

# College Station Independent School District

Annual Campus Improvement Plan for  
Pebble Creek Elementary  
2019-2020



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Board Approval Date:

## **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**

<p><b>Areas Examined</b></p>	<p><b>Summary of Strengths</b> (What Strengths were identified?)</p>	<p><b>Summary of Needs</b> (What needs were identified?)</p>	<p><b>Priorities</b> (What are the priorities for the campus?)</p>
<p><b>Demographics</b></p>	<p>Pebble Creek Elementary has approximately 40% of the student body identified as needing gifted/enrichment instruction.</p> <p>Students served through special education receive services for academic support.</p> <p>Additionally, there is a special education program located on the campus that serves students with significant behavioral needs.</p>	<p>With a large percentage of our population being identified as gifted, we need to continue providing enrichment opportunities beyond the GT/Enrichment classroom. Our students participating in special education academic programs will increase their time in general education with appropriate supports. Students served through the Adaptive Behavior Program will have an increase in their level of accountability specific to how they integrate into the general education setting.</p>	<p>Provide specific training on how we can best support students through differentiated instruction in general education classrooms (enrichment, special education academics, behavior).</p>
<p><b>Student Achievement</b></p>	<p>Student achievement on STAAR:            3rd Math - 94% passing; 45% mastery            3rd Reading - 90% passing; 50% mastery            4th Math - 85% passing; 51% at mastery            4th Reading - 87% passing; 50% at mastery            4th Writing - 83% passing; 34% at mastery</p> <p>In the area of Academic Growth, 31% of students in fourth grade went from mastery to meets in ELA.</p> <p>In the area of Student Success Status we did not meet the target for our students in special education or those who are identified as economically disadvantaged or African American.</p>	<p>Our students who scored at mastery in third grade for reading and math need to maintain that level of achievement in the fourth grade.</p> <p>Our students in special education and those identified as at-risk continue to struggle with all content areas of STAAR.</p>	<p>Provide training and modeling of differentiation, emphasizing the importance of providing high level learning to students at the mastery level.</p> <p>Provide training on supports for students in special education and those from diverse backgrounds.</p> <p>Provide targeted intervention for students who are not progressing.</p> <p>Implement use of MAP for tracking student progress throughout the year. Use the data to determine next steps for students, ensuring all are meeting their potential.</p>

<p><b>Culture and Climate</b></p>	<p>We have many avenues through which we support the social and emotional needs of students (e.g. Panther Pride, PBIS, Lunch Recess time, counseling lessons, character development via morning meetings) and staff (e.g. lunch bunch, mentors, social activities, staff recognition, etc.). Specific elements of conscious discipline are incorporated into every classroom, and CHAMPS is used in common areas of the school.</p>	<p>Careful planning and collaboration with staff members in supporting the social and emotional development of students will allow us to support students more systematically. On-going training and work time to brainstorm and prepare morning meeting activities and other social emotional activities within the classrooms.</p>	<p>Develop a plan for social and emotional skills and work together to teach and practice the skills in multiple campus environments such as morning assembly, morning meetings, etc. Implement PBIS components and Restorative Practices. Provide opportunities to address staff social and emotional needs through increased opportunities for colleagues to work together, spend time with one another and share. Use color personality results to work with others across campus and help better understand one another.</p>
<p><b>Technology</b></p>	<p>Teachers and students use a variety of technologies in order to access curriculum and support learning. A review of our technology subscriptions shows that we are allocating funds to programs that have many users.</p>	<p>The availability of laptops and ipads is sometimes problematic for teachers when they want to do large group activities. Teachers have difficulty integrating technology into lessons, often times due to lack of knowledge/training, access to devices and time constraints.</p>	<p>Create ipad carts for teachers to check out class sets and build laptop carts to each contain a full class set. Purchase two additional laptop carts and create another iPad cart for whole class use. Provide teachers with time to practice using and preparing technological activities for their classrooms.</p>
<p><b>Family/Community Involvement</b></p>	<p>School events are well-attended by Pebble Creek families. We have events throughout the year so parents have opportunities to come to school during the day and in the evenings.</p>	<p>We sometimes struggle to accommodate the large number of family members who attend events. Additionally, our parents may not feel equipped to help their children at home in a way that benefits them academically and/or behaviorally/emotionally.</p>	<p>Schedule multiple opportunities for family members to attend campus events. Provide information and training to parents on how to academically and behaviorally support students outside of school through online platforms, such as Hoonuit and Schoology. Send weekly communication to parents via principal update of events, share ideas to help students at home, etc.</p>

## Data Used for Campus Comprehensive Needs Assessment

- STAAR
- CSISD Vision
- PBMAS Report
- RtI
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- CSISD Learner Profile
- Special Education
- PreKindergarten
- MAP (BOY, MOY, EOY)
- District Benchmark Assessments
- TAPR
- TELPAS
- Demographics
- New Teacher Survey
- PEIMS Discipline
- Professional Development
- Counselor Input on Mental Health
- Dyslexia Data
- Education Evaluations
- Administrator Input
- Teacher Survey and Input
- Curriculum Document
- Special Education
- Accountability Report
- Professional Development Feedback
- PBIS & Restorative Practices
- AVMR
- GT Identification

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective 1</b>				<b>Develop teachers' capacity to provide differentiated instruction to meet the needs of individual learners.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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 on inclusive strategies for students needing Tier II and Tier III academic interventions (i.e. guided reading, small group instruction, AVMR)	Instructional Coach, Reading Interventionist, Math Interventionist	Hybrid face-to-face and online via Schoology	Aug. 2019-May 2020	All Students	MAP Growth  Observations and Classroom Walkthroughs  Schoology Analytics				
Provide staff development on inclusive strategies for students needing Tier II and Tier III behavioral interventions (i.e. setting clearly defined limits/expectations, point sheets)	Administration, Instructional Coach, SPED Teacher	Hybrid face-to-face and online via Schoology	Sept. 2019-May 2020	All Students	Disciplinary Records  Observations and Classroom Walkthroughs  Schoology Analytics				
Conduct quarterly coaching sessions to address teachers' individual needs specific to differentiation	Administration, Instructional Coach	Thirty minutes per teacher, per quarter; schedule	Sept. 2019-May 2020	All Students	Observations and Classroom Walkthroughs  Teacher Feedback				

Provide staff development on goal setting, progress monitoring and data collection for students in Data Chats, Tier II and Tier III.	Administration, Counselor, Instructional Coach, Reading Interventionist, Math Interventionist	Hybrid face-to-face and online via Schoology	Aug. 2019-May 2020	All Students	Data Chats Monitoring Forms  Tier II and Tier III Student Data  eRtl Portal  Teacher Intervention Documentation Sheets  Schoology Analytics				
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>Provide professional development that is responsive to individual needs of stakeholders</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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 online professional development opportunities that address parts of the CSISD Profile of an Educator	Administration	Various online options so teachers have choice in their learning  Schoology, Nearpod, Hoonuit	Sept. 2019-May 2020	All Students	Schoology Analytics  Teacher Feedback				

Provide staff opportunities for professional development growth outside of CSISD	Administration and those who attend training off site	Region 4 and Region 6 Training Schedules  Campus Budget	Sept. 2019-May 2020	All Students	Certification of completion  Observations and Classroom Walkthroughs  Staff meeting agenda/share outs of learning				
Provide opportunities for staff to complete ProEthica Year 3 required discussions	Administration and PBIS Team	45 minutes per discussion, 2 discussions during faculty meetings	Sept., Nov. 2019	All Students	ProEthica Discussion Submissions in online system				
Meet monthly to provide teachers' with training as needed (i.e. AVMR, running records, technology, behavior, etc)	Instructional Coach, Reading Interventionist, Math Interventionist	45 minutes, once per month during conference	Sept. 2019-May 2020	All Students	Monthly meeting agendas  Teacher Feedback				

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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>Follow the district's newly created curriculum for math, language arts, social studies, and science.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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	

Conduct staff discussions on the CSISD Learner Profile and how our campus is meeting those needs	Administration, Grade Level Leaders	Hybrid face-to-face and online via Schoology	Oct., Jan., April 2019	All Students	Schoology/ Nearpod Analytics and Discussion Board				
UbD planning sessions once per quarter to complete units of study following planning protocol	Administration, Instructional Coach, Reading Interventionist, Math Interventionist	Staff PD Days	Oct. 2019, Jan., Feb., April 2020	All students	Schoology/Lesson Plans  Observations while planning				
Continue to learn and implement district curriculum and new ELA TEKS	Instructional Coach, Reading Interventionist, Math Interventionist	Monthly content meetings	Sept. 2019-May 2020	All students	Monthly meeting agendas				

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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Use a variety of data to ensure strong Tier I instruction</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide training on how to administer MAP Growth and access data reports	Administration, Reading Interventionist, Math Interventionist	30-45 minute PD sessions	Aug., Oct. 2019	All Students	Sign-in sheets or Schoology analytics				

Provide training on how to pull data from various sources (i.e. Mizuni, Eduphoria, MAP)	Instructional Coach, Reading Interventionist, Math Interventionist	Teachers practice during content area monthly meetings	Sept. 2019-May 2020	All Students	Monthly meeting agendas				
Administer MAP Growth three times per year (beginning, middle and end)	Administration, Reading Interventionist, Math Interventionist, Teachers	Schedule of lab/technology use	Sept. 2019-May 2020	All Students	MAP Growth reports				
Analyze student data to determine next steps to ensure continued growth for all students	Administration, Reading Interventionist, Math Interventionist, Teachers, Instructional Coach	Monthly content meetings  Two faculty work times (Oct. and Feb.)	Sept. 2019-May 2020	All students	MAP Growth reports				
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 3</b>				<b>Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	

Provide training on the use of Nearpod	Campus Technology Facilitator, Instructional Coach	Hybrid face-to-face and online via Schoology	Sept. 2019-May 2020	All Students	Nearpod Usage Report Schoology analytics				
Utilize Nearpod components in the classroom to address student voice and virtual reality	Campus Technology Facilitator, Instructional Coach	Time to plan and create using the program during conference times and monthly after school "help groups" as needed	Oct. 2019-May 2020	All Students	Nearpod Usage Report Classroom walkthroughs				
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<b>Goal: 3</b>				<b>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.</b>					
<b>Objective: 1</b>				<b>Expand learning options for faculty and staff.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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 on planning for high achievers through curriculum compacting,	Enrichment Specialist, Instructional Coach,	Hybrid face-to-face and online via Schoology	Sept. 2019-March 2020	All students and high achievers	Sign-in sheets, Schoology and/or Hoonuit submissions/				

menu boards, Bloom's, Junior Great Books (6 hour GT update)	Administration				reports				
Research, brainstorm, implement and monitor next steps to help students grow across subject areas	Administration, Reading Interventionist, Math Interventionist, Teachers, Instructional Coach	Monthly content meetings  Two faculty work times (Oct. and Feb.)	Sept. 2019-May 2020	All students	MAP Growth reports				

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<b>Goal 3:</b>				<b>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.</b>					
<b>Objective: 2</b>				<b>Develop a system of supports for students' social-emotional needs.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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 PBIS through various learned strategies (i.e. Conscious Discipline, Restorative Practices, Safe & Civil Schools)	Administration, Campus based PBIS Team	RP - full day sessions Aug. 2019 and throughout the year  PBIS - Aug. 2019-May 2020	Aug. 2019-May 2020	All students	Greetings, Safe Place, CHAMPs, 2-minute Connect, Get to Know You Circles, Treatment Agreement, Pulse Meter, PAWS				

Meet once a month to problem-solve issues as identified by observations, conversations and staff surveys.	Administration, Campus based PBIS Team	Monthly after school meetings	Aug. 2019-May 2020	All students	Meeting agendas				
Provide small group instruction to respond to specific student needs	Counselor	Time to meet with students during the school day	Aug. 2019-May 2020	At-risk students and those showing behavioral or emotional concerns	Counselor session calendar				
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<b>Goal 3:</b>				<b>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.</b>					
<b>Objective: 3</b>				<b>Improve outcomes for students receiving special education services.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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 inclusionary practices for students in special education at all grade levels as appropriate	Special education teachers, Instructional Coach, Reading Interventionist, Math Interventionist	Online training components each quarter	Aug. 2019-May 2020	Students in SPED	SPED service providers' schedules, IEP Paperwork, progress data  Schoolology and/or Hoonuit				

					analytics/ reports				
General Education and Special Education teachers plan together to support students	Teachers serving students in SPED, instructional coach	Common planning time	Aug. 2019-May 2020	Students in SPED	Service providers' schedules showing common planning, observations				
Train teachers in accommodation and modification strategies that may help students in special education be more successful	Special education teachers, Instructional Coach, Reading Interventionist, Math Interventionist	Online training components each quarter	Aug. 2019-May 2020	Students in SPED	Schoology and/or Hoonuit analytics/ reports				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Accommodate families as they visit campus to make a welcoming environment.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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 family nights once per semester (Fall - STEM focus, Spring - Literacy focus)	Administration, Specific Planning Committees	Mobile Ed  Staff committee members' time  PTO	Fall 2019 and Spring 2020	All students	RSVP forms, surveys, planning meeting agendas				

Provide daytime family activities (Math Day, Candy Cane Fun Run, Veteran's Day, Sing-a-long, etc.)	Administration, Specific Planning Committees	Staff committee members' time  PTO	Sept. 2019-May 2020	All students	RSVP forms, surveys, planning meeting agendas				
Provide weekend family activity once per year (School Carnival)	Administration, PTO	PTO planning and support/needs for event met	Spring 2020	All students	Ticket sales, attendance of event				
Provide parent volunteer opportunities (Watch Dogs, copies/laminate helpers, kinder lunch duty, daddy patrol morning duty)	Administration, counselor, PTO committees	PTO planning and support, scheduling  Watch DOGS program cost from general funds budget	Aug. 2019-May 2020	All students	Volunteer sign-ups or calendars				
Provide resources to help families with academics, social/emotional needs and more via Schoology	Administration, counselor, reading interventionist, math interventionist, instructional coach	Quarterly planning meetings	Sept. 2019-May 2020	All students	Schoology analytics reports				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal 5:</b>	<b>Commit to the responsible use of taxpayer resources.</b>
<b>Objective 1</b>	<b>Utilize district resources to meet instructional needs.</b>
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>	

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 Nearpod at least once per month (interactive student voice, virtual reality, etc.)	Administration, instructional coach, classroom teachers	Planning time to create Nearpod activities	Sept. 2019-May 2020	All students	Nearpod usage reports, classroom walkthroughs				
Utilize MAP Growth at least three times per year to monitor student growth (beginning, middle and end of year)	Administration, instructional coach, math interventionist, reading interventionist, classroom teachers	Scheduled opportunities to take students to utilize MAP Growth	Sept. 2019-May 2020	All students	MAP Growth usage report, student data				
Expand the use of Schoology through posts/updates at least once per week (i.e. newsletters, classroom updates, picture sharing, upcoming events, homework, etc.)	Administration, classroom teachers	Planning time to upload items into Schoology and communicate through the program	Aug. 2019-May 2020	All students	Schoology analytics report				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

### **Pebble Creek Professional Development Plan 2019-2020**

Professional development to address individual needs:

- Hoonuit
- Schoology
- NearPod
- Monthly Content Area Meetings
- Academic strategies
- SPED strategies
- Behavior strategies
- Curriculum Training
- Enrichment strategies
- At-risk/Trauma strategies
- Technology Integration Training
- Add+Vantage Math Recovery for K-6 math teachers
- Assessment for Learning
- SEL Training for all campus staff
- In-Class Support Training
- Mandated Trainings
- PLC's
- Running Records Training
- De-escalation Strategies
- Restorative Practices
- MAP Growth
- Data Warehouse Access
- Using Data for Instructional Planning
- RtI Goal setting, progress monitoring and data collection

**APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

**Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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
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### 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
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Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Hoonuit, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

### Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets, Hoonuit	Director for Human Resources	Training sign in sheets, Training Agendas

### Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

### Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

### Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

will occur to ensure that students are progressing towards graduation with their cohort as expected.			
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

**Elementary-At-Large**

Josh Bowling LEAP

**Secondary-At-Large**

Amiee Parsons AMCHS

**Elementary Administrator**

Jennifer Skrivanek CHE

**Secondary Administrator**

Julia Mishler WMS

**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 Ortgies 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