

# College Station Independent School District

Annual Campus Improvement Plan for  
Cypress Grove Intermediate  
2018-2019



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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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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)												
Demographics	Twenty-two percent of our population is identified as gifted and talented.	Our gifted and talented population is not reflective of our demographics. The demographics at Cypress Grove increased approximately 20% to 37% free and reduced. Our special education/504 population has grown to 25% and behavioral disabilities are affecting the learning environment at CG.	Examine the identification practice and criteria for the gifted and talented designation in our district to strengthen identification of groups not reflected in our gifted and talented demographics. Improve Tier I, II and III instruction to better meet the needs of kids; Continue to train in co-teach structures; modifications and working with students with autism.												
Student Achievement	<p>Students at Cypress Grove perform at or above the state average in all areas. Students in tier 3 interventions showed progress.</p> <table border="1" data-bbox="499 797 984 1068"> <thead> <tr> <th></th> <th>Fifth grade</th> <th>Sixth grade</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>86/89 (up 3%)</td> <td>87/90 (up 3%)</td> </tr> <tr> <td>Reading</td> <td>79/80 (up 1%)</td> <td>77/77</td> </tr> <tr> <td>Science</td> <td>87/84 (down 3%)</td> <td></td> </tr> </tbody> </table> <p>**2017/2018 score</p>		Fifth grade	Sixth grade	Math	86/89 (up 3%)	87/90 (up 3%)	Reading	79/80 (up 1%)	77/77	Science	87/84 (down 3%)		As we look at individual groups of students, student groups such as economically disadvantaged, African American, and special education are not performing as well as the state average for their like group. Improve Tier I and II instruction to better meet the needs of kids.	Math, Science, ELA and Social studies teachers will teach the district developed curriculum housed in Schoology. As a step in closing the achievement gap, the district will offer training on cultural capital and provide recommended strategies to embed in lessons to address cultural gaps in learning. Professional development will be offered in active cognitive engagement strategies to engage all learners; AVID strategies.
	Fifth grade	Sixth grade													
Math	86/89 (up 3%)	87/90 (up 3%)													
Reading	79/80 (up 1%)	77/77													
Science	87/84 (down 3%)														
Culture and Climate	College Station ISD has been deliberately working on Social Emotional Learning for over a decade, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. Cypress Grove has an SEL team to help address Social Emotional Learning.	More and more of our students are showing issues of concern with mental health issues, behavior issues, and social and emotional needs.	Development of a Social Emotional Learning District Vision and Goals, common vocabulary, roles and responsibilities, and continued training for our SEL and campus staff is needed. Additional mental health and behavior training for campus administrative and counseling teams will also be a focus. Cypress Grove will implement campus wide expectations regarding implementation of CHAMPS, Restorative Practices and												

			Capturing Kids HEarts.
<b>Staff Quality and Retention</b>	College Station ISD recruits strong teachers who are mostly proficient or higher on T-TESS evaluations. The overall turnover rate for personnel in College Station ISD is 12.7%. At CG our turnover rate this year was 4.6%.	A culture that fosters continued emphasis on social and emotional needs of the diverse students on campus is critical to success. Additionally all staff seeing that they are a critical team member that needs to continue to learn and develop in important.	Professional development will be offered on meeting the needs of all learners; social and emotional needs of learners and staff and customer service.
<b>Technology</b>	College Station ISD has a strong "bring your own device" program to allow for more students to have access to technology for their learning throughout the day.	Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms. Devices at individual campuses are primarily supported through our Parent Teacher Organizations creating discrepancies in the availability of technology for teaching and learning. A lack of devices and access will limit the use of our Learning Management System and its benefits for students, teachers, and parents.	Across the district we will double our bandwidth for the 2018-2019 school year and provide training for teachers to use our Learning Management System in order to strengthen lessons, feedback to students on assignments, communication with parents, and efficiency for students and teachers. In addition, methods to gain greater access to devices will be pursued by the curriculum team, the technology department, and campus administration.
<b>Family/Community Involvement</b>	Parent feedback indicates that Cypress Grove has overall strong parental support and businesses actively seek to partner with the CG to support a strong education for students.	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.	Utilize the features in Schoology that support parent involvement in classroom learning. Offer multiple parent nights to inform and celebrate student success at CG.

**Data Used for Campus Comprehensive Needs Assessment**

<ul style="list-style-type: none"> <li>● STAAR</li> <li>● Failure Rates</li> <li>● Community and Business Partner Input</li> <li>● Teacher Input</li> <li>● Attendance</li> <li>● Teacher Retention</li> <li>● Special Education</li> <li>● Curriculum Documents</li> </ul>	<ul style="list-style-type: none"> <li>● PEIMS Discipline</li> <li>● Counselor Input on Mental Health</li> <li>● Professional Development</li> <li>● Administrator Input</li> <li>● Educator Evaluations</li> <li>● RtI</li> <li>● GT Identification</li> <li>● Parent Input</li> </ul>
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- District Benchmark Assessments

- Demographics

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 and retain teachers at higher cultural and linguistically diverse campuses.					
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	
Embed culturally responsive strategies into the curriculum	All Staff	District materials	August 2018- May 2019	All	Curriculum documents				
Provide training to address teaching students from poverty	Admin; Leadership team	Books for book study	Aug 2018- June 2019	Eco Dis	Schoology records, Sign in sheets				
Support district training on cultural capital to allow educators to adjust lesson plans and instruction in the classroom	Campus instructional coach; Admin	District materials	Aug 2018 - June 2019	All	Sign in sheets, campus training agendas; Schoology; Hoonuit				
Provide ELPS training and monitor effective use of ELPS.	ESL specialist; Campus administration	ELPS materials/framework	August 2018	ELL students	Eduphoria records, sign in sheets				
Increase efforts to recruit professional diverse staff reflective of our student population	Admin	Vacant positions	June 2018- June 2019	All	Staff Demographics				

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 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	
Provide staff development for teachers that focuses on best instructional practices (such as Active Cognitive Engagement Strategies, the Workshop Approach, <a href="#">AVID</a> /culturally responsive teaching, differentiated instruction models, co-teach and ICS) with an emphasis on student learning/ effective teaching.	Admin; AVID coordinator; Campus Instructional Coach; AVID Site Team	AVID materials; instructional materials	June 2018-May 2019	All	AVID summer pathways training; Schoology				
Provide all teachers, administrators, paraprofessionals, students and parents with Hoonuit access.	Campus Tech facilitators; Admin	Hoonuit, Schoology, CTF's, Tech Dept.	July 2018	All	Hoonuit data reports; sign in sheets				
Provide new teachers to the district with options for continued development during their first year in CSISD.	Instructional Coach; Admin; Campus Specialists	Schoology, Campus and District PD, NTU	Sept. 2018-May 2019	All New Staff	Eduphoria records, Sign in sheets; Schoology records; IA feedback; Staff Survey				

Develop leadership through training and opportunities for current teaching staff.	Admin	District Leadership Team; Campus Opportunities; Leading Campus PD sessions; You Matter sessions	Sept. 2018-May 2019	All Staff	Eduphoria records, Survey at end of program, Teacher Leadership; PD review; You Matter sign ups				
Provide opportunities for professional development regarding Social Emotional needs to all teachers, administrators, and staff.	Campus SEL team	District materials and training; SEL materials	August 2018-May 2019	All Staff	Eduphoria records, Schoology; Staff & Student Survey				
Train teachers and implement Student Growth as a component of T-TESS.	Admin	Schoology; TalentED	June 2018-May 2019	All Staff	Schoology; TalentED;				



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 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	
Utilize resources to be included in curriculum documents and additional resources to address gaps	All staff	District Curriculum Coordinators; Campus Specialists	August 2018- May 2019	All	Teacher collected student data				
Implement Guided Reading and research-based reading interventions ( <a href="#">LLI</a> ) for students not reading on grade level.	Reading Specialist; ELA teachers	Intervention resources	August 2018- May 2019	All	Student data collected				
Implement research-based math interventions for students not performing on grade level in math. Introduce workshop model of instruction.	Math Specialist; Math teachers	Intervention resources	August 2018- May 2019	All	Student data collected				

<p>Implement the following activities for science:</p> <ul style="list-style-type: none"> <li>~ improve efficacy of local assessment methods</li> <li>~ alignment of consistent implementation of the science curriculum through scheduled curriculum meetings with each grade level every marking period; increase critical learning experiences (CLEs)</li> <li>~innovate through professional learning communities which will study the Science <a href="#">Workshop</a> method and <a href="#">Flipped</a> Science.</li> </ul>	District science coordinator; Science dept. heads	District curriculum standards and guidelines	August 2018-May 2019	All	Student data collected				
<p>Implement the following activities for social studies:</p> <ul style="list-style-type: none"> <li>~ implement local assessments</li> <li>~ alignment of consistent implementation of the social studies curriculum through scheduled curriculum meetings with each grade level every marking period</li> <li>~innovate through professional learning communities</li> </ul>	District social studies coordinator; Social Studies dept. heads	District curriculum standards and guidelines	August 2018-May 2019	All	Student data collected				
<p>Create a school-wide plan for assignment completion to utilize FLEX on Tuesdays and Thursday more efficiently to encourage student success.</p>	Admin; Counselor; Campus Specialists; Teachers	FLEX planning schedule	August 2018-May 2019	All	FLEX schedule; staff & student survey				
<p>Create a plan for departmental tutorials.</p>	Admin; Counselor; Campus Specialists; Teachers	Teacher input	August 2018-May 2019	All	Tutorial schedules				

√ =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	Campus Specialists; Admin	Mizuni, Eduphoria Aware	August 2018 - May 2019	All	District curriculum based measures; Comprehensive Needs Assessment; Universal screener data; Walkthroughs ; T-TESS evaluations				
Train teachers of mathematics in Add+Vantage Math Recovery ©	Math Coordinator; Math Specialist	District materials	August 2018 - May 2019	All Students	Eduphoria Records; Lesson Plans; Student progress monitoring data				
If students are in Tier II or III in Rtl, they will have the AVMR assessment completed and strategies should be implemented with those students	Math Specialist	Teachers, Math Specialists	August 2018 - May 2019	At-Risk	Rtl AVMR assessment; Specialists lesson plans				

Train and implement AVID strategies in all content areas. Campus implementation of socratic seminar and philosophical chairs; focus notes, student goal setting, study groups; planner and binder checks through FLEX.	Coordinator of AVID; AVID site team	AVID resources	August 2018 - May 2019	All Staff & Students	AVID artifacts; AVID evaluation				
Implement district supported assessment in ELAR to provide students with progress data throughout the year	ELAR Specialist	District Materials	August 2018 - May 2019	All Staff & Students	Assessment used; Student data collected				
Analyze data to address gaps in performance of underperforming populations	All Specialists; Campus Administrators	Eduphoria Aware; Mizuni	August 2018 - May 2019	All students	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				
Utilize academic vocabulary for core content areas across grade levels that are embedded in the curriculum	All Specialists; Core Dept. Heads	District curriculum guidelines & materials	August 2018 - May 2019	All students	Identified vocabulary; monitoring data; lesson planning				
Monitor students' progress to meet LEP exit criteria	ESL specialist	ESL Specialists; ESL Content Teachers, LPT, State Exit Criteria, ARD committee	August 2018 - May 2019	LEP	Documents showing monitoring in LPAC; State exit data; PBMAS, TELPAS				

Curriculum development in PE of social skills, sportsmanship, and growth & development lessons.	PE coaches	SEL resources	August 2018 - May 2019	All students	Discipline data; Lesson planning; walkthroughs; TTESS				
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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 2018 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Implement Schoology and technology applications -Fall - faculty communication and professional development; Spring - at least 1 indication of student use	All Staff	Campus Tech facilitators; Admin	April 2018 - May 2019	All	Schoology reports				
Include technology tools, apps, and other resources in the curriculum	Campus Tech facilitator; Campus Specialists	Instructional Resources, Input from CSISD educators	August 2018- May 2019	All	Curriculum documents; Walkthrough; 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 campus wide.					
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	
Provide expansion of learning opportunities with strategies that include things such as coding and makerspaces, etc.	Enrichment specialist	Coding materials; Enrichment materials	August 2018-May 2019	All students	Curriculum documents				
Provide enrichment opportunities. <ul style="list-style-type: none"> <li>Enrichment Specialist plan enrichment opportunities.</li> <li>FLEX-Enrichment Specialist will support each team for 2 six weeks within the year</li> </ul>	Enrichment Specialist; teachers	Enrichment materials	August 2018-May 2019	All Students	Curriculum documents; Student & Staff Survey				
G/T showcase to school community the created projects throughout the year	Enrichment Specialist	Student-created projects	August 2018-May 2019	G/T students	Created projects				
√ =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	
Support social-emotional learning through district and campus teams, training, and resources. Implement Principal's 200 Club and explore teaching HEART to all students during Flex.	Admin; SEL team	District SEL materials; Campus created materials	August 2018-May 2019	All staff & students	Schoology; FLEX lessons				
Each campus safety team will review and change (if needed) its Emergency Operations Plan at least annually	Admin; Campus Safety Team	Emergency Binder & Materials; Staff input	August 2018-May 2019	All staff & students	Staff survey results				
District and campus administrators will review data and develop a plan to address areas of need according to the data based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at <a href="#">Venture Center</a> , reasons for placements at <a href="#">Venture Center</a> , number of placements in the <a href="#">LEAP</a> program, reasons for placements in the <a href="#">LEAP</a> program,	Admin	Discipline data	August 2018-May 2019	All staff & students	Eschool Plus 360 data and reports				

and number of physical restraints.									
Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental differences	Admin; SEL team	Training modules; SEL materials	August 2018-May 2019	All students & staff	Schoology; discipline data				
Provide SEL training for campus staff to address Tier 1 supports.	Admin; SEL team; campus specialists	SEL teams, Hoonuit, District SEL materials	August 2018-May 2019	All students & staff	Staff Survey				
Attend district mental health training for campus leadership team.	Admin; Campus Leadership Team	District PD	August 2018-May 2019	All students	Eduphoria records				
Attend Tier 2 and 3 behavior training for teachers and administrators working with students who demonstrate challenging behaviors.	Admin; Campus Leadership Team; Specific staff members (ISS, CM)	District PD	August 2018-May 2019	Special Education students; BIP students	Eduphoria records				
Communicate SEL district goals within context of district vision, staff expectations for SEL, common language for SEL, and district SEL standards to all campus staff	Admin, SEL teams	SEL teams, District documents with goals, vision, etc.	August 2018-May 2019	All students & staff	Staff survey				
Attend (if needed) core training for campus SEL team members	New SEL members	SEL teams, District PD	August 2018-May 2019	All students	Staff survey				
Implement disciplinary practices which focus on positive approaches to	Campus Administration	Combination of PD from	Aug. 2018-May 2019	All students	Discipline reports; staff				

student behavior and reduce exclusionary discipline (Safe & Civil Schools - CHAMPS; Restorative Practices; Capturing Kids Hearts)		these best practice approaches			survey				
Monitor campus disciplinary placement rates at specific intervals throughout the year.	Admin	Discipline records	Aug. 2018-May 2019	All Students	Discipline data reports				
Implement digital citizenship lessons in FLEX	FLEX teachers	District Online resources	Aug. 2018-Dec. 2018	All students	Guidelines, Lessons; student survey				
√ =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 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	
Attend and implement training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Admin; Campus Specialists	Training modules	July-Aug 2018	Special Education	Eduphoria records; sign in sheets; schoology				
Attend and implement training for all responsible special education staff regarding PLAAFP/IEP development and ARD Committee decision-making process.	Admin; Campus ARD facilitator; diagnostician; case managers	Training materials, eSped, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers	August 2018-May 2019	Special Education	Eduphoria records; sign in sheets				
 =Accomplished  =Considerable  =Some Progress  =No Progress  =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 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	
Advertise and support district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.	All Staff	District resources; Parent Newsletter; Campus Website	Aug. 2018 - May 2019	All	Parent Survey				
Parent training options offered in transition (4th-5th; 6th-7th)	Admin	District resources; Parent Newsletter; Campus Website	April 2019- August 2019	Incoming 5th graders/families; Outgoing 6th graders/families	Parent Survey				
Use materials and options (including digital and online) for sharing CG's and CSISD's culture and success stories (Ex. #CGcats, #SuccessCSISD)	All Staff	Input from stakeholders, Social media outlets	Aug. 2018 - June 2019	All	Website data				
Advertise and support training options for parents which focus on the unique needs of students with disabilities	Admin; Campus Specialists	District resources; Parent Newsletter; Campus Website	Aug. 2018 - June 2019	Special Education & Dyslexia students	Parent Survey				

Plan and implement a family night.	Enrichment Specialist; teacher input; admin	Parent Newsletter; Campus Website; Team Emails	August 2018- May 2019	All	Parent Survey				
Implement a Meet the Teacher/Schedule Pick up time for students/parents.	Admin/Counselor /Teachers	Parent Newsletter; Campus Website	August 2018	All	Participation; Parent Survey				
√ =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 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	
Utilize resources referenced in district curriculum documents (to include science materials, online resources, textbooks, needed technology)	All Staff	All Materials	June 2018 - June 2019	All	Curriculum documents				
Continue to use Mizuni Software to assist with data reports	Admin, Counselor, Specialists	Mizuni consulting, Administrator input	June 2018 - June 2019	All	Mizuni reports				
Continue to purchase books for our leveled library.	Admin, Literacy Specialist	Books	August 2018 - October 2018	All	Purchased books				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

CG Professional Development Plan 2018-2019

**APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

**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

**Safety**

Strategies	Resources	Staff Responsible	Evaluation
Revise the campus safety plan			

**APPENDIX B: Cypress Grove EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2018-2019**

Piper Cameron, AP

Amie Corley, ELA teacher

Becky Kubin , Social Studies teacher

Cindy Mullen, AVID

Dana Schultea, Counselor

Holly Scott, Principal

Katie Snow, Science teacher

Kelly Montgomery, Fine Arts teacher

Mandy Schwanke, Math teacher

Allison Gillmore, Enrichment Specialist

Terri Toler, Reading Specialist

Kelli Boriskie, Special Education teacher

Kimberly House, Instructional Coach

Lisa Fedora, Math Specialist

Community Member - Chad Torbet

Parent - Tammy Mogford

