

College Station Independent School District

Annual Campus Improvement Plan for
Greens Prairie Elementary
2019-2020



Board Approval Date: 9-17-2019

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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Appendix A: Federal and State

[District Improvement Plan Acronyms & Definitions Sheet](#)
Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	GP is a large campus. Our student population summary: African American 5.79% Hispanic 16.15% White 71.47% Asian 3.36% Economically Disadvantaged 23.55% English Language Learners 3.1% Special Education 12.9% GT 6.19% Mobility Rate 7.4%	Continued professional development is needed to address the instructional needs of African American, Hispanic, economically disadvantaged, special education, and our English language learners.	Addressing the achievement gap of our students is a high priority for our staff. Provide professional development in the RTI process including effective data gathering to make informed interventions for our students. Implement small group instruction and targeted classroom intervention based on ongoing student assessment.

<p>Student Achievement</p>	<p>Students at Greens Prairie perform at or above the state and district averages in reading and math (STAAR data). 21.4 % of kindergarten students and 15.6% of first graders were below grade level in reading. 24.8% were below grade level in second grade in reading. Using the TEMI, K-2nd grade students were identified as needing intervention. 52 students, K-2nd, received TEMI and AVMR interventions this school year.</p>	<p>In looking at STAAR Data, a clear need in the area of writing is evident. The campus will need to conduct a complete self-assessment on writing instruction to ensure that students are encountering a consistent, rigorous writing component in ELA. The teaching of conventions, word study, and the writing process itself will all be a part of this assessment.</p> <p>As we look at individual groups of students, student groups such as economically disadvantaged, African American, and special education are not performing as well as the state and district average for their like group especially in writing. We would like to close the achievement gap for student groups indicating an achievement gap of more than 5-10%.</p>	<p>Classroom teachers will implement the CSISD curriculum. Campus Rtl processes will be streamlined. Attend district training to address closing the achievement gap, cultural capital and lessons to address cultural gaps in learning. Implement consistent small group instruction and classroom intervention.</p>
<p>Culture and Climate</p>	<p>College Station ISD has been deliberately working on Social Emotional Learning for over a decade, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain</p>	<p>More and more of our students are showing issues of concern with mental health issues, behavior issues, and social and emotional needs.</p>	<p>Training in Restorative Discipline is needed to support the SEL of students. Continuous discussions and training on implementing CD language consistently across the campus. Additional mental health and behavior training for campus administrative and</p>

	<p>research, expectations, and self-control. GP has an SEL team to help address Social Emotional Learning. CHAMPS has been implemented to ensure campus processes are in place.</p>		<p>counseling teams will also be a focus. Communicating how Conscious Discipline, Safe & Civil Schools (CHAMPS) and Restorative Practice work together will be a priority this year.</p>
<p>Staff Quality and Retention</p>	<p>Greens Prairie recruits strong teachers who are mostly proficient or higher on T-TESS evaluations. Continuous support and professional development is needed to equip our teachers with the necessary skills to be proficient or higher on T-TESS evaluations. Coaching is provided to new teachers and teachers on the T-TESS evaluation instrument. Leadership capacity is fostered through opportunities at the campus and district level. Create and implement a plan to continue to develop campus leadership in coaching knowledge and constructivist practices.</p>	<p>Continuous support and professional development is needed to equip our teachers with the necessary skills to be proficient or higher on T-TESS evaluations. Coaching is provided to new teachers and teachers on the T-TESS evaluation instrument. Leadership capacity is fostered through opportunities at the campus and district level.</p>	<p>Create and implement a plan to continue to develop campus leadership in coaching knowledge and constructivist practices.</p>
<p>Technology</p>	<p>Technology GP teachers regularly integrate enriched technology in lessons providing students authentic ways to apply newly learned</p>	<p>The district has transitioned into new student management and curriculum management programs- Schoology and Mizuni. Staff will need to be</p>	<p>Training teachers to use the Learning Management System in order to strengthen lessons, provide feedback to students on assignments, communicate with</p>

	concepts.	trained on the basics of each, and supported as they grow into the programs.	parents, and provide efficiency for students and teachers. In addition, methods to gain greater access to devices will be pursued.
Family/Community Involvement	Feedback from a parent survey indicates overall strong parental support. The community actively seek to partner with the campus to support a strong education for students.	The majority of our parent volunteers tend to come from specific neighborhoods in our campus zone while other parents are not as involved.	Utilize the features in Schoology that support parent involvement in classroom learning. Examine opportunities for volunteering and communicate them clearly to parents.

Data Used for Campus Comprehensive Needs Assessment

STAAR
 Reading Levels
 TPRI
 ESTAR
 Dyslexia Screeners
 District Benchmark Assessments
 TELPAS
 PBMAS Report
 Accountability Report
 Failure Rates
 Administrator Input
 Community and Business Partner Input
 CSISD Vision
 CSISD Learner Profile
 Technology Input from Teachers
 Educator Evaluations
 Attendance
 PEIMS Discipline
 RTI Notes & Process
 Teacher Retention
 Counselor Input on Mental Health
 GT Identification
 Special Education
 Demographics
 Curriculum Documents
 Professional Development

Goal: 1	Recruit, develop, and retain qualified and dedicated staff.
Objective 1	Embed supports for teachers of culturally and linguistically diverse

				students in order to decrease the achievement gap.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		
Coaching will be designed to support the professional development of teachers in order to develop instructional and teaching strategies through feedback and coaching conversations.	GP Instructional Coach Classroom Teachers	Teacher Goals Classroom Observations C&I coaching professional development	Sept. 2019 - May 2020	All students	Success of professional goals -T-TESS & ATR Coaching feedback with classroom teacher				
Effective instructional strategies based on the ELPS will be implemented focusing on student performance in listening, speaking, reading and writing activities.	ESL Specialist Classroom Teachers	ESL Specialist	Each nine weeks	ELL students	Sign in sheets Lesson Plans				

√ =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 2019 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. May	Feb.		
Professional development will focus on Schoology for curriculum access and technology integration of skills and communication (student & parent).	Admin CTF Central Office C&I	Schoology CSISD Curriculum	Aug. 2019 - May 2020	All Students	Sign In Sheets Parent Feedback Schoology Data				
Coaching will be designed to support instruction in the classroom.	Admin GP Instructional Coach Campus Coaches	C&I Coaching Support Conference time & classroom coverage to coach	Aug. 2019 - April 2020	All Students	Coaching conversations and observations				
Utilizing the SWIVL or other recording device, T-TESS teachers will view one lesson and	T-TESS Teachers Admin	SWIVL or other recording device (cell phone)	Oct. 2019 - April 2020	All Students	Reflection conversations with administration				

reflect upon the lesson. Feedback reflection will be discussed with campus administrator.									
Provide opportunities for vertical grade level discussions. Topics: academic language, writing, problem solving, curriculum	Admin Specialists	Professional development time	Oct. 2019 - April 2020	All Students	Lesson planning agendas Lesson plans				
PLC opportunities will be embedded within the school day for consistent, ongoing professional development.	Admin Instructional Coach Classroom Teachers	C&I Paraprofessionals to cover classes	Sept. 2019 - May 2010	All Students	PLC Agendas				
The NTU campus leader will meet and support new teachers through observations and meetings every other month beginning in September.	NTU Teacher Leader Admin	After school meeting time Coaching opportunities	Aug. 2019 - April 2020	All Students	Sign in sheets at NTU after school meetings				
Provide professional development opportunities for teachers to support	Math Interventionist Instructional Coach	After school PD Time PLC Time	Aug. 2019 - April 2020	All Students	Sign in sheets Data team meeting agenda/minutes				

utilization of AVMR data to plan small group instruction.									
Classroom student intervention and small group instruction will be designed and implemented to support student growth. Professional development will support this instructional design goal.	Classroom Teachers	Admin Instructional Coach Interventionists	Aug. 2019 - May 2020	All Students	Lesson Plans Walkthrough data				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Implement robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		

Provide training for all staff on the Profile of a Learner and CSISD Educator.	Admin Specialists C&I	Trainings Planning time Curriculum documents	Aug. 2019 - Nov. 2020	All	Sign-In Sheets				
Core classroom teachers will implement the district curriculum in all core subjects while following guidelines for instructional minutes outlined for each content area.	Admin Specialists Grade-level teachers	Curriculum documents Time C&I	Aug. 2019 - May 2020	All	Lesson plans Grade level planning agendas				
ELA-teachers will learn and develop lessons using the new ELA TEKS which will define and align grade level expectations.	Admin Specialists Grade level teachers	Curriculum documents Time C&I	Each nine weeks	All students	Planning documents				
Professional development will focus on Schoology for curriculum implementation, communication, and technology integration.	Admin CTF C&I	Schoology Time C&I	Aug. 2019- May 2020	All	Planning documents Sign in sheets				

Provide professional development in guided reading (K-4) so that teachers will incorporate guided reading in ELA instruction.	Instructional Coach Literacy Interventionist	C&I Schoolology Hoonuit	Aug 2019 - April 2020	All Students	Lesson Plans Walkthrough Data				
Grade levels will refine instructional practices through curriculum conversations during regularly scheduled PLCs.	Admin Instructional Coach ELA & Math Interventionist Classroom Teachers	Schoolology CSISD Curriculum Lead4ward Resources	Sept. 2019 - April 2020	All Students	Lesson Plans PLC Agenda Items				
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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 2018 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. May	Feb.		

<p>Staff will analyze data to make curriculum adjustments and intervention decisions for each student. Examples: MAP Growth, running records, AVMR, CBMs, Benchmarks, dyslexia screeners, Science assessments, STAAR Data, etc.</p>	<p>Admin Specialists Teachers</p>	<p>Formal & Informal assessment data LLI kits AVMR interventions EStar Interventions</p>	<p>Aug. 2019 - May 2020</p>	<p>All students</p>	<p>T-TESS Data Student assessment data (Reading levels, TEMI and Benchmark scores, etc)</p>				
<p>Classroom teachers, SPED, specialists and administration will utilize Mizuni to analyze student performance data.</p>	<p>Admin Specialists Classroom teachers</p>	<p>SIT notes Progress assessment on students</p>	<p>Aug. 2019 - May 2020</p>	<p>All students</p>	<p>T-TESS Data Student assessment data SIT Notes</p>				
<p>Each classroom teacher will organize their student data in a way that supports instructional decisions such as small group instruction, intervention targets and provide specific student data in</p>	<p>Classroom Teachers</p>	<p>Interventionists Instructional Coach Formal & Informal assessment data</p>	<p>Aug 2019 - May 2020</p>	<p>All Students</p>	<p>Data for each student Data Team & SIT Notes</p>				

data team talks and SIT.									
Campus writing instructional practices will be reviewed to pinpoint strengths and needs using student writing samples.	Admin Reading specialists ELA Teachers	ELA curriculum Prior year's lessons STAAR assessment scores STAAR writing samples Classroom student writing samples	Aug. 2019 - May 2020	All students	T-TESS Data Curriculum docs Lesson plans Grade level planning agendas				
Running Records will be conducted and analyzed to make instructional decisions for students in reading.	ELA teachers Reading specialists	Assessments Time	Sept. 2019 - May 2020	All Students	Assessment results				
Math students that are in Tier II or III in RTI will have the AVMR assessment completed and strategies will be implemented with identified students. AVMR assessment and progress monitoring data will be entered in	Math specialist Math teachers	Data Team Notes SIT Notes	Sept. 2019 - April 2020	Math students in Tier II or III	SIT agendas Intervention data Student progress data				

campus spreadsheet to monitor BOY to EOY progress.									
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in content instruction to support and enhance teaching and learning.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		
All professional staff will be trained on best practices and use of Schoology and Mizuni.	Admin Specialists CTF	District-provided trainings Time	Aug. 2019 - Dec. 2020	All Students	Use of the programs by staff				
Provide training on the use of technology in the classroom while integrating technology	Admin Specialists CTF	Digital Resources	Aug. 2019 - May 2020	All Students	Observation Data Program Usage				

TEKS into the curriculum.									
Explore blended learning resources and implementation for teaching and learning.	Admin CTF Teacher Volunteers	C&I	Sept. 2019 - April 2020	All Students	Lesson Plans Walkthrough Data Student Progress Monitoring				
Incorporate virtual reality experiences for students in learning.	CTF Classroom Teachers	C&I & Technology Dept	Jan. 2020 - May 2020	All Students	Technology Workshop Sign In Sheets Lesson Plans Walkthrough Data				
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Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options within the campus community.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		

Instructional design will include opportunities for student choice, higher level questioning, creativity, technology integration, application of skills in a novel/authentic way while conveying the understanding of a concept/skill. Examples: Discovery Days, Project Based Learning, Menus, STEM Days, Blended Learning	Admin Specialists Teachers	Materials for activities Planning time	Sept. 2019 - May . 2020	All Students	Student feedback Student progress Teacher feedback				
Implement a student leadership program, FBI, to provide student leadership opportunities and provide service to the school community.	CSISD & GP Teacher Leadership Staff	C & I	Sept. 2019 - May 2020	3rd & 4th Grade identified students	Teacher and student survey feedback				

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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.
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Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		
SEL Training Tier 1 for all campus staff including Conscious Discipline, Safe & Civil Schools (CHAMPS), & Restorative Practice (2 Minute Connection, Get to Know You Circles, Treatment Agreement & Pulse Meter)	Admin Counselor All Staff	Social-Emotional Curriculum Professional development time Class time	Aug. 2019 - May 2020	All Students	Teacher feedback Referral data Classroom observations				
Provide training in goal setting for Tier II and III for Data Team and SIT to effectively monitor student progress which includes training for effective documentation.	Admin Counselor Specialists	Professional development and conference time	Aug. 2019 - May 2020	All Students	Referral Data Data Team & SIT notes				

Professional development will include behavior definitions, consistency strategies, intervention strategies, expectations for reporting and addressing bullying and disruptive behavior.	Admin Counselor GP Staff	Professional development time District materials	Aug. 2010 - Dec. 2020	All students	Referral data Guidance lesson plans Weekly Morning Assembly counselor lesson schedule				
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Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special services.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		
Provide training for all staff who support students in inclusive settings.	Admin SPED Staff	Schedule Flexibility Central Office SPED Staff	Aug. 2019 - Dec. 2020	Sped students	Student data (benchmark scores, reading levels, etc)				

Students receiving SPED support will receive targeted instruction between the SPED teacher and classroom teacher with the goal of the student moving towards grade level expectations.	Admin Sped Staff Classroom Teachers	Curriculum Resources	Aug. 2019 - May 2020	SPED students	Student Data				
Provide training in effective behavior documentation in preparation for Data Team or SIT meetings.	Admin Counselor	Central Office SPED Staff	Aug. 2019 - Dec. 2020	All students	Student Data Referral Data				
Review and retrain RTI process for efficient implementation based on CSISD guidelines.	Admin Counselor	C&I and SPED Staff	Aug. 2019 - Dec. 2020	Tier II and Tier III students	Student Data Data Team and SIT Notes				
SPED teachers will plan with general education teachers during weekly grade level planning times.	SPED Teachers	Flexible schedules to allow for planning time	Aug. 2019 - May 2020	SPED students	Student Data and progress				

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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 2018 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 a parent workshop to address parent needs and provide strategies to support their child academically and social/emotionally.	Admin Counselor Teacher Leaders	C & I Community Agencies	Fall 2019	All Students	Sign in sheets and Parent survey				
Each classroom teacher will communicate electronically (Schoology) once a week or once every two weeks with parents to update them on class activities and events.	Professional Staff	Staff Time	Sept. 2019 - May 2020	All Students	Websites Parent feedback through end of year survey				

Implement the national Watch D.O.G.S. Program.	Counselor	Watch D.O.G.S. Curriculum	Sept. 2019 - May 2020 Spring implementation of program	All Students	Sign in sheets Dad & classroom teacher surveys				
Grades 2nd - 4th will explore the practice of student led conferences with each student's parents/guardians.	Counselor 2nd - 4th Grade teachers	Professional resources of ideas	Oct. 2019	2nd - 4th Grade students	Attendance of parents to conferences Parent & Teacher survey				

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Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize campus resources to meet instructional needs.					
Summative Evaluation (to be filled in June 2018 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. May	Feb.		
Provide professional learning and training for teachers and administrators in the use of district approved core resources.	Admin Instructional Coach Interventionists CTF	C & I Technology Dept. Schoology	Aug. 2019 - April 2020	All Students	Lesson Plans Walkthrough Data Sign in sheets				

Grade level lesson planning will access materials and resources referenced in the CSISD Curriculum.	Classroom Teachers Instructional Coach Interventionists	C & I Schoolology CSISD Curriculum	Aug. 2019 - April 2020	All Students	Lesson Plans				
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C =Considerable
S =Some Progress
N =No Progress
X =Discontinue

Greens Prairie Professional Development Plan

Professional Development to Address Individual Needs:

- Hoonuit
- NTU Follow Up Options
- Coaching Support
- Success Team/SALI/Administrator Development
- Teacher Leadership
- CSISD Profile of an Educator

Assessment:& Intervention

- Assessment for Learning - Analyzing student data to make instructional decisions (Mizuni, Analyzing Running Records, district & campus assessments)
- SIT/RTI Process
- In-Class Support and Co-Teach training
- Analyze AVMR data to plan for small group math instruction

Curriculum & Instruction:

- CSISD Core Resources
- New ELA TEKS
- Writing instruction using student samples
- Guided Reading

Student Groups:

- CSISD Profile of a Learner
- ELPs
- GT 6 hour update
- Small Group Instruction
- Classroom Intervention
- Goal setting for Tier II and III for Data Team & SIT to effectively monitor student progress including effective documentation
- Inclusion
- Goal setting for Tier II and III for Data Team & SIT to effectively monitor student progress including effective documentation
- Review and retrain RTI process for efficient implementation based on CSISD guidelines

Technology:

- Schoology and other tech resources/apps to integrate technology into the curriculum
- Mizuni
- Blended Learning - Exploring Possibility
- Incorporate virtual reality experiences for student in learning

Social & Emotional Learning:

- SEL Training (Tier 1) for all campus staff including Conscious Discipline, Safe & Civil Schools (CHAMPS), & Restorative Practice (2 Minute Connections, Get To Know You Circles, Treatment Agreements & Pulse Meter)
- Bullying & Disruptive Behavior - Support & Documentation

Mandated Trainings: ProEthica #3, Cultural Awareness & Relevance

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 the 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 the public.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports

bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)			
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

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,	Mizuni Software and Eduphoria Aware	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

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

APPENDIX B: Greens Prairie 2018-2019 School Improvement Planning Committee

Central Office	Nicole Jeske
Community Representatives (2)	Sharon McGregor
	Cathy Bush
Business Representatives (2)	Susan Olson
Parent Representatives (2)	Frank Brooks
	Mike Newkham
Teachers: (9)	Leslie Miller, 1st Grade,
	Amy Harstsell
	Terrie Samuelson, 2nd Grade
	Joy Williams, 3rd Grade
	Jana Wilson, 4th Grade
	Amber Neidig, Kinder
	Jaime Slade, Para
	Jennifer Parker, SPED
	Amy Eppes, Specialist

	Donna Bairrington, Admin
AT Large (6)	Tim Suel, CAMP
	Elizabeth Simpson, Kinder
	Amanda Simmons, 3rd Grade
	Kristen Kieschknick, 1st Grade
	Jennifer Reed, 1st Grade
	Carrie Knight, 2nd Grade

Meeting Dates: March 25, 2019; April 30, 2019; May 8, 2019