College Station Independent School District

Annual Campus Improvement Plan
College View High School
2021-2022

Board Approval Date: TBD

Mission Statement
Success Each Life, Each Day, Each Hour

Vision
CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will…

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will…

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will…

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learner's success now and in the future.

CSISD will…

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will….

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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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	College Station ISD has close to 14,000 students and some diversity with 52.1% of the population being White, 23.3% being Hispanic, 13.5% African-American, 7.3%, Asian/Pacific Islander, 3.4% Two or more races and 0.4% American Indian. The economically disadvantaged population accounts for 35.11% of our students for the 2018-2-19 school year, which is about the same as the 2019-2020 school year, while 34.71% of the students are designated at-risk as compared to the 2018-2019 percentage of 34.4% of the student population is designated at-risk. Our LEP population is consistent with around 8.4% of our students being LEP. With the state change in identification of our dyslexic students, the number of students with dyslexia has increased 20% since 2018-2019. We are able to catch these students earlier for intervention, enabling them to start their dyslexia program in earlier grades. Our gifted and talented students take advanced classes with 98% of 7th-8th graders and 94% of 9th-12th graders taking advanced courses. We currently have 2,738 or 69% of our students in grades 9-12 taking a CTE course and 1,406 or 65% of our students taking a CTE course in grades 7 and 8.	The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) across the district. We currently have around 1,787 special education students with 31% of these students being in "Speech Services," 24% identified as being "Learning Disabled," 14% being identified with "Other Health Impaired" and 13% being students with "Autism." The Gifted and Talented Program demographic percentages do not mirror our overall student population. The largest discrepancies are in the ethinic groups of African American (AA) and Hispanic (H), with the AA students being under-identified by 11%, and the Hispanic students being underidentified by 13%. We would like to expand the number of students who are taking a CTE course in order to expose more students to career opportunities.	Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic group H. One priority includes establishing a strong, calibrated MTSS program across PK-12th grades in order to address our increasing special education population. We will embed gifted and talented strategies in the core curriculum for grades 7th-12th in order for all students to have the opportunity to learn through their interest, experience performance based assessments, and rigor throughout their day. CTE courses will be added through General Employability during Advisory. Targeted tutorials will be implemented for all students who are under performing along with those individuals notated for HB4545 Accelerated Learning Intervention. Released EOC's, Edgenuity, and Study Island will be utilized to enhance intervention for identified students. TAPR data shows areas of concern in the following with regards to approaches grade level: Hispanic population for English 1 and 2. Algebra 1 shows gaps in the white population. Biology shows gaps in the hispanic population. U.S. History shows gaps in the hispanic population. Concerning incoming freshmen, STAAR data shows gaps in the white population for math

			while reading shows gaps in the hispanic population in reference to approaches grade level. Although CVHS scores are commensurate with the district in English, Biology, and U.S. History, Math overall has a large deficit of 20% to the district and 12% to the state averages regarding approaches grade level. Targeted intervention and MTSS strategies will focus on addressing the above mentioned gaps for CVHS.
Student Achievement	Students continue to be highly involved in extracurricular activities, with approximately 83% of our students participating in some kind of fine arts and 43% participating in athletics. Our students experience success in competing at the regional and state levels and some CSISD students progress to the national level in competitions. CSISD students are highly competitive on their SAT and ACT scores for college admission, with graduates' average scores exceeding state averages where they are available (SAT CSISD 1131with no state or national average available and ACT CSISD 23.9 vs. State 20.6 and National 20.6) from those that took the test. Since we did not have STAAR last year, our results stay the same in that at the all-student level, CSISD students outperform state averages in reading, writing, math, social studies and science at all grades on STAAR, with the exception of 7th grade mathematics.	Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.

Participation in our CTE program is at 24.4%, which is below the state participation rate of 26.3%.

We have a range of gifted and talented students in grades 7th-12th who failed at least one class in the first semester, with the highest percentage of failures at 9th and 10th grade with failure rates of 5.9% and 5.3 % respectively. Because we did not have STAAR data from last year and our data is not yet in for this year's STAAR assessment, we continue to have five Targeted Improvement Campuses with an overall district rating of a "B." Supporting our TIP campuses and pursuing excellence in growth for all students in our district will continue to be a focus in the | K-3 teachers and administrators will attend the K-5 Reading Academies based on the Science of Teaching Reading in order to ensure all students are reading by third grade. Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. The district will purchase and train stakeholders on the MTSS data management software to promote effectiveness in progress monitoring and efficiency in SIT meetings.

In the 2021-2022 school year, we will add Principles of Applied Engineering, Principles of Law, and Cyber Citizenship to our 7th and 8th grade CTE offerings in order to expand CTE opportunities for students at the middle school level. Purchase an MTSS system that meets the needs of all grade spans and train stakeholders in the use of the new MTSS System; continue data talks and training with administrators for use of MAP data to track student growth and ensure instruction is |

		2021-2022 school year.	adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2021-2022 school year; continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners
Curriculum and Instruction	Curriculum documents in the English Language Arts, Math, and Science K-12 are at a point of refinement and Social Studies will be at that point after curriculum writing the summer of 2021. This summer additional performance assessments will be added to the documents and Stage 3 of the curriculum will be refined with ensuring all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency was used to drive instruction at most of our campuses this past year with targeted instruction for students happening as a result. 5-12 science teachers were trained in inquiry practices and Argument Drive Inquiry; the curriculum team completed the Virtual Schools Network Virtual Learning Training to learn how to write quality curriculum to support our teachers teaching virtually and the curriculum team took a Quality Matters Rubric class to learn how to evaluate virtual curriculum for quality. 98% of our AVID senior class met four year entrance requirements for college readiness; the SAMR (Substitution, Augmentation, Modification and Redefinition) model was	MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for use PK-12, and writing training for consistency and we need consistency with teachers teaching small guided reading and math groups across the district; resources for GT at the secondary level need to be embedded in the curriculum, and implementation of inquiry strategies in science need to be strengthened; data indicates that many of our students are not growing at the rate projected on MAP assessments; we need to increase CTE courses at the 7th and 8th grade levels and the number of "completers" as per the new state emphasis on CTE programming; walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers' and administrators' capacity in the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction	Administer CBM,'s for 5th, 6th, and 7th grade social studies and US History; complete a district math inventory and use IMA funds to establish a base inventory of math manipulatives for each campus; continue to monitor implementation of a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades through walkthroughs and lesson plans; K-3 teachers and principals will participate in HB3 Reading Academies; target 50% of the AVID students to take an AP or dual credit class; provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use MAP data to ensure instruction is adjusted for student success; write curriculum for newly defined "Advanced" courses; write stage 3 for non-core classes; train students, counselors, and parents on CTE "completer" criteria; ensure CTE students take certification tests during the school year; build capacity of teachers to design virtual instruction and administrators to supervise teachers who teach virtually in order to strengthen instructional leadership; continue

	introduced to all 19 campuses this year; we added summer school programs for K-12 students to help close the gaps as a result of students missing six weeks of instruction this past spring. Our curriculum coordinators for math and ELAR have prepared targeted curriculum for teachers to implement during summer school to maximize their instructional time with students. We grew from 70 to 80% on CIRCLE math.		to build capacity in using our LMS (Schoology) throughout the district and build capacity of staff in using instructional technology; increase Head Start attendance to 90%, 75% on target in CIRCLE phonological awareness; introduce the Instructional Framework
Culture and Climate	In considering the culture and climate of our schools and the classrooms we look at discipline data and district surveys. We had .7% of our students placed in DAEP this year. Out of the 94 student placements in DAEP, 43% were African Americans (AA), 31% were Hispanic (H) students, and 22% were White (W). Our leadership programs continued for educators throughout this year and several of our participants have moved into higher administrative roles.	Out of School Suspensions (OSS) had 51% of the students being AA, 20% of the students being H and 23% of the students W. Partial Day Out of School Suspensions had 47% of the students being AA, 29% of the students H, and 17% of the students W. In School Suspension (ISS) numbers are 44% AA, 25% H, and 27% W with partial day In School Suspension being 55% AA, 15% H, and 22% W. This indicates there is a disproportionate number of our students who are AA being placed in OSS, Partial Day OSS, and ISS. Staff surveys from campuses are mixed with some expressing high satisfaction with the culture and climate on their campuses while others express a potential need for improvement. Staff overall indicated a need for more professional learning. We did have limited professional learning this year due to COVID restrictions.	We will continue to use Panorama Survey data to monitor and respond to staff input on climate and culture as well as systems and support throughout the district.
Staff Quality and Retention	Ninety-six percent of new hires completing the NTU process were satisfied or very satisfied with the overall NTU experience this year. One hundred percent were satisfied with their campus orientation day. 82% of the participants were satisfied or	Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. The district chose to make some of our professional learning days student instructional days due to COVID-19 and the number of days	We will leverage our 2021-2022 adopted calendar to provide time for our elementary campuses to complete a good portion of the K-5 Reading Academy and provide supplemental pay in proportion to hours the state says are needed. The district will

	very satisfied with the district day and 83% of them were satisfied or very satisfied with the technology orientation day. When asked about the things they did not like about NTU, the overwhelming response was having the district day run through Zoom due to COVID-29. CSISD staff have access to virtual learning experiences through Schoology and Hoonuit to build their capacity in a wide range of areas.	students were out of school last spring. We implemented Panorama surveys this year and the surveys have given us insight into the culture and climate of some of our buildings. While some schools have very healthy climates and cultures, others need to improve in this area. Time is needed this year for professional learning the teachers are requesting. A shortage of substitutes has also been a problem this year and campuses have had to cover classes when they are short substitutes.	utilize funding to "close the gap" for time lost with instruction due to COVID-19. We will also implement the 20212022 calendar to maximize planning and learning time for grades 4-12 educators in the district aligned to our Strategic Plan; provide optional ongoing training that is aligned to our strategic plan throughout the year for our teachers; target support for campuses based on need
Technology	Our technology department responded to 6,187 Device Helpdesk Tickets put into our system this year and resolved 6,174 of them for a response rate of 99.7%. There were 735 Infrastructure Related Helpdesk tickets and 686 of them were closed for a solution rate of 93.3%. Schoology expectations are in place and teachers have built a comfort level using our LMS over the last year. We introduced the SMAR model to all campuses.	A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for the infrastructure to be more robust as more and more devices are using the network. Our strategic plan with input across the community and school district indicates we need to work in these two areas as well. While we introduced SMAR at campuses, teachers do not understand how to incorporate it into instructional design.	Increase devices across the district to better support instructional integration of technology into instruction; establish a comprehensive technology plan for staff and begin implementation
Family/Community Involvement	Schools have implemented innovative ways to maintain contact with their parents throughout this year with not being able to have parents volunteer in the buildings. They did drive through "Meet the Teacher" evenings and days, Zoom Meet the Teacher Individual Family time and gave orientations online. Some of the events went so well, administrators want to keep them moving forward. We continued to offer Leadership CSISD and continued to have District Education Committee and SHAC Committee meetings. Principals had PTO meetings online and our Head Start Policy	Partnerships need to be expanded to support internships for students in our CTE program; we would like more service and reciprocal partnerships between our schools and the community.	We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

	Council held all their meetings online this year. We did notice that our online meetings were consistently well attended. The use of our Learning Management System (Schoology) was highly used throughout this year to communicate with parents and students. Our Director of CTE is actively out in the community seeking partnerships and community partnerships is a focus in our new strategic plan.		

Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

• STAAR	• ACT	• SAT
	• District Benchmark Assessments(SS, Sci)	
	• TAPR	• Accountability Report
• Failure Rates	• CTE Participation and Certifications Earned	• Administrator Input
• Community and Business Partner Input (DEIC)	• CSISD Vision	• CSISD Portrait of an Educator
• Technology Input from Stakeholders	• DEIC Input	• Educator Evaluations
• Attendance	• PEIMS Discipline	• MTSS Data
• Teacher Retention	• College View High School Enrollment	• Dual Credit
• Technology Help Tickets	• Counselor Input on Mental Health	• GT Demographics and Performance
• Special Education Data	• Extra Funding Request	• MAP Data
• Curriculum Documents	• Professional Development Feedback	• New Teacher Survey
• Dyslexia Data	• HR Complaints and Grievance data	

• PAC Data	• District Survey	• T-TESS
• CSISD Portrait of a Learner	• CSISD Portriat of a Leader	• CSISD Strategic Plan
• Schoology Participation Data	• CSISD Parent Survey	• 504 Data

Goal: 1				CVHS will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1				Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Audit instructional resources and strategically abandon those that are not being	Campus Administrators	Classroom Impact Inventory	June 2021 - Dec. 2021	All	Streamlined list of resources with connection to the				

utilized.					CSISD Framework for Success				
Using a variety of data sources (end of year surveys, MAP data, etc.) campus principals will identify an area for instructional focus from the CSISD Framework for Success and plan for implementation	Campus Administrators	Campus Instructional Implementation Plan	August 2021 - May 2022	All	Campus instructional focuses; walkthrough data				
Carry out the Campus Instructional Implementation Plan (rooted in step 4)	Campus Administrators	Campus Instructional Implementation Plan in August PD. Provide overview and focus on INSPIRE for year 1 focus. Every month, spend dedicated time during staff PD to build on INSPIRE pieces such as looking for innovative ways to challenge students, Project-Based Learning, General Employability, and team building opportunities in class.	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				
Integrate the CSISD Framework for Success into the UbD Stage 3 sample lessons in the curriculum documents in Schoology	Curriculum Coordinators; Curriculum writing teams	CSISD Framework for Success	August 2021-May 2022	All	2 sample lessons per course				

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

Goal: 2				CVHS will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
All key stakeholders and curriculum staff will be trained on the use of a selected MTSS data management software	Chief Academic Officer; Director of Instruction and Leadership Dev.; C&(Coordinators & Directors; Campus Principals; Campus Core Teachers	Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				Title II Funds $20,950
Clearly define the district Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021- July 2021	At-risk students	MTSS Handbook				
Train secondary teachers on small group instruction for Tier II intervention time	Region VI; Executive Director of Secondary Education	Training	Feb. 2022- Feb 2022	All	Agendas; Training sign-in sheets				

Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-isk					
Implement and monitor for calibration across the district	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				CVHS will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2				**Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.**					
Summative Evaluation (to be filled in by June 2022 by administration)									

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
Principals will establish a best practice focus area(s) for their campus based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	August 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				

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

Goal: 3				CVHS will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3				**Promote an engaging relationship between the school district and community**					
Summative Evaluation (to be filled in by June 2022 by administration)									

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	**#2**	**#3**	
CVHS will provide one community outreach activity during the school year to engage	Campus Leadership, Chief Academic Officer; Executive Director of Secondary	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				

stakeholders off-campus in a more familiar setting.	Education								
CVHS will provide an opportunity for students to have a real world experience.	Campus Administration	ChallengeWorks, College Visits, A&M Rellis.	August 2021 - May 2022	All	Reflection Survey and Artifacts				
CVHS will identify and participate in one community service project	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service Learning information, Chrissy's Closet, Food Bank, Blood Drives.	August 2021 - May 2022	All	Campus artifact and reports of community service projects				

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

CVHS Professional Learning Plan

- August - Look at the "INSPIRE" piece and collaborate on innovative ways to engage students through Project Based Learning utilizing the interests of the student along with the course in question. - September - Bond presentation from district. Utilize the campus CTF to present innovative technological programs to further implement in the daily classroom activities to increase student engagement and "INSPIRE" them to increase inquiry. Discuss TRUST and the steps with it. (Seven Elements of Trust - Braving - Brene Brown). - October - Develop a student needs assessment (SNA) to be implemented at the end of the semester for 1 on 1 student teacher conferences. - November - Finalize SNA, create November schedule for 1 on 1 meetings. Provide updates on HB4545 intervention work, HB 3 updates on GT enrichment. Prepare an initial recruiting plan for CVHS for 2022-2023. - December - Dean of students will provide an end of the semester checklist for everything academic. Teachers will collaborate and provide feedback on the SNA's from their students. We will begin developing new strategies to "INSPIRE" classroom culture and relationships based on the SNA.	- January - Finalize Strategies and forum for teachers to implement new strategies and practices while collaborating on the forum to better serve each student through a multi-discipline approach. - February - Perform SNA on any new students for the spring semester, utilize the forum, and finalize the recruiting plan for CVHS. - March - P-Tech update, recruiting update, and self-reflection survey over "INSPIRE". Teachers will also collaborate and develop a list of best successful strategies and practices for continued use of the "INSPIRE" phase for years to come. Go over the plan for EOC testing (Rath). - April - Finalize everything for EOC testing. Finalize the best practice list for "INSPIRE" and each teacher will create a poster to hang in their room that has the puzzle piece with the list of best practices. Before leaving, the posters will be laminated. Provide a recruiting update for next year. - May - As we begin to transition College View High School to a P-Tech model, the faculty and Staff will be introduced to next year's focus from the Framework for Success, (CREATE). Finalize the summer recruiting plan for CVHS.

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking 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, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties: ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. SROs will not have any administrative duties, nor will they address classroom discipline issues.	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

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	Meeting time; Facility for meetings	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.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

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

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation

All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of 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
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 Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	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 will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021

Grades Pre-K – Grade 4

Matt Fleener	CH	
Kacy Divjak	CV	*Vice Chair*
Lauren Given	FR	*Secretary*
Jean Bingaman	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

Grades 5-6

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

Grades 7-8

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS

Elementary-At-Large

Nur Rashid	DEAP

Secondary-At-Large

Emily Feagan	CVHS

Elementary Administrator

Renee Sanders	RP	*Chair*

Secondary Administrator

Emily Feagan	CVHS

Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
Kara Comte	Parent, Grades 9-12 (AMCHS)
Barbara Moore	Parent, Grades 9-12 (CSHS)
Trudy Bennett	Parent, Grades 7-8 (WMS)
Suzanne Porter	Parent, Grades 5-6 (OW)
Laura Kurk	Parent-At-Large
James Haverland	Community Member
Paul Dorsett	Business Member
Thomas Hall	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Chief Administrative Officer
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	Director for Instruction and Leadership Development
Kevin Ross	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Susan Heath	Director of Early Childhood
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning
Bobbi Rodriguez	Coordinator for Social Studies