

# College Station Independent School District

Campus Improvement Plan for  
Oakwood Intermediate School  
2020-2021



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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**

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the campus?)
<p><b>Demographics</b></p>	<p>Our campus will continue to qualify for Title I with approximately 50% of our student population qualifying for free or reduced lunch.</p>	<p>After such a long break from a traditional school setting, it is anticipated that our literacy gap will have grown.</p> <p>Our student population continues to fluctuate with our mobility rate increasing this past year.</p> <p>Gifted and talented continues to lack a balanced representation of our campus demographic.</p> <p>Our SPED, ELL, and 504 student groups have increased across the campus.</p> <p>We believe that the lengthy school closure will result in a large deficit in their organizational skills. We want to focus on organization skills as they return to managing multiple courses and assignments.</p>	<p>Continue to focus on literacy strategies across all content areas to improve our reading, writing, and vocabulary levels. Maintain our commitment to Schoolwide AVID literacy strategies.</p> <p>To develop transition supports for students new to our building in an effort to help them become acclimated to our campus culture more quickly.</p> <p>Continue our efforts to have more students involved in fine arts programs, AVID, and teacher sponsored clubs.</p> <p>While our gifted and talented program has grown, we will continue our efforts to identify students from economically disadvantaged backgrounds that can excel in the program.</p> <p>Continue our efforts to support all students by providing them with access to a viable, rigorous curricula in all subject areas.</p> <p>Maintain our commitment to AVID Schoolwide strategies in all content areas.</p>

<p><b>Student Achievement</b></p>	<p>We lost a great deal of viable data with the emergency transition to At-Home Learning last year. Without EOY data, we will work to identify our students' current academic levels as quickly as possible. MAP Assessment and mastery checks will be utilized throughout the year.</p>	<p>In the 2019-2020 school year, we were targeted for performance with our AA student group.</p> <p>A disproportionately large number of students from our ELL, SPED, and low-SES student groups were absent from AHL.</p>	<p>Maintain our focus on improving Tier I instruction in the classroom. We will utilize our strand specific MAP data to identify our small differentiated instruction groups.</p> <p>Utilize our ESL Specialist and SPED Dept. to direct our focus to each student's individual needs.</p> <p>Continue to utilize Title I funds to provide our students with new supplies to prepare them for success. In addition, we will maintain our campus backpack program in conjunction with the BV Food Bank.</p>
<p><b>Curriculum and Instruction Documents</b></p>	<p>Our access to dependable technology on campus has allowed us to access Schoology and its components more regularly. In return, this has provided our teachers and students with more working knowledge of digital learning platforms. This allowed us to make the transition to AHL quickly.</p> <p>Prior to entering into AHL, MAP had become instrumental in our development of differentiated instruction to meet the needs of our students.</p>	<p>From day one, our teachers and students need to interact with one another through our learning management program. While it is unknown what the future may hold, we want to be prepared for any school closures.</p> <p>As stated previously, we lost a great deal of viable EOY data last year. We need to determine our students' present levels as quickly as possible.</p>	<p>Establish a framework for Schoology across the campus to ensure continuity. Ensure that all parents have their parent access code. Begin this summer increasing our library with rigorous, interactive lessons.</p> <p>To create more individualized plans for students based upon specific data received from MAP assessments.</p>

<b>Culture and Climate</b>	We have one of the most demographically balanced campuses in CSISD. Our student culture is that of inclusion, acceptance, and mutual respect. Our faculty demographic closely mirrors that of our students.	In returning to campus from such a significant, long, and unanticipated break we are most concerned with our students' social and emotional well-being.	Focus on Trauma-Informed Strategies and building positive relationships. Continue to build upon social-emotional best practices.
<b>Staff Quality and Retention</b>	Just recently, our orchestra director received a promotion within the district. We have promoted from within and are looking for an assistant director. This is our only opening for the 2020-2021 school year.	As we have adjusted to AHL, it is imperative that we provide our teachers with the latest, research proven strategies for distance learning. We will need to maintain our focus on building rigorous, interactive lessons within Schoology.	Continue to support our staff in their development as professionals, within their classrooms, and with providing quality instruction for our students.
<b>Technology</b>	Our teachers have unfettered access to dependable and reliable technology in their classrooms. We have been able to greatly increase the number of dependable devices on campus through Title I funds. We will continue to work towards increasing our devices for academic teams and will explore the options of purchasing laptops for our teachers.	Our teachers need more training over Schoology features, NearPod, MAP Reports, etc. In addition, our teachers need more flexibility with their own devices as they are meeting in various areas to plan and collaborate together.	Explore the possibility of utilizing Title I funds to provide teachers with laptops so they can plan anywhere and better utilize the resources such as Schoology and other web-based platforms within our district.
<b>Family/Community Involvement</b>	We continue to have strong family and community involvement. Our Parent Teacher Organization is extremely supportive and generous with their resources.	Similar to the district, the majority of our parent volunteers tend to come from a few specific neighborhoods. We strive to have a more balanced representation of our campus within our parental involvement.	Our teachers will continue to utilize the features in Schoology that support parent involvement in their classroom learning and in our school-wide events.

## Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Curriculum Documents
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education
- District Benchmark Assessments
- TAPR
- Demographics
- CSISD Vision
- Professional Development
- PEIMS Discipline
- Dual Language Enrollment
- Counselor Input on Mental Health
- Extra Funding Request
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- Rtl
- New Teacher Survey
- GT Identification

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective 1</b>				<b>Increase the number of applications received for hard to fill positions to ensure all positions are filled with qualified personnel.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Intentionally recruit instructional staff that reflect the culturally and linguistically diversity of our district</b>	Principal, AP, Counselor, Central Office Staff	District resources, campus website	Summer 2020	AA, H, ELL	Hiring statistics; Demographic Statistics				
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<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>Provide quality professional development designed to grow the expertise of educators with the ultimate goal of improving student support and increasing student learning outcomes and monitor for implementation at the campus and classroom level.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Provide new teachers to the district with options for continued development during their first year in CSISD.</b>	Director of Instruction and Leadership, Principal	Schoology, EduHero, Sub Budget, Time	August 2020 - May 2021	New teachers and staff	Professional development records, sign-in sheets				
<b>Provide opportunities for professional development regarding Social Emotional needs to all teachers and staff.</b>	Director of Instruction and Leadership, Principal, AP, Counselor, SEL Team	Safe & Civil Schools Trainers, C&I Staff, Sub Budget, Time	August 2020 - May 2021	Campus SEL Teams	Professional development records, sign-in sheets				
<b>Identify teachers who aspire to enter into administrative positions within education.</b>	Principal, AP, Counselor, Director of Leadership	Sub Budget, Time, campus committees	August 2020 - May 2021	Admin Team	Teachers participation in the district level Aspiring Administrator Program.				
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<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 3</b>				<b>Provide professional development, academic and behavioral support for all staff in order to decrease the achievement gap and retain effective staff.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Ensure that staff participates in Culturally Responsive Teaching Training provided by the district</b>	Director of Instruction and Leadership Development; Coordinator of AVID, Principal,	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration, AVID Culturally Relevant Teaching Training	June 2020 - June 2021	Eco Dis; AA; H; Sp. Ed.; ELL	Hoonuit Course Completion Records, PD Sign-in sheets				
<b>Ensure that staff participate in training to address teaching students from poverty provided by the district</b>	Director of Instruction and Leadership Development, Principal	Time for training, Hoonuit in Schoology, CSISD staff trainers, campus administration	June 2020 - June 2021	Eco Dis	Course Completion Records, PD Sign-in sheets				
<b>Ensure that teachers participate in training on how to use TELPAS data to target levels of performance for EL students provided by the district</b>	Director of Special Programs; ESL Specialists/ Teachers; Coordinator of ELA; Content teachers; Principal, AP & Dual Language Instructional Coach	Data Training, Mizuni	August 2020 -Sept. 2021	ELL	At least 90% of our ELL students will move at least one level on TELPAS on their composite rating				
<b>Ensure that dual language staff participate in training for Biliteracy to bridge learning from primary to secondary language provided by the district</b>	Director of Special Programs, Bilingual Specialists, Bilingual IC's, Principal, Coordinator of ELA, Principal & AP	National Association for Bilingual Education	June 2020 - June 2021	ELL, Dual Language	Student progress in both first and second language acquisition				Title III

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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging, and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>Design, revise, and implement a robust written, taught, and assessed curriculum in all 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.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Development of Stages 2 and 3 of LOTE, PE, CTE, GT, Fine Arts documents provided by the district, and train administrators and teachers on how to use the content.</b>	Director of Special Programs, Director of CTE, Director of Fine Arts, Director of Instruction & Leadership Development, Principal	Training to write assessments, Substitutes	June 2020 - June 2021	All	Meeting Agendas, curriculum documents, walk-through data				Instructional Materials Allotment Funds; Title II, Part A; Local Funds
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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging, and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Utilize a variety of data to personalize learning</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Analyze data to address gaps in performance of underperforming populations</b>	Principal, AP, Specialists, Dept. Heads, Teachers	Mizuni, Eduphoria Aware, MAP, TELPAS	June 2020 - June 2021	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				Title III
<b>Train teachers to design learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus and district data.</b>	Admin Team, Curriculum Coordinators,	Map data, district data assessment data, classroom grade data, adopted resources, curriculum documents	June 2020 - June 2021	At-Risk, SpEd, ELL, G/T	Training materials, Performance assessments, instructional strategies, planning protocols				Local
<b>Monitor the design of learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom and district data.</b>	Admin Team	Curriculum Documents, MAP Data	June 2020 - June 2021	At-Risk, SpEd, ELL, G/T	Lesson plans, campus walk-through data				Local

<b>Establish the framework and guidelines for interactive digital lessons to be implemented in the event of AHL.</b>	Admin Team, District Committee, Teachers	Schoology, NearPod, Zoom, Google	June 2020 - June 2021	All students	Schoology, Walk-through data				Local
<b>Utilize MAP Data to provide targeted Tier I interventions for students through our after school reading/math program</b>	Principal, AP, Counselor, math teachers, ela teachers, instructional coaches		June 2020 - June 2021		Improvements in targeted areas on MAP performance				Title I
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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 digital learning experiences in the curriculum to support and enhance teaching and learning.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>To enhance each student's learning experience, continue to provide more digital resources to support engaging and personalized learning.</b>	Coordinator of Digital Learning, Curriculum Coordinators, CTF, Principal	Schoology Assignments, discussions, Nearpod (integrated feedback options), other digital learning resources authorized by CSISD for student/teacher use.	June 2020 - June 2021	All	Schoology Analytics; Usage reports from Nearpod, Walkthroughs; Lesson plans				
<b>Establish campus expectations for digital resource use and monitor the increase of use of digital resources that provide timely feedback and evidence of learning</b>	Coordinator of Digital learning, Admin Team, CTF	Schoology assignments, discussions, Schoology AMP, Nearpod - lessons with integrated feedback options,	June 2020 - June 2021	All	Schoology Analytics, Usage reports from NearPod, walk-through data, MAP Reports				
<b>Create and implement digital formative and summative assessments to give students immediate feedback on their progress in</b>	Coordinator of Digital Learning, Curriculum Coordinators, Specialists, CTF, Principal	Schoology assignments, discussions, Schoology AMP, Nearpod, other digital learning resources authorized by CSISD for student/teacher use	June 2020 - June 2021	All	Schoology AMP reports; Schoology test banks, Schoology assessment usage reports, Nearpod assessment reports				

mastering the learning objectives									
Continue to utilize MAP testing data to guide Tier I instruction and Tier II interventions.	Principal, Instructional coaches	MAP Program, Laptops	June 2020 - June 2021						
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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 within the district.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>Integrate gifted strategies that ensure increased rigor in the regular classroom for Gifted and Talented Students.</b>	Director of Special Programs, content coordinators, Admin Team, GT Specialists	UBD Curriculum for core classes	June 2020 - June 2021	Gifted and Talented Students	Core curriculum documents Stage 3				Local Funds
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<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>Improve upon the system of support for students' social-emotional needs.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Participate in SEL training for campus staff to address Tier 1 support.</b>	Director of Instruction & Ldrship Dev.; Dir of Student Services; Principals, AP, Counselor, SEL teams	SEL teams, TBSI, NEDRP, Safe & Civil Schools	June 2020 - June 2021	All	Meeting agendas, sign-in sheets				Title II, Part A
<b>Ensure that our SEL team participates in core training</b>	Director of Instruction and Leadership Dev.; Director of Student Services	SEL teams, Conscious Discipline trainer, Safe and Civil Schools trainer, Substitutes	June 2020 - June 2021	All	Meeting agendas, sign-in sheets				Title II, Part A
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<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 programming.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Continue to provide training for all responsible special education staff regarding PLAAFP/IEP development in the ARD committee decision-making process.</b>	Director for Special Services, Assistant Directors for Special Services, SPED Instructional Coordinators, Admin Team	Training materials, eSped, Administrative ARD Training, SPED Dept. Head, SPED Instructional Coordinators	June 2020 - June 2021	Special Education	Sign-in sheets				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Increase family involvement in district and campus activities and opportunities.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</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	
<b>Implement and refine district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.</b>	Curriculum and Instruction Team, Director for Student Services	Online resources	June 2020 - June 2021	All	Plans for sessions, list of contacts in community to help lead sessions				
<b>Participate in the district level dual language program family picnic/social; informational nights</b>	Special Programs Staff	Informational flyers; committee of volunteers to organize event	June 2020 - June 2021	Dual Language	Parent survey; attendance log				
<b>Utilize Title I Funds to provide refreshments and snacks at after school events.</b>	Admin Team	Informational flyers, Schoology Posts, Team Newsletters	June 2020 - June 2021						Title I
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<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 2021 by an administrator)</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	
<b>Maximize online learning platforms to deliver professional learning anytime, anywhere, anyplace</b>	Digital Learning Coordinator; Director of Curriculum and Leadership Development; Campus Technology Facilitators	Webinars; Schoology	June 2020 - June 2021	All	Digital records of online learning throughout the district				Local Funds
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

**Oakwood Intermediate Professional Learning Plan 2020-2021**

Professional development to address individual needs:

- NTU Follow Up Options
- Coaching
- Success Team/SALI/Administrator Development
- Teacher Leadership
- Gifted and Talented
- MAP
- Mizuni

AVMR

Add+Vantage Math Recovery for K-6 math teachers

Assessment for Learning

ELPs

National Association for Bilingual Education

Schoology and other tech resources/apps

Mental Health training for campus leadership teams

SEL core training (Conscious Discipline, Restorative Practices, Trauma Informed Practices, and Safe & Civil Schools) for Teachers

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

Schoology and other tech resources/apps

## **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 implement 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 the 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 the 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 (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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year.	Online training through Eduhero	Campus Administrators, Director of Human Resources	Training records in Eduhero

All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation
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### 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 CSISD 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 members will be parents and the co-chair will be a parent.	N/A	Director of Student Activities; SHAC Chairperson	Membership List

### Suicide Prevention

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

### Trauma Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in procedures for Trauma Informed Care	Board Policy FFAC LEGAL and FFAC LOCAL	Director for Student Services, Nurses, Principals	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

## 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
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: OAKWOOD INTERMEDIATE EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021**

Josh Symank, Principal  
Rocco Grande, AP  
Mackenzie Zumwalt, Counselor  
Lauren Guest, Literacy Specialist  
Lisa Salyer, Math Specialist  
Kathy Martin, Enrichment Specialist  
Mary Ireland, AVID Coordinator  
Jennifer Morehead, Science Teacher, Team Leader  
Karen Killough, Social Studies Teacher  
Kara Gregory, Music/Choir Teacher  
Travis Urban, Orchestra Director  
Allison Dent, Math Teacher  
Sandy Ashcraft, Math Teacher  
Fabio Avila, Dual Language Science Teacher  
Jennifer McLaughlin, Math Teacher, Team Leader  
Courtney Moore, Science Teacher  
Sara Richardson, SPED Department Chair  
Rick Velez, Dual Language Math Teacher  
Helyde Torres, Dual Language ELA/SLA Teacher  
Jessica Lochte, ELA Teacher  
Khrys Carter, Math Teacher  
Shawna McDermott, Science Teacher, CTF  
Marlisa Kennedy, Science Teacher, Team Leader  
Dr. John McMurtry, Community Member  
Bridgette Ingram, Parent