

College Station Independent School District

Annual Campus Improvement Plan for
Spring Creek Elementary 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

Executive Comprehensive Needs Assessment Summary	3
Data used for Comprehensive Needs Assessment.....	7
Goals.....	8
Goal 1, Objectives and Activity Statements - Recruit, develop, and retain qualified and dedicated teachers and staff.....	9
Goal 2, Objectives and Activity Statements - Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.....	12
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.....	19
Goal 4, Objectives and Activity Statements - Create classroom and campus cultures that involve each family.....	23
Goal 5, Objectives and Activity Statements - We will fully utilize resources to meet the needs of all students.....	24
District Professional Development Plan.....	25
Appendix A: Federal and State Requirements.....	26
Appendix B: District Educational Improvement Council Members 2018-2019.....	30

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	Spring Creek Elementary serves approximately 640 students from various backgrounds. We value our diversity and are committed to providing an engaging and personalized educational experience for each child. We provide professional learning on Restorative Practices that is sensitive to students' diverse backgrounds and experiences, and staff members continue to collaborate on meeting individual student needs.	With an Increasing population of students with special education needs, we need to continuously provide differentiated opportunities for students that are aligned to individual needs.	We will focus on growing our ability to differentiate for students through a common planning model by adapting content, products, and processes to ensure students meet grade level expectations. Each student will be valued and provided an educational experience aligned to his or her needs. Students will be supported academically, socially, and emotionally to achieve success.
Student Achievement	Spring Creek was assigned a state accountability rating of "B" for "Student Achievement" by the Texas Education Agency for 2019.	Increased student agency such as blended learning, student goal setting and tracking are areas for improvement. Spring Creek was assigned a state accountability rating of "F" for "School Progress" and a "D" for "Closing the Gaps" by the Texas Education Agency for 2019. We need to improve our ability to ensure that all children show growth over the school year.	Each child will grow academically, which will result in state indicators for performance increasing. A common planning model will be developed that supports teachers to plan instruction with their grade level teams and with leadership support.
Curriculum and Instruction Documents	Teachers have worked with the academic coach, counselor, interventionists, and administrators to design classroom schedules that are aligned to the district time to teach guidelines and district curriculum resources are used as resources to design instruction aligned to the rigor of the TEKS.	Professional Learning (PL) is needed to support teachers to develop skills to differentiate for students based on their needs. Coaches and interventionists will support teachers to design first instruction aligned to the rigor of the TEKS. Small group instruction needs to consistently take place within the school day (e.g., guided reading and math) to provide differentiated instruction.	Teachers will be provided PL opportunities aligned to their students' needs. A PLC model will facilitate teacher leaders on the campus to grow in their ability to share resources and learning with peers resulting in increased teacher capacity and collaboration.

Culture and Climate	More active staff groups, including social committee, SEL team, campus committees, etc.	Continue staff involvement in campus culture and climate activities. Relationship building will need to be a priority due to many new teachers and a new principal.	Restorative practices will be implemented across the campus and embedded in such activities such as morning assembly and morning meeting. PLCs will be implemented to build community among staff.
Staff Quality and Retention	The average length of teaching experience in CSISD is 12.8 years.	NTU for mid-year hires. Orientation for mid-year hires at the campus level.	Teachers will be provided support from the leadership team to grow professionally by attending campus PL, district PL, and out of district PL that will be shared with staff. The academic coach will build relationships with teachers and coach them based on their interests and needs.
Technology	CTF and Academic Coach support teachers during grade level planning to design engaging instruction that embeds technology.	More directed and focused use of technology to support engaging and differentiated student activities.	Teachers will use Schoology to communicate with the school community. The CTF will support teachers to use technology to plan engaging activities to enhance learning.
Family/Community Involvement	Family events are offered regularly and attendance is high (e.g., Family Nights, Boosterthon, Publishing Night, Book Fairs, Family Movie Nights, Parent Orientation, Meet the Teacher Night, Spirit Nights).	Provide resources to parents using Schoology to support their children to practice what is learned at school.	The school community feels welcomed and regularly attends during and after school events.

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
- GT Identification
- Special Education
- Curriculum Documents
- Head Start
- Administrator Input
- District Benchmark Assessments
- TAPR
- Rtl
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- Educator Evaluations
- Counselor Input on Mental Health
- CSISD Learner Profile
- Professional Development
- Reading Levels
- TELPAS
- Accountability Report
- Map
- Dyslexia Screener
- Benchmark Assessments
- Parent Meetings
- Teacher Feedback

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 by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Full-time ESL Specialist to support ELs.	Administration and ESL Specialist	Time, common planning agenda, and scheduling.	Aug 2019-May 2020	All	Teachers have weekly common planning, which includes support from ESL Specialist. All teachers are ESL certified.				
On-going monitoring of progress for ELs.	ESL Specialist and Leadership Team	Student data, TELPAS, STAAR, OLPT, and time.	Aug 2019 - May 2020	LEP	Data review of records for ELs. Student achievement (e.g., increase proficiency).				
√ =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 the needs of stakeholders.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide opportunities for PL regarding students' Social Emotional Learning (SEL) to teachers, administrators, and staff.	Administrators, Counselor	Time	Aug 2019 -May 2020	All	At least one SEL training each semester focused on providing strategies and supports to teachers related to SEL.				
Provide initial Restorative Practices training.	C&I, Administrators, Counselor	Training provided through district C&I.	August 2019	All	All staff attend training.				
Implement weekly PL for one month each semester to focus on teacher requested topics.	Administrators, Teacher Leaders	Survey information for requested topics and time.	Aug 2019 - May 2020	All	Teachers actively use PL with coaching follow up. Walk through data.				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Provide professional development that is responsive to individual needs of stakeholders					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Campus PL on guided reading.	Instructional Coach, Reading Interventionist, and Administrators	Time, Professional Learning resources (e.g., Fountas and Pinnell, Guided Reading, 2nd Edition).	September 2019-May 2020	All	Attendance logs (e.g. faculty meetings, teacher inservice).				
ELA teachers implement guided reading in the classroom on a daily basis with coaching support.	Teachers	Fountas and Pinnel, Guided Reading, 2nd Edition	September 2019-2020	All	Anecdotal notes by Instructional Coach and Reading Interventionist. Administrator Walk throughs.				
Leadership team meets at least biweekly to review campus data (e.g MAP, etc.) and to create action plans to support teachers to design differentiated guided reading and small group instruction based on students' needs.	Administrators and teachers	MAP, district and campus resources available in campus library	August 2019-May 2020	All	MAP Growth, STAAR, and Teacher Made Tests.				

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

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
The Campus Leadership Team supports teachers to create classroom schedules aligned to the recommended time to teach guidelines which follow a “Workshop Model” and support Balanced Literacy.	C&I, Special Education Lead, Administrators, counselor, Instructional Coach	Time, coaching support, and model schedules	August 2019-May 2020	All	All ELA teachers will have planning with one or more of the following: Reading Interventionist, Special Education Lead, Administrators, counselor, Instructional Coach, Librarian				

Teachers will plan weekly with campus specialists to design differentiated instruction based on data (e.g., MAP, AVMR, Teacher Made Assessments).	Administrators and teachers	Time, TEA co-teach resources, scope and sequence, year at a glance, data.	October 2019-May 2020	All	Increased student achievement on STAAR, MAP, AVMR, Teacher Made Assessments, etc.)				
Teachers use leveled questioning throughout the instructional day to gather data and adjust instruction.	Teachers	Essential questioning resources (C&I). Lead4ward Playlist Strategies.	August 2019-May 2020	All	Increased student achievement on STAAR, MAP, AVMR, Teacher Made Assessments, etc.). Evidence will be included in lesson plans.				

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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 by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	

Analyze data to make curriculum adjustments and training decisions.	Leadership Team, Administrators	Student data and time.	Aug 2019 - May 2020	All	Students achievement: MAP, students' grades, STAAR, AVMR, progress monitoring (e.g., IEPs, Rtl)				
Analyze data to address gaps in performance of underperforming populations.	Leadership Team, Administrators	Student data (e.g., STAAR, MAP, AVMR)	Aug 2019 - May 2020	All	Students achievement data such as MAP, students' grades, STAAR, AVMR, progress monitoring (e.g., IEPs, Rtl).				
Tier II and III students will have the AVMR assessment completed and AVMR strategies will be implemented with those students.	Math Interventionist, Classroom Teachers	Time and AVMR resources	Aug 2019 - May 2020	All	Progress monitoring data and student achievement data.				
Implement inquiry instruction in science to strengthen instructional practices.	Science Teachers	Time, science resources, essential questioning resources (C&I).	Aug 2019 - May 2020	All	Walk through data and assessment data.				
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Goal: 2	Provide a challenging, relevant, engaging and aligned curriculum.
Objective: 3	Integrate a variety of technology to support and enhance teaching and learning.
Summative Evaluation (to be filled in by June 2020 by an administrator)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase use of resources that provide timely feedback on student work.	CTF, Administrators	Schoology, Nearpod	Aug 2019 - May 2020	All	CTF gathers data about use by teachers.				
Provide training on blended learning.	Administrators, Instructional Coach, CTF	Time	Aug 2019 - May 2020	All	Meeting/planning with District Technology Specialist and CTF. CTF consistently (e.g., weekly) plans with and supports grade level teachers (e.g., anecdotal notes, sign in logs).				
Increase blended learning opportunities for students.	Classroom Teachers, Instructional Coach, CTF	Time, Schoology, Nearpod	Aug 2019 - May 2020	All	Meeting/planning with District Technology Specialist and CTF. CTF consistently (e.g., weekly) plans with and supports grade level teachers (e.g., anecdotal notes, sign in logs).				

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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				Develop a system of supports for students' social and emotional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide SEL training for campus staff to address Tier 1 supports (e.g., Restorative Practices)..	Administrators, Counselor, SEL team	Time and implementation of SEL supports in instruction.	Aug 2019 - May 2020	All	Attendance at training.				
SEL team to participate in district training.	SEL Team	Time, scheduling, and substitutes.	Aug 2019 - May 2020	All	Attendance at training.				
Provide Tier II and III behavior training (MTSS) for all instructional staff working with students who demonstrate challenging behaviors.	Counselor, District Mental Health Support	Collection of resources and implementation of strategies in daily instruction.	Aug 2019 - May 2020	All	Teacher in-service sign-in logs, walkthroughs, decreased referrals, and fewer appeals for students to be removed from the classroom.				

Monthly Character Focus.	Administrators, Counselor, All Staff	Character education resources.	Aug 2019 - May 2020	All	Morning Assembly and morning classroom meetings.				
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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				Improve outcomes for students receiving special services					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide training for general education teachers who are co-teaching.	Special Education Staff	Time and district funding.	Aug 2019 - May 2020	All	Region 4 Co-Teach Training on 08/12/2019.				
Provide training on implementation of 504 and IEP accommodations.	Special Education Staff, 504 Coordinator	Time	Aug 2019 - May 2020	All	Teachers completed district required training in Hoonuit.				
Special education teachers and general education teachers will have consistent planning	Special Education and General Education	Time, schedules, TEA co-teach resources, and curriculum	Oct 2019-May 2020	All	Lesson plans, agendas, sign-in logs, Increased student				

time to create differentiated lessons using TEA Co-Teach resources. The Leadership Team will support teachers during common planning to design differentiated instruction based on data.	Teachers, Specialists, and Interventionists	documents			achievement.				

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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 education services.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Align schedule of services to students' disability related needs to ensure the LRE.	Special Education Teachers, General Education Teachers, ARD Facilitator, LSSP, Diagnostician, and Administrators	Time, scheduling, staffing, student data (e.g., FIEs, IEPs, grades, anecdotal data,	August 2019-May 2020	Special Education Students	STAAR, Students mastering goals and objectives,				

		achievement data, and parent input).			parent input, district assessment data, and teacher assessment data.				
Ensure that CASL students have transition plans to support changes (e.g., priming and practice for beginning of the year procedures, schedule changes, etc.).	Special Education Teachers, General Education Teachers, LSSP, Diagnostician, Administrators, Counselor	Time, scheduling, and data collection.	August 2019-May 2020	Special Education Students	Documentation of creation and monitoring of transition plans.				
Collaborate with district special education staff regarding scheduling, best practices, and services.	Administrators, District Staff, Teachers	Time	August 2019 and as needed throughout the school year.	Special Education Students	Administrator calendar that meetings took place.				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family involvement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Add modules to Schoology that help parents support student learning at home.	Classroom Teachers	Video production resources, Schoology, and time.	Aug 2019 - May 2020	All	Parents access resources. CTF reports to administrators concerning the level of parent access.				

Continue Watch D.O.G.S. program.	Office Staff, Counselor, Administrators	Scheduling, Funds for Kick Off meetings	Aug 2019 - May 2020	All	Counselor reports to administrators concerning the level of participation.				
Hold campus performances in the day and evening to allow more parents to attend	Music Teacher, Administration, Other Staff as Assigned	Time	Aug 2019 - May 2020	All	Documentation log of events (e.g., campus calendar of events).				

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Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	

Participate in district training on the use of district-approved core resources.	Classroom Teachers	Time and substitutes	Aug 2019 - May 2020	All	Attendance logs, walk through evidence of implementation, lesson plans document use of resources.				
Follow up with paper copies for families who do not have access to technology.	Office Staff, Administrators	Copies and paper	Aug 2019 - May 2020	All	Copies sent home to parents. Send information home in Spanish for certain families.				
Expand the use of Schoology.	CTF, Classroom Teachers, Administrators	Technology and time.	Aug 2019 - May 2020	All	Emails (School Messenger log) along with Schoology posts by members of the Leadership Team at least weekly.				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Your Campus Professional Learning Plan 2019-2020

Professional development to address individual needs:

- Hoonuit
- Schoology
- Nearpod
- Region 6 PL (e.g. components of basic reading, guided reading, etc.)
- District provided PL (C&I)
 - Restorative Practices
 - TEA Co-Teach Training
 - SEL (Conscious Discipline)
- Terrific Tuesdays (6 sessions of teacher and leadership team led personalized learning)
- Common Planning Wednesdays (Collaborative planning sessions with general education teachers, special education teachers, and members of the leadership team)

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

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 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
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<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: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2018-2019

Grades Pre-K – Grade 4

Elaine Everett	CHE
Sandra Hay	PC
Beverly Shimek	RP
Catherine Eckhardt	SK
Rebecca Griffey	SWV
Stephanie Weaver	FR
D’Ann Johnson	CV
Charla Anderson	GP
Venette Bradham	SC

Grades 5-6

Lauren Guest	OW
Mandy Schwanke	CG

Grades 7-8

Wendy Miles	AMCMS
Danny Morchat	AMCMS
Claire Hall	CSMS

Grades 9-12

Jackie Shoemake	AMCHS	Chair
Sheridan Clinkscates	CSHS	

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

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

Catherine Anderson	Parent, Grades Pre-K – 4 (GP) Head Start
Darin Paine	Parent, Grades Pre-K – 4 (GP)
Candida Sanders (Candy)	Parent, Grades Pre-K – 4 (GP) Head Start
Kim Rutledge	Parent, Grades 5-8 (CSMS/CG)
Shawn Henderson	Parent, Grades 5-8 (AMCMS/OW)
Stephanie Gray	Parent, Grades 9-12 (AMCHS)
John Crockett or Ashok Naidu	Parent, Grades 9-12 (CSHS)
Miranda Walichowski	Parent-At-Large
Abbie Walsh	Parent-At-Large
Cheletia Johnson	Community Member
Debi Stoll	Community Member
Andy Wilson	Business Member
Jason Orgies	Business Member
Jerelyn	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Lindsey Fuentes	Executive Director for Special Services and Accountability
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Kelly Kovacs	Director for Instruction and Leadership Development
Karen Ferguson	Director for Career Technology
Chad Gardner	Director of of Community Education
Marla Ramirez	Director for Special Programs
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts & Social Studies
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math