

College Station Independent School District

Annual Campus Improvement Plan for
College Station High School
DRAFT
2018-2019



Board Approval Date: DRAFT

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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[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	College Station High School has grown rapidly since opening with 715 freshmen and sophomores in 2012 to having 1996 students at snapshot 2017. Between 15-16 and 16-17, our student body grew by 6%, and we grew another 7% percent between 16-17 and 17-18, a net of 261 students in two years. Our Special Education enrollment continues to increase as well as our LEP students, economically disadvantaged, and at-risk populations.	Additional staff and capacity for students continues to be a need as our population grows. The demographics of our student population are not reflected in all AP and honors courses, in upper level Fine Arts and CTE classes (years 3 and 4), or in all extracurricular activities.	Request additional professional staff to meet the needs of student course requests and to better serve struggling students; improve Tier I instruction to better meet the needs of our learners; continue to train in co-teach structures; Increase opportunities for students to connect classroom learning to real-world experiences.
Student Achievement	Students at College Station High School perform well above the state averages in most areas of STAAR EOC Testing. On the Spring 2018 EOCs, first time testers in US History passed at 97% vs 93% statewide, Biology I at 96% vs 90%, Algebra I at 96% vs 88%, English I at 84% vs 71% , and English II at 85% vs 75%. Career and Technology Education (CTE) participation is strong and certifications are being earned. Our students are successful in completing high school with a dropout rate of less than 1% and students compete with high levels of success at the region and state levels in academic and extracurricular areas CSHS has a robust RtI program for Tier 2 instruction in Algebra I and in Reading for 9th graders. Students have the	As we look at individual groups of students, African American students did not perform as well as their peers across the state on the Biology I, English I, and English II EOCs in Spring 2018, and our ESL students did not perform as well as their statewide peers on U.S. History EOC. We would like to close the achievement gap for student groups indicating an achievement gap of more than 5-10%. Our success rates for EOC retesters are lower than first time testers, and anecdotally low performance by retesters on Algebra I, Biology, and U.S. History is linked to low reading levels of students. Relative to our population, we would like for students to earn more CTE certifications and for more girls to participate in CTE classes. Our Response	The core departments will utilize district curriculum resources and documents to provide equitable access for all students. Campus-based professional development will focus on strong Tier I instructional strategies, specifically content area reading and on cultural capital to provide recommended strategies to embed in lessons to address cultural gaps in learning. Tier 2 intervention opportunities need to be expanded to all on-level courses.

	<p>opportunity to fill gaps in knowledge and understanding before falling irrevocably behind through our Recovery of Credits programs for on-level 9th and 10th grade classes. In addition, our students who chose to participate in the summer retesting opportunities made significant gains.</p>	<p>to Intervention programs are limited to our freshman classes.</p>	
<p>Culture and Climate</p>	<p>College Station High School has been deliberately working on Social Emotional Learning since opening, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. Our campus SEL team is an outlet for teacher feedback to help address Social Emotional Learning at our campus and is pivotal in maintaining the common expectations established throughout our campus. We have established the Cougar Qualities and they are posted and referred to often. A large majority of students meet the behavioral expectations of CSHS, and we have 50+ clubs and organizations on campus to get students involved in our school community outside of class.</p>	<p>More and more of our students are showing issues of concern with mental health, behavior, and social and emotional needs.</p>	<p>We will reteach the Cougar Qualities with all students and teachers and reiterate them throughout the year, such as when redirecting behaviors. We will use our previous Foundations work to continue to be proactive in establishing procedures through building, including transitioning to portable buildings. We will implement Mental Health First Aid Training for counselors, administrators, and teachers.</p>
<p>Technology</p>	<p>CSHS utilizes the “bring your own device” program to allow for more students to have access to technology for their learning throughout the day. Teachers and students use a variety of technologies to support learning.</p>	<p>Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms in parts of our building. A lack of devices for classroom use and limited computer lab space will limit the use of our Learning Management System and its benefits for students, teachers, and parents.</p>	<p>We will explore methods to gain greater access to devices that will support the introduction of our new Learning Management System.</p>

<p>Family/Community Involvement</p>	<p>School events are well-attended by CSHS families. We have a wide variety of opportunities for parents and community members to engage with our school both during the day and in the evenings. Businesses actively seek to partner with us to support educational and extracurricular opportunities for students.</p>	<p>The majority of our parent volunteers tend to come from specific neighborhoods in the district leaving some schools with a strong volunteer workforce and financial support, while other neighborhoods are not as involved. In addition, the size of our facilities limits the number of community members who may be in attendance at the same time (such as auditorium seating).</p>	<p>Utilize the features in Schoology that support parent involvement in classroom learning. Examine opportunities for volunteering and communicate them clearly to parents. Schedule multiple opportunities for family members to attend campus events and to do outreach activities.</p>
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Data Used for Campus Comprehensive Needs Assessment

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|--|---|-------------------------|
| • STAAR | • ACT | • SAT |
| • AP | • Organizational Health Inventory 2018 | • TELPAS |
| • PBMAS Report | • Texas Academic Performance Report | • Accountability Report |
| • Failure Rates (Six Weeks, Dept, Subject) | • CTE Participation and Certifications Earned | • Administrator Input |
| • Community and Business Partner Input | • CSISD Vision | • CSISD Learner Profile |
| • Technology Input from Stakeholders | • Demographics | • Staff Surveys |
| • Attendance | • PEIMS Discipline | • |
| • Special Education | • Rtl | |
| • Curriculum Documents | • Counselor Input on Mental Health | |
| • Dropout Prevention Programs | • Staff Surveys | |
| • Curriculum Documents | • Professional Development | |

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap.					
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	
Faculty meeting professional learning on instructional strategies and ELPs for ESL students	Parkerson/T. Davis/Foster	Time, prepared training materials	May 2019	LEP	All teachers complete training				
August staff development session on Understanding by Design and Cultural Capital	C&I/Parkerson	Time, prepared training materials	August 2018	All	All teachers complete training				
Ongoing monitoring of progress for ELLs and teacher support as needed	T. Davis /Foster/ Eberle	Grades and testing data	August 2018-May 2019	LEP	Data review in LPAC				
√ =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 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 all teachers content area reading training	Parkerson	Time, Hoonuit, Schoology	August 2018-May 2019	All	Completion of training and implementation of strategies in classes				
Provide all teachers training on Restorative/Relational practices	Parkerson/Southard	Time, Training Materials	August 2018-May 2019	All	Completion of training and implementation of strategies in classes				Title II, Part A
Provide choice professional learning for staff aligned to individual instructional goals	Parkerson	Time, Hoonuit, Schoology	August 2018-May 2019	All	Completion of training and implementation of strategies in classes, goal conferences				
Provide all teachers training on Social Emotional Learning & the Cougar Qualities	Parkerson/Southard	Time, Training Materials	August 2018-May 2019	All	Completion of training and implementation of strategies in classes				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Implement CSISD's new curriculum for math, language arts, science, and social studies.					
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	
All teachers will complete curriculum training	Parkerson/ Assistant Principals/ Department Chairs	CSISD Curriculum Training	August 2018	All	All staff complete training				
Core content area teachers will utilize year at a glance and scope and sequence documents to design lessons	Parkerson/ Assistant Principals/ Department Chairs/ Level Leaders	Time	August 2018-May 2019	All	Department and level meeting agendas and notes				
Structured time for Algebra I, Biology, and English I to plan with professional learning communities	Department Chairs/ Level Leaders/ Core Content Teachers	Time, Substitute Pay	August 2018-May 2019	All	Planning time attendance, agendas, and notes				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 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	
Analyze data to make curriculum adjustments and training decisions	Administration/ Leadership Team/Teachers	Mizuni, Eduphoria Aware, eSchool	June 2018 - July 2019	All	Data analyzed in Leadership Team and Department Meetings; PLCs and level meetings; Comprehensive Needs Assessment; Walkthroughs; T-TESS evaluations				
Analyze data to address gaps in performance of underperforming populations	Administration/ Leadership Team/Teachers	Time, Printing	June 2018-June 2019	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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	
Utilize Schoology for staff training needs	Administration/Leadership Team/Campus Technology Facilitators	Schoology	August 2018-May 2019	All	Schoology Usage Reports				
Teachers include technology tools, apps, and other resources when designing lessons	Department Chairs/Level Leaders/Teachers/Campus Technology Facilitators	Schoology, Instructional Resources	August 2018-May 2019	All	Department and Level Meeting Notes/Lesson Plans/Walkthroughs, T-TESS evidence				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options for faculty, staff, and students					
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	
Increase industry certifications offered in CTE & Physical Education classes	Parkerson Southard/ Clinkscales T. Davis/ Symank	Certification Tests and Curriculum	August 2018-June 2019	All	Data regarding certifications in CTE				
Increase enrollment in CTE classes and in students completing coherent course sequences	Parkerson Southard/ Clinkscales /CTE Teachers/ Counselors	Course Catalog, 5 Year Plans, Course Requests	August 2018-June 2019	All	Course Request Data, TAPR Data				
Increase students' exposure to post-high school options (especially freshmen)	Administrati on/Leaders hip Team	Time,	August 2018-June 2019	All	Student Surveys, Reflections on Events				
Implement opportunities for students with disabilities to participate in cooperative and engaging activities with	Parkerson/ Symank/ Hollis/ Daniel	Partner PE Curriculum	August 2018-June 2019	SpEd	Pre & Post Unit Assessments				

general ed. Students through partner PE									
Provide customization of credit recovery opportunities by adding layers of support & explore other options for curriculum	Parkerson/Admin Team	Edgenuity Cost, Time	August 2018-June 2019	All					
Expand Recovery of Credit Program beyond only 9th and 10th grade core classes	Parkerson/Admin Team	Time, Hourly Pay	August 2018-June 2019	All					

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

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 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.	Feb.	May	
Create and implement student lessons for advocate/morning activity schedules on character education, the Cougar Qualities	Campus Administration, Leadership Team	Time	August 2018-June 2019	All	Teacher/Student feedback, discipline data				
Reintroduce Cougar Qualities to staff during staff development and beginning of year announcements	Campus Administration	Time, Training Materials	August 2018-June 2019	All	Teacher/Student feedback, discipline data				
Reintroduce the Foundations/Procedures to teachers and students during Staff Development and at the beginning of the year	Campus Administration	Time	August 2018-June 2019	All	Teacher/Student feedback, discipline data				
Implement "Cougar Qualities" points on the Hero app as a positive behavior intervention and support	Campus Administration	Time, HERO software	August 2018-June 2019	All	Teacher/Student feedback, discipline data				

SELT will meet regularly to problem-solve common area issues and other concerns.	Campus Administration, SELT	Time	August 2018-June 2019	All	SELT notes/agendas,				
Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Campus Administration, Director of Student Services	PBIS training, Hero, NEDRP training	Aug. 2018 -June 2019	All	Discipline reports, Teacher/student feedback				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special 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	
Implement co-teach for students in English I, English II, Biology I, IPC, Algebra I, and Algebraic Reasoning.	Special Education and General Education Teachers	Time, Master Schedule, Training	August 2018-May 2019	Special Education Students	Co-teach Student Data,				
Train all teachers in strategies to help students served through special education be more successful.	Administration/Leadership Team/ Teachers	Time, Schoology	August 2018-May 2019	Special Education Students	Completion of Training				
√=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 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	
Present a CSHS event/ open house in the community	Administration/ Leadership Team/ Teachers	Time, Schoology	August 2018-May 2019	All	Completion of event and feedback				
Provide outreach to families who may not be able to come to campus(home visits with teams)	Administration/ Leadership Team/ Teachers	Time, Schoology	August 2018-May 2019	All	Number of Home Visits Completed				
Provide academic instruction information for parents through Schoology	Teachers	Time, Technology Support	August 2018-May 2019	All	Calendar with Academic Achievement grades/ Parent Communication via Schoology				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in June 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	
Train teachers on new curriculum	Leadership Team/ Administration	Time, Curriculum Documents	August 2018-May 2019	All	Implementa- tion of new curriculum in classroom walkthroughs				
Expand the use of Schoology	Campus Technology Facilitator, Administration	Schoology, Time	August 2018-May 2019	All	Additions to Schoology throughout the year				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

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
- Teacher Leadership

Add+Vantage Math Recovery for K-6 math teachers

Assessment for Learning

Cultural Capital

ELPs

Schoology and other tech resources/apps

STEM teacher PD

SEL Training (Tier 1) for all campus staff

Mental Health training for campus leadership teams

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

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
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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	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Education Department General Administrative Regulations (EDGAR) .			
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Student Achievement

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

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2017-2018

Grades Pre-K – Grade 4

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

Grades 5-6

Lauren Guest	OW
Mandy Schwanke	CG

Grades 7-8

Wendy Miles	AMCMS	
Danny Morchat	AMCMS	Chair
Claire Hall	CSMS	

Grades 9-12

Jackie Shoemake	AMCHS	Co-Chair
Sheridan Clinkscales	CSHS	Secretary

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

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

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