & Campus Staff	Facebook, Twitter, Instagram, Buffer, Campus website	Weekly, Aug 2019-July 2020	All	Consistent number of impressions				
<b>Market WMS through seminars, workshops, and training sessions</b>	Administrators and teachers	Student organizations: TSTA, ATPE, Kappa Delta Pi	Once a semester	Talented educators	Presentation tool artifact/agenda				
<b>Share the Wellborn Way with CSISD central office administrators</b>	Administrators	Newsletter, Success Team, campus tours	Monthly	CSISD central office administration	Principal MOY and EOY evaluations				
<b>Promote recruitment efforts of Human Resources team and encourage campus recognition of outside talent</b>	Principal	CSISD Director of Talent Management, Digital surveys	November and April	Pre-service teachers, Veteran teachers outside of WMS	Social media recruitment posts specific to WMS vacancies				
<b>Establish on-boarding and off-boarding protocol for staff transitions</b>	Administrators and teachers	TalentEd, Calendar, Google Docs	April-August	Talented educators	Workflow chart, 100% fill rate for all vacancies within 4 weeks				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>Provide professional development that is responsive to individual needs of stakeholders</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>100% of instructional staffulty will be provided with instructional learning opportunities on best teaching practices every month (CAST)</b>	Administrators, Instructional Coach/Interventionists	Designated campus rooms, student pre-test and post-test data, My AVID, Substitutes	Weekly	Core Content & Elective Educators	Walkthroughs, Evaluations, PD sign-in sheets				
<b>Instructional paraprofessionals will be provided with professional learning opportunities throughout the year</b>	Administrators, Instructional Coach/Interventionists, SPED Department Chair	Schoology, Hoonuit, Google Drive	August, October, January, February, April	Instructional Paraprofessionals	Report data from Schoology & Hoonuit assessments				
<b>WMS Teachers new to CSISD or with 0-1 years experience will receive monthly coaching and support</b>	Administrators, NTU Leaders, Instructional Coach/Inter., NTU Design Team, Mentor Teachers	Planning time, technology devices, analysis of teacher need	August-May	0-1 year teachers at WMS	Walkthroughs, Evaluations, Stakeholder surveys, Mentor Teacher Logs				
<b>WMS Department Chairs will be provided professional leadership development</b>	Administrators	Planning and meeting time, Book study	July-May	Leadership Team	Monthly Leadership Team agendas, Leadership Team feedback, Department Chair ownership of activities/events				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									



<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 3</b>				<b>Embed activities to promote teacher self-care and community</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Regularly scheduled mental/emotional support activities to impact campus</b>	Administrators, Staffuly Love Design Team	Staff culture & climate surveys, general campus funds	Twice per semester (October, December, February, April)	All	Staff survey data				
<b>Include wellness tips in weekly newsletter</b>	Campus Nurse & Counselor	Weebly, Email	Bi-weekly	All	Tips in campus newsletter				
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b>									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>Be accountable to the implementation of UbD curriculum</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Teacher lesson plans include UbD components aligned with district implementation plan</b>	Instructional Staff, Administrators	Schoology, Lesson Plan Template	Weekly submissions, Monthly feedback	All staff	Teacher lesson plan submissions				
<b>WMS Teacher rep on curriculum writing teams who regularly attends district meetings</b>	Administrators, Department Chairs, Curriculum Writing Teams	UbD Curriculum Documents, Substitutes	August - July	All	Meeting sign in sheets				
<b>Invite C&amp;I coordinators to attend planning meetings</b>	Administrators	C&I and Campus calendars	Once per six weeks	Core Content Teachers, C&I Coordinators	Calendar invitations and meeting notes				
<b>Provide time during school day specifically for curriculum feedback</b>	Administrators	C&I Google Survey, CAST meetings	During each department planning day and once per semester during CAST (September & April)	Core Content, LOTE, Fine Arts, PE/Health	Completion of feedback surveys to C&I				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Implement a strong Multi-Tier instructional model</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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 make curriculum adjustments and training decisions</b>	Leadership Team, Specialists, Classroom teachers	Mizuni, Eduphoria Aware, ZipGrade, Common Assessments	June -July	All	Comprehensive Needs Assessment, Universal screener data, MAP Assessment data, Walkthroughs, T-TESS evaluations				
<b>Provide training on how to use formative assessments to adjust instruction</b>	Administrators, Instructional Coaches	Survey of current practices, Administrator input, Resources currently being used in classrooms, Instructional Coach/Interv. feedback	Aug. -June	All	Walkthroughs; Observations; Local Writing Assessments; Analysis of data used				
<b>Analyze data to identify gaps in performance of underperforming populations</b>	Administrators, Leadership Team, Teachers	Mizuni, Eduphoria Aware, Common Assessments	June -July	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				
<b>Provide training on how to address learning needs for underperforming populations in a group setting</b>	Administrators, Instructional Coaches	Region ESCs, Staff Development Days	Aug. - April	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				

Implement a systematic RtI process	Administrators, SIT Team	Google Forms, Student Data	Sept-May	All	Timelined referral process, parent communication, student growth in specific skills				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 3</b>				<b>Integrate a variety of technology in the curriculum to support and enhance teaching and learning.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Provide teachers with blended learning resources (formative and summative assessments)</b>	Administrators, Campus Technology Facilitator	Schoology, Nearpod, Google Suite applications, curriculum documents	July-May	All	Staff development agendas/sign in sheets, Lesson plans, Walkthrough, Evaluations, Analytics from digital resources				
<b>Create and implement digital assessment plan (MAP)</b>	Administrators, Campus Technology Facilitator, Department Chairs	Mobile Devices, MAP assessment tool	September, January, March	All	Analytics from digital resources, Digital Assessment Calendar				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 3</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each scholar, and provide the opportunity for each scholar to reach his or her full potential.</b>					
<b>Objective: 1</b>				<b>Expand learning options on campus.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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 Digital Citizenship sessions to scholars</b>	Administrators , Director of Digital Learning, CTF, Teachers	Nearpod w/ Common Sense Media lessons, mobile devices	Third Six Weeks - end of year	All	Analytics in Nearpod/Schoology				
<b>Investigate requirements to begin a school business in conjunction with CTE classes</b>	Administrators , CTE Department Chair, CTE Teachers	School business model, Professional Development for school businesses	Aug-Dec, Jan-May	All	School business proposal, Audit reports for business model				
<b>Explore the option of a 0-hour Keyboarding &amp; Computer Literacy course</b>	Administrators , CTE Coordinator, CTE Department Chair, Counselor	Examples from other districts, Schedules, CTE Course Requirements	Aug-Oct	All	Proposal to DEIC to add options to course catalog				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal 3:</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each scholar, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 2</b>				<b>Develop a system of support for scholars' social-emotional needs.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Create a Behavior Rtl program that systematically address specific scholar needs</b>	Administrators, SIT Design Team	Google Suite, ASCD Resources, Schoology lessons	Sept-April	Rtl Behavior Scholars	Meeting agendas, SIT meetings notes, Schoology lesson analytics				
<b>Provide behavior strategies to instructional staff working with scholars who demonstrate challenging behaviors</b>	Administrators, SEL Team	Safe & Civil Schools book study, Hoonuit, CHAMPS, SIT	August-May	Instructional Staff (as determined by Administration)	Meeting agendas/sign in sheets,				
<b>Create non-academic House Teams to incorporate social emotional learning opportunities</b>	Administrators, House Team Design Team, Counselor	Scope & sequence of events, Schoology, Nearpod	Sep-May	All	Meeting agendas/ lesson plans, student survey data, analytics from digital resources				
<b>Evaluate discipline data to identify positive approaches and reduce exclusionary discipline</b>	Administrators, Character Lab Coach	Discipline Reports, Student Records, Classroom Teacher Reports, Schoology	August-May	All	SEL and SIT Meeting Agendas				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal 3:</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each scholar, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 3</b>				<b>Improve outcomes for scholars receiving special education services.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Evaluate scholar IEPs at the beginning of the year</b>	Administrators, SPED Department Chair	Time, Subs for SPED teachers	September 2019	Special Education Students	Organized, relevant, on target IEPs for all scholars				
<b>Gather data to assess progress in co-teach English and Math</b>	Special Education and General Education Teachers	Time, Training	August -May	Special Education Students	Co-teach Student Data				
<b>Improve academic performance (STAAR) of students in special education in all core academic areas</b>	Administrators, SPED Department Chair, Instructional Coach/Interventionists, Instructional Staff & Paraprofessionals,	Individualized Accelerated Instruction Plans	August -May	Special Education Students	PBMAS Report, Local Assessment Data, Failure ARDs, AIPs				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									



<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Increase family involvement in campus activities and opportunities.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Use social media and Schoology to communicate events and opportunities to connect</b>	Administrators, PTO President	Social media outlets, Schoology, Sign Up Genius	August -August	All	Requests for help are filled and high parent turnout at events				
<b>Provide monthly family newsletters with helpful videos and resources</b>	Principal	Smore, Schoology	August -May	All	Analytics on Smore & Schoology, Increase in Schoology usage by families				
<b>Host a Fine Arts Showcase Night</b>	Administrators, Fine Arts Directors	Campus space after-hours, Social media PR	Fall 2019 Spring 2020	All	Attendance at event(s), Family Feedback/Survey Data				
<b>Develop a Parent Educator Series (in conjunction with PTO) to bridge connections among our school community</b>	Principal, PTO Board	Campus space in after-hours, catered meal, guest speakers, Social media PR	September, October, January, February	All	Turnout at events, Family Feedback/Survey Data				
<b>Ensure that families throughout the school are aware about college planning and financial aid processes via AVID</b>	AVID Coordinator, AVID Site Team	How-to videos, Daily Announcements, Monthly Parent Newsletter, Social Media Outlets	August -May	All	Analytics on digital resources				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal 5:</b>				<b>Commit to the responsible use of taxpayer resources.</b>					
<b>Objective 1</b>				<b>Utilize district resources to meet instructional needs.</b>					
<b>Summative Evaluation (to be filled in June 2020 by campus administration)</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>Monitor general fund budget to meet the needs of staff and scholars</b>	Principal, Principal's Secretary, Department Chairs	Purchase Order process, Approved Vendors	August-August	All	Needs of campus staff and scholars are met within a timely manner				
<b>Maximize online learning platforms to deliver professional learning anytime, anywhere, anyplace</b>	Administrators, Campus Technology Facilitator	Schoology, Hoonuit	July-May	All	Digital records of online learning				
<b>Determine ongoing budgetary allotment for teacher and student technology devices</b>	Principal, Technology Technician, Director of Technology	Inventory of current equipment, Age & Status of current equipment, Equipment schedules	July -May	All	Budget, Inventory counts, Technology equipment schedules, Work order data				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

[PD Plan by Department](#)

[WMS Systems Overview Document](#)

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

### **Community Based Accountability System**

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

### **Bullying Prevention**

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

### **Child Abuse and Sexual Abuse Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in	Online training through Hoonuit	Campus Administrators, Director of	Training records in Hoonuit

Recognizing and Reporting Child Abuse at the beginning of the year.		Human Resources	
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

<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

### **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**

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

<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: WMS CAMPUS LEADERSHIP TEAM 2019-20**

Members	Role
Alexander, Stephen	Teacher-History
Desai, Jennifer	Teacher-Math
Doles, Deanna	Teacher-AVID
Hackethorn, Grant	Assistant Principal
Kenjura, Linda	Community Member
Mann, Jeff	Central Office Administrator
Martindale, Alicia	Teacher-Foreign Language
Mayberry, Karen	Teacher-English
Miles, Brian	Counselor
Miles, Wendy	Teacher-Science
Mishler, Julia	Principal
Norton, Jessica	Teacher-Fine Arts
Owens, Robert	Teacher-PE/Health
McMurry, Megan	Teacher-Special Education
Stewart, Jeremy	Assistant Principal