

College Station Independent School District

Annual Campus Improvement Plan for
A&M Consolidated Middle School
2018-2019



Board Approval Date: DRAFT

Vision Statement

Every Student Empowered to Succeed in Their Future

Mission Statement

AMCMS exists to develop lifelong learners through a dynamic, safe, academically rigorous learning environment. The faculty at AMCMS embraces innovation, diversity, risk-taking, success, and failure in order to empower students to excel in all aspects of their future

CSISD 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 2017-2018.....	30

[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 campus?)
Demographics	The student population at AMCMS is very diverse, making the campus more of a reflection of the overall state of Texas population. Over half our our students are in an advanced math course as well as advanced english language arts courses. Fifteen point nine percent of our student body is identified as gifted and talented and twenty seven percent of our students participate in at least one or more career and technology education (CATE) program as a middle school student. We also have fourteen percent of our student body in the Advancement Via Individual Determination (AVID) program which is a college preparation program for students whose family does not have a history of attending and completing college.	The student population at AMCMS has shifted dramatically over the past ten years. The African American population and the Low Socioeconomic population have each almost doubled and the Hispanic population has doubled. While the faculty and staff population has changed over the same ten year period from ninety six percent white to eighty eight percent white, the faculty and staff population is still not reflective of the student population. The student population of the gifted and talented program is not reflective of the overall campus population and neither is the population of the students in advanced math or advanced english language arts courses.	Provide staff development and training on how to work with students from diverse cultures and economic backgrounds. Examine the identification practices for how students are selected for advanced courses and work with the district gifted and talented program regarding identification practices at the prior grade levels.
Student Achievement	Our students at AMCMS perform at or above the state averages in most areas. We have over twenty five percent of our students that qualify for the All A honor roll and over fifteen percent that qualifies for the all A and one B honor roll each six weeks. Over half our our students participate in athletics and over half of our students participate in a fine arts programs.	An examination of the subpopulations of students shows that our African American, Hispanic, Special Education and Low Socioeconomic students are not achieving at the same rate as their peers at AMCMS and in some instances, at the state level. We want to bring any student group that is performing below the state level up to performing above the state level in achievement at a minimum. We will continue to develop and refine our RTI program to better support our struggling students with an emphasis on content	AMCMS will continue to support student involvement in extracurricular and fine arts programs while strengthening the Tier 1 interventions and Rtl supports across the campus. The district improvement plan provided support for the Rtl process and for Tier 1 intervention and AMCMS will participate in that process. AMCMS will continue the work that began in 2017-2018 to better understand working with students from diverse backgrounds and cultures and how that relates to achievement in school.

		specific instructional coaching to improve the Tier 1 support and intervention for students.	
Curriculum and Instruction Documents	The core curriculum departments at AMCMS have scope and sequences and curriculum calendars that outline the curriculum that is implemented at AMCMS. Benchmark assessments have been developed for English Language Arts, Math, and Science and the data is used to inform the instructional decisions of the departments. Each of the core departments work collaboratively weekly on the curriculum and on five full days of campus based curriculum development spread throughout the school year.	The documents that are needed to support teachers that are new to CSISD and AMCMS are not currently available. New staff members must depend upon existing staff members to provide them with the needed curriculum documents. Not all resources are aligned to the curriculum and learning within the core content areas and support from department to department varies.	AMCMS will participate in the district led process to develop, align, and implement a curriculum. Campus allocations for staff time will be made to support the work at the district level and to allow teachers the needed time and opportunity to implement the curriculum changes at the campus level.
Culture and Climate	AMCMS has been intentional in the work of the culture and climate for the staff and for the students. Social Emotional Learning and Leadership has been a part of the work of AMCMS for many years. Teachers are recognized for their hard work, dedication, and commitment to improving student learning and students are recognized for achievement, participation, effort, and contribution to the learning process.	As AMCMS has continued to grow there have been more and more students with mental health issues, behavior issues, and social emotional supports needed.	AMCMS will continue to participate in the district social emotional learning and leadership programs as well as attend to the needs of the faculty, staff, and students of AMCMS. Staff will continue to be recognized and supported in their work and more recognitions will be made to encourage all staff members. The Positive Behavior Intervention and Support program (HERO) will continue to be developed and implement to support student social emotional needs across the campus. Student committees that inform the campus administration of student concerns will be created and maintained to ensure students have a voice at AMCMS.
Staff Quality and Retention	AMCMS recruits teachers that have three or more years of experience when possible and these teachers are mostly	The turnover rate for AMCMS has dropped from twenty nine percent in 2015 to twelve percent in 2018. With the state	Continuing to support teacher professional learning and goals through a high quality feedback program and professional

	<p>proficient or higher on their teacher evaluations. Each teacher that is hired is certified to teach in their content area. A personalized professional development program, AMCMS University, has been developed to support teachers professional learning in their content specific areas as well as in their high interest areas.</p>	<p>level of attrition for 2017 at ten point two percent, AMCMS has to continue to reduce the attrition rate of the campus.</p>	<p>learning platform as well as clear expectations for performance should continue to lower the attrition rate. Providing teacher leadership opportunities across the campus and the district as well as working to improve teacher efficacy will greatly contribute to teacher retention year over year.</p>
<p>Technology</p>	<p>AMCMS utilizes the CSISD Bring your own device program to support the technology implementation needs of the campus. AMCMS sends at least ten campus members to the state technology conference (TCEA) to learn the latest instructional technology implementation programs and those same teachers return to campus and lead professional development based off their learning at TCEA as well as the implementation of their learning at TCEA into their own classroom.</p>	<p>Devices have been added to the campus over the past several years but as a very slow rate. The network upgrades have not been able to support the addition of several devices. The minimal stock of devices and computers will limit the effectiveness of our Learning Management System, Schoology.</p>	<p>AMCMS will continue to work with the AMCMS PTO to raise funds to purchase and deploy technology devices across AMCMS. Campus funds will continue to be utilized to send teachers and administration to TCEA as well as to purchase technology devices when possible.</p>
<p>Family/Community Involvement</p>	<p>Parent participation and support in the campus PTO, sporting event attendance, fine arts event attendance, family night events such as open house, and student club and activity events demonstrate a strong connection to the family involvement and support at AMCMS.</p>	<p>Community sponsorships and supports are lacking at AMCMS and many of our family volunteers and supports come from the same neighborhoods across the AMCMS attendance zone.</p>	<p>Continue to communicate with families the variety of programs, events, and volunteer opportunities offered at AMCMS and encourage their participation. Be proactive in forging more community involvement and partnerships with AMCMS to support our students and their learning.</p>

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Student Grade Data
- District Benchmark Assessments
- CTE Participation
- CSISD Vision
- Campus Leadership Team Input
- PEIMS Discipline
- Professional Development
- Special Education
- Discipline Data
- Administrator Input
- Educator Evaluations
- Rtl
- GT Data
- Demographics
- Curriculum Documents
- AVID Data
- AVID Site Plan

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Increase distributed leadership across AMCMS.					
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.	Feb.	May	
Each Staff Member Participate on at Least One Campus Committee Throughout the School Year	Principal Assistant Principals	Time Collaborative Google Drive Documents	July - August	All Staff	Assignment of Staff Members to Each Campus Committee Attendance of Staff Members in Meetings Contributions to Collaborative Agendas and Discussions				n/a
Faculty Member Voice Being Contributed to Campus Decision Making Process	Principal Assistant Principals Department Heads Faculty	Time Collaborative Google Drive Documents	July - August	All Staff	Use of Collaborative Agenda for All Formal Meetings. Faculty Member Contribution to Collaborative Agendas and Meetings				n/a

<p>Faculty members submit lesson plans to department heads weekly</p>	<p>Principal Assistant Principals Department Heads Faculty</p>	<p>Time Collaborative Google Drive Documents or Schoology District Curriculum Documents</p>	<p>August - May</p>	<p>All Staff</p>	<p>Each faculty member submit lesson plans to department head each week. Department head provide feedback to teachers weekly on submitted lesson plans.</p>				
<p>Each Department grade level to meet as PLC to discuss student learning</p>	<p>Principal Assistant Principals Department Heads Faculty</p>	<p>Time Collaborative Google Drive Documents or Schoology District Curriculum Documents</p>	<p>August - May</p>	<p>All Staff</p>	<p>Meeting at a minimum of once every two weeks during conference time Using student work samples to determine evidence of student learning Discussions regarding student performance and learning</p>				
<p>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</p>									

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.	Feb.	May	
Modify the current AMCMS University Platform as needed to meet the needs of all staff	Principal Campus Technology Facilitator Campus Professional Development Committee	Google Drive Weebly Site Faculty Feedback and Responses	July - August	All Staff	Adding badges as requested by faculty and staff Creating new badges to support professional learning of all staff Survey staff members for feedback on needed changes				n/a
Provide all staff members with access to AMCMS University throughout the year	Principal Campus Technology Facilitator Campus Professional Development Committee	Google Drive Weebly Site	July - August	All Staff	Completion rate of badges as compared to the 2017-2018 school year				n/a

<p>Provide face to face faculty learning opportunities throughout the school year</p>	<p>Principal Campus Technology Facilitator AVID Campus Coordinator</p>	<p>Technology Training Tools AVID / WICOR Training Tools</p>	<p>August - May</p>	<p>All Staff</p>	<p>Monthly full faculty meetings with professional learning as the focus Lunch and Learn opportunities offered at least twice a month</p>				
<p>Provide flipped learning opportunities for all staff throughout the school year</p>	<p>Principal Assistant Principals Counselor Campus Technology Facilitator AVID Campus Coordinator</p>	<p>Schoology Flipped Meeting Technology Tools Weekly Newsletters</p>	<p>August - May</p>	<p>All Staff</p>	<p>Flipped faculty meeting information provided before monthly faculty learning sessions Monthly Principal Newsletter with contributions from campus members</p>				<p>n/a</p>
<p>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</p>									

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 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.	Feb.	May	
Utilize the district developed curriculum across the core content areas	Principal Assistant Principals Department Heads Specialists District Directors	District Curriculum Documents Scope and Sequence	August - June	All Staff	Core content areas work with district directors on curriculum documents Utilization of district curriculum in daily classroom instruction				
Contribute and participate on district level curriculum work and development	Principal Assistant Principals Department Heads and Members Specialists District Directors	District Curriculum Documents Scope and Sequence Time Substitute teachers as needed	August - June	All Staff	Each department work on district level curriculum as requested from district directors and department heads				

Submission of weekly lesson plans to department heads	Principal Assistant Principals Department Heads and Members	Google Drive or Schoology Department Lesson Plans Curriculum Time	August - May	All Staff	Each faculty member submit lesson plans to department head each week. Department head provide feedback to teachers weekly on submitted lesson plans.				
Utilization of WICOR in daily lessons	Principal Assistant Principals Department Heads and Members AVID Campus Coordinator	Google Drive or Schoology Department Lesson Plans Curriculum Time	August - May	All Staff	Each department utilize WICOR into daily lessons Lesson plans indicate WICOR Faculty training on WICOR				
Utilization of weekly plans for students to be prepared for class	Principal Department Heads Teachers	Lesson Plans	August - May	All Staff	Each Monday have detailed weekly plan posted for students to write down in their student planners				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Tier I instruction					
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.	Feb.	May	
Utilize classroom grades to measure need of students	Principal Assistant Principals Department Heads Specialists Faculty	Classrooms Grades Student Work	August - May	All Staff	Teachers evaluating passing rates of students on each assignment Teachers evaluating passing rates of students on formative assessments Teachers evaluating passing rates of students on summative assessments Evidence gathered brought to department PLC meetings by all members				
Each grade level Department Meet as PLC to discuss student learning	Principal Assistant Principals	Conference Period Classroom	August - May	All Staff	Meeting at a minimum of once every two weeks during conference				

	Department Heads Specialists Faculty	Grades Student Work Collaborative Google Drive Documents or Schoology District Curriculum Documents			time Using student work samples to determine evidence of student learning Discussions regarding student performance and learning				
Department benchmark data utilized to determine students in need to more support	Principal Assistant Principals Department Heads Specialists Faculty	District benchmark assessment tools	August - May	All Staff	District curriculum based measures Comprehensive Needs Assessment Universal screener data Walkthroughs T-TESS evaluations				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.					
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.	Feb.	May	
Schoology Training, Support, and Utilization	Campus Technology Facilitator Coordinator for Digital Learning Principal Teachers	District Technology Funds Campus Technology Funds Campus Funds	August -July	All Staff	All staff members complete minimum required training sessions All staff creation of Schoology user sites All staff utilize campus and district professional learning and curriculum work offered through schoology platform				
Interactive Technology Integration into Classroom Lessons	Campus Technology Facilitator Coordinator for Digital Learning Principal Department Heads Teachers	District Technology Funds Campus Technology Funds Campus Funds	August - July	All Staff	Teachers utilize technology into classroom lessons that is interactive for students Training opportunities provided for teachers to learn and practice instructional technology tools				

Instructional Technology Training for Teachers	Principal Campus Technology Facilitator Coordinator for Digital Learning	Campus Funds Campus Technology Funds District Technology Funds	August - July	All Staff	Instructional Technology training provided at least monthly to all staff Staff members attend TCEA Conference in February				
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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 AMCMS.					
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.	Feb.	May	
Development and growth of new STEM courses for AMCMS	District Director of Science STEM/GT Teacher	District Funds Campus Funds Discovery Education	August - May	All Students	Lesson Plans Student Outcomes in STEM Course Curriculum Documents				
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Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in June 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.	Feb.	May	
Provide SEL training for campus staff to address Tier 1 supports	Principal Assistant Principal SEL Team	SEL Team Relational Practices Resources	August - May	All Staff	Meeting Agendas Sign in sheets Implementation of SEL strategies Implementation of Relational Practices				
Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Principal Assistant Principals	Discipline Records	August - May	All Staff	Discipline Data Reports				
Implementation of digital citizenship lessons during PRIDE Time	Principal Assistant Principal Teachers	PRIDE Time Lessons	August - May	All Staff	Digital Citizenship Lessons Provided for Staff Lessons during PRIDE Time				

Utilization of WICOR during classroom learning opportunities	Principal Assistant Principals Campus AVID Coordinator Teachers	WICOR Training	August - May	All Staff	WICOR Training Provided for Staff WICOR Strategies utilized during instruction and in student learning				
Planner Checks during PRIDE Classes	Principal Assistant Principal Teachers	Student Planners	August - May	All Staff	Check Student Planners weekly for evidence of writing plans for each class, homework schedule, and processing of notes				

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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 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.	Feb.	May	
Attend training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Principal Assistant Principals SPED Department Head	Training Sessions	August - May	Special Education	Eduphoria Courses Sign in sheets Implementation of learning into the classroom instruction				
Examine SPED Student performance data to determine areas of need	Principal Assistant Principals SPED Department Head Department Heads All Teachers	SPED student grades SPED student PLAFF and IEP Goals	August - May	Special Education	PLC Meetings SPED student grades Assessment data				

Examine SPED Student Discipline Data	Principal Assistant Principals SPED Department Head SEL Team	Discipline Data	August - May	Special Education	SPED student discipline data Reduction of SPED student discipline placements compared to previous year				
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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 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.	Feb.	May	
Campus PTO Meetings and Activities	Principal PTO President	Time Campus Funds PTO Funds	August - May	All	Monthly PTO meeting agenda & sign in sheets				
Fall and Spring Parent Orientation Night	Principal PTO President Department Heads	Time Campus Funds PTO Funds	August - September January - February	All	Fall and Spring parent orientation night attendance				
AVID Family Night	AVID Campus Coordinator Principal Department Heads	Time AVID Funds Campus Funds	Spring Semester	AVID Students	AVID Family Night to connect with families, discuss high school, discuss college application process and needs				
AMCMS Book Fair & Student Showcase Evening	Librarian PTO Committee Principal	Time Campus Funds	Fall and Spring Semester	All	Host one fall and one spring book fair and student				

					showcase evening to promote literacy and showcase different student works				
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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 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.	Feb.	May	
Utilization of campus funds to support department instructional needs	Principal Department Heads	Campus funds	August - July	All	Using campus budgets to meet the instructional needs of the departments				
Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices	Principal Department Heads	Campus Funds	August - July	All	Using campus budgets to support the professional growth of teachers and administrators through conference attendance and training opportunities				
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CSISD Professional Development Plan 2018-2019

Professional development to address individual needs:

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

Assessment for Learning

Cultural Capital

ELPs

Schoology and other tech resources/apps

STEM teacher PD

SEL Training (Tier 1) for all campus staff

Mental Health training for campus leadership teams

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

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse 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
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Student Achievement

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

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2017-2018

Grades Pre-K – Grade 4

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

Grades 5-6

Lauren Guest	OW
Mandy Schwanke	CG

Grades 7-8

Wendy Miles	AMCMS	
Danny Morchat	AMCMS	Chair
Claire Hall	CSMS	

Grades 9-12

Jackie Shoemake	AMCHS	Co-Chair
Sheridan Clinkscales	CSHS	Secretary

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

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

Catherine Anderson	Parent, Grades Pre-K – 4 (GP) Head Start
Darin Paine	Parent, Grades Pre-K – 4 (GP)
Candida Sanders (Candy)	Parent, Grades Pre-K – 4 (GP) Head Start
Kim Rutledge	Parent, Grades 5-8 (CSMS/CG)
Shawn Henderson	Parent, Grades 5-8 (AMCMS/OW)
Stephanie Gray	Parent, Grades 9-12 (AMCHS)
John Crockett or Ashok Naidu	Parent, Grades 9-12 (CSHS)
Miranda Walichowski	Parent-At-Large
Abbie Walsh	Parent-At-Large
Cheletia Johnson	Community Member
Debi Stoll	Community Member
Andy Wilson	Business Member
Jason Orgies	Business Member
Carol Barrett	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Executive Director for Special Services and Accountability
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	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