

College Station Independent School District

Annual Pecan Trail Improvement Plan
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 | <p>Pecan Trail Intermediate has approximately 808 students and some diversity with 76% of the population being White, 17% being Hispanic, 13% African-American, and 9%, Asian.</p> <p>The economically disadvantaged population accounts for 22% of our students for the 2021-2022 school year, which is about the same as the 2020-2021 school year, while 25% of the students are designated at-risk. 33% of our total population is served through SPED or 504 services. Our gifted and talented students population is 16%.</p> | <p>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 143 students served through special education and 122 students served through 504. The Gifted and Talented Program demographic percentages do not mirror our overall student population. The largest discrepancies are in the ethnic groups of African American (AA) and Hispanic (H), with the AA students being under-identified by 4%, and the Hispanic students being underidentified by 7%.</p> | <p>Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. One priority includes establishing a strong, calibrated MTSS program across 5-6 grades in order to address our increasing special education population.</p> |
| Student Achievement | Overall Projected Proficiency Summary from MAP MOY: | <p>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</p> | <p>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.</p> <p>Improve Tier I and II instruction to better</p> |

Math: Math K-12

Pecan Trail Intermediate

Projected to: State of Texas Assessments of Academic Readiness taken in spring.
View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

| Grade | Student Count | Did not Meet | | Approaches | | Meets | | Masters | |
|--------------|---------------|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 5 | 385 | 64 | 16.6% | 162 | 42.1% | 104 | 27.0% | 55 | 14.3% |
| 6 | 359 | 59 | 16.4% | 124 | 34.5% | 104 | 29.0% | 72 | 20.1% |
| Total | 744 | 123 | 16.5% | 286 | 38.4% | 208 | 28.0% | 127 | 17.1% |

Language Arts: Reading

Pecan Trail Intermediate

Projected to: State of Texas Assessments of Academic Readiness taken in spring.
View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

| Grade | Student Count | Did not Meet | | Approaches | | Meets | | Masters | |
|--------------|---------------|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 5 | 386 | 76 | 19.7% | 113 | 29.3% | 95 | 24.6% | 102 | 26.4% |
| 6 | 356 | 67 | 18.8% | 111 | 31.2% | 93 | 26.1% | 85 | 23.9% |
| Total | 742 | 143 | 19.3% | 224 | 30.2% | 188 | 25.3% | 187 | 25.2% |

Science: Science K-12

Pecan Trail Intermediate

Projected to: State of Texas Assessments of Academic Readiness taken in spring.
View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

| Grade | Student Count | Did not Meet | | Approaches | | Meets | | Masters | |
|--------------|---------------|--------------|--------------|------------|--------------|------------|--------------|-----------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 5 | 377 | 53 | 14.1% | 130 | 34.5% | 108 | 28.6% | 86 | 22.8% |
| Total | 377 | 53 | 14.1% | 130 | 34.5% | 108 | 28.6% | 86 | 22.8% |

The data above shows that students approaching, meeting or mastering STAAR were at the following percentages:

Math - 83.3%

Reading - 80.75%

Science - 85.9%

Mean RIT and Pecan Trail RIT

| | 5th EOY | 6th EOY |
|-------------|----------------------------|----------------------------|
| Math | 217.4 vs. 219.6 (PT) | 221.8 vs. 226.5 (PT) |
| Rdg | 210.5 vs. | 215 |

in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.

According to our student growth measure MAP data, in reading, overall students did not make the projected growth from BOY to MOY.

According to our student growth measure MAP data, in math, 5th grade students did not make the projected growth from BOY to MOY 6th grade students did make the projected growth from BOY to MOY.

meet the needs of our students.

Priorities:

- Continue collaborative horizontal planning.
- Student goal setting
- Analyze student data

| | | | | | | | | | |
|--|---|--|--|----------------|------------|----------------------|----------------------|--|--|
| | <table border="1"> <tr> <td></td> <td>214 (PT)</td> <td>vs. 218.9 (PT)</td> </tr> <tr> <td>Sci</td> <td>205.7 vs. 214.3 (PT)</td> <td>208.2 vs. 215.2 (PT)</td> </tr> </table> | | 214 (PT) | vs. 218.9 (PT) | Sci | 205.7 vs. 214.3 (PT) | 208.2 vs. 215.2 (PT) | | |
| | 214 (PT) | vs. 218.9 (PT) | | | | | | | |
| Sci | 205.7 vs. 214.3 (PT) | 208.2 vs. 215.2 (PT) | | | | | | | |
| <p>Curriculum and Instruction</p> | <p>MAP Growth was used to drive instruction in most of our classrooms this past year with targeted instruction for students happening as a result. 5-6 science teachers were trained in inquiry practices and Argument Driven Inquiry. The SAMR (Substitution, Augmentation, Modification and Redefinition) model was introduced this year. We utilized Edgenuity MyPath to help impact student growth.</p> | <p>MTSS resources for progress monitoring need to be defined for ELAR and math. Teachers will be trained in small group instruction. Depth and complexity resources will be added to the curriculum throughout the year.</p> <p>Continue to build teachers' and administrators' capacity in the use of instructional technology resources; we need to continue to focus on the use of data to drive instruction.</p> | <p>Administer CBM,'s for 5th, 6th grade social studies. Request an additional library for our 5th/6th ELA classroom. Request Junior Great Books for ELA.</p> <p>Engage in professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model.</p> <p>Continue to use MAP data to ensure instruction is adjusted for student success. Implement advanced curriculum for 5th and 6th ELA.</p> <p>Continue to build capacity in using our LMS (Schoology) throughout the campus.</p> | | | | | | |
| <p>Culture and Climate</p> | <p>In considering the culture and climate of our schools and the classrooms we look at discipline data and campus surveys. We had .001% of our students placed in DAEP this year. Campus leadership programs continued for educators throughout this year and conducted several projects on campus.</p> | <p>Staff surveys indicated a desire for more feedback and professional learning opportunities. The staff expressed satisfaction with the culture and climate on our campus. We did have limited professional learning this year due to COVID restrictions.</p> | <p>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 campus.</p> | | | | | | |

| | | | |
|---|---|---|---|
| <p>Staff Quality and Retention</p> | <p>Staff retention was high.</p> <p>Staff have access to virtual learning experiences through Schoology and Eduhero to build their capacity in a wide range of areas.</p> | <p>Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. 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.</p> | <p>Professional development will be aligned and model the Strategic Plan.</p> <p>We will continue to implement professional learning experiences based on teacher input and student data.</p> |
| <p>Technology</p> | <p>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 the campus.</p> | <p>A technology survey indicated that teachers need more devices for effective use in instruction. Our strategic plan with input across the community and school district indicates we need these devices in order to accommodate our growing student population. While we introduced SAMR at the campus, we will continue to identify ways to implement technology to best meet the needs of our students.</p> | <p>Increase devices on campus to better support instructional integration of technology into instruction.</p> |

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| Family/Community Involvement | We have implemented innovative ways to maintain contact with their parents throughout this year with not being able to have parents volunteer in the buildings. We did drive through "Schedule Pickup" evenings and days, virtual Open House, virtual PTO meetings, and virtual awards ceremonies. We did notice that our online meetings were consistently well attended. The use of our Learning Management System (Schoolology) was highly used throughout this year to communicate with parents and students. | Partnerships need to be expanded to support the growth and engagement of our students.; 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. |
|-------------------------------------|---|---|--|

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- District Benchmark Assessments (SS, Sci)
- PBMAS Report
- Failure Rates
- Community and Business Partner Input (DEIC)
- Technology Input from Stakeholders
- Attendance
- TAPR
- Special Education Data
- Schoology Participation Data
- CSISD Strategic Plan
- Curriculum Documents
- TELPAS
- Accountability Report
- CSISD Portrait of an Educator
- Educator Evaluations/TTESS
- CSISD Vision
- RTI Data
- PEIMS Discipline
- GT Demographics and Performance
- Dyslexia Data
- CSISD Parent Survey
- Counselor Input on Mental Health
- MAP Data
- Professional Development Feedback
- CSISD Portrait of a Learner
- CSISD Portrait of an Educator
- CSISD Portrait of a Leader
- PAC Data
- 504 Data
- DEIC Input
- District Survey

| Goal: 1 | | | | CSISD 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 <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3 | | | Supported by State or Federal Funds |
| Train campus on the CSISD Framework for success | Campus Principals | Strategic Plan | June - August | All | Sign-in sheets; Training module | | | | Title II Funds |
| Using a variety of data sources (end of year surveys, MAP data, etc.) we will identify an area for instructional focus from the CSISD Framework for Success and plan for implementation (EXPLORE) | Campus Principals Campus Leadership Team | Campus Instructional Implementation Plan | June - July | All | Campus instructional focuses; walkthrough data | | | | |
| Train staff on open ended, higher-order questions that require students to justify conclusions, judgements or decisions | Campus Principals Leadership Team | Depth and Complexity Question stems | August - May | All | Walkthrough data, MAP, STAAR | | | | |
| Carry out the Campus Instructional Implementation Plan (rooted in step 4) | Campus Principals, Leadership Teams, & Teachers | Campus Instructional Implementation Plan | August 2021- May 2022 | All | Professional learning plans and artifacts; walkthrough data; Improved learning outcomes | | | | |

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|--|--|----------------------------|-----------------------|-----|--|--|--|--|--|
| Audit instructional resources and strategically abandon those that are not being utilized. | Curriculum Coordinators; Dpt. Heads; Teacher Leaders; Campus Administrators | Classroom Impact Inventory | June 2021 - Dec. 2021 | All | Streamlined list of resources with connection to the CSISD Framework for Success | | | | |
|--|--|----------------------------|-----------------------|-----|--|--|--|--|--|

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

| Goal: 2 | | | | CSISD 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 <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3 | | | Supported by State or Federal Funds |
| All key stakeholders will be trained on the use of a selected MTSS data management software | Campus Principals; Campus Core Teams | 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 in 5-6 with the data management software and document it in an MTSS Handbook | Principals | Training | June 2021-July 2021 | At-risk students | MTSS Handbook | | | | |
| Train teachers on small group instruction for Tier II intervention time (Use MAP data and classroom data to create small groups) | Region VI; Executive Director of Secondary Education Campus Principal | Training | Feb. 2022-Feb 2022 | All | Agendas; Training sign-in sheets | | | | |

| | | | | | | | | | |
|---|--|------------------------------|---------------------|-------------|--|--|--|--|--|
| Communicate expectations for use of MTSS software | Campus Principals | MTSS Handbook with processes | August 2021 | All at-risk | | | | | |
| Implement and monitor for calibration across the campus | 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 | | | | CSISD 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 | | | Supported by State or Federal Funds |
| | | | | | | <i>Review 1 - Campus (Oct), DEIC (Nov)</i> | <i>Review 2 - Campus (Feb), DEIC (March)</i> | <i>Review 3 - Campus (May), DEIC (June)</i> | |
| | | | | | | #1 | #2 | #3 | |
| Communicate finalized best practice expectations to campus leadership teams | Campus Principals, Leadership Team | Resources to support expectations | August 2021 - Sept. 2021 | All | Defined "CSISD Best Practices" in the Curriculum Management Plan | | | | |
| Establish a best practice focus area based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations (Small Group Instruction) | Director of Secondary Education, Campus Principals | Training materials for principals and staff | Sept. 2021 - Oct. 2021 | All | Walkthrough data analysis, Lesson Plans, Observation data | | | | |
| ELA staff will be trained on Junior Great books and receive materials to implement this instructional program in classrooms. | Campus Principals, Instructional Coach | Virtual Training | October 2021 - May 2022 | All | STAAR MAP | | | | |
| √ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue | | | | | | | | | |

| Goal: 3 | | | | CSISD 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 | | | Supported by State or Federal Funds |
| | | | | | | Review 1 - Campus (Oct), DEIC (Nov) #1 | Review 2 - Campus (Feb), DEIC (March) #2 | Review 3 - Campus (May), DEIC (June) #3 | |
| Provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting. | Campus Leadership | Service opportunities (beyond existing projects) | August 2021 - Jan. 2022 | All | Campus artifact and reports of outreach activity and stakeholder attendance | | | | |
| Identify and participate in one community service project | Campus Leadership, Teachers | Service Learning information | August 2021 - May 2022 | All | Campus artifact and reports of community service projects | | | | |
| √=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue | | | | | | | | | |

Pecan Trail Professional Learning Plan 2021-2022

- | | |
|--|--|
| <ul style="list-style-type: none">● ELA<ul style="list-style-type: none">○ Depth and Complexity Training <i>Goal 1.1</i>○ Analyzing Student Data <i>Goal 2.1</i>○ Small Group Instruction Based on Map Data <i>Goal 2.1</i>○ Junior Great Books <i>Goal 2.2</i>○ MTSS System of Support <i>Goal 2.1</i>● Mathematics<ul style="list-style-type: none">○ Depth and Complexity Training <i>Goal 1.1</i>○ Analyzing Student Data <i>Goal 2.1</i>○ Small Group Instruction Based on Map Data <i>Goal 2.1</i>○ MTSS System of Support <i>Goal 2.1</i>● Science<ul style="list-style-type: none">○ Depth and Complexity Training <i>Goal 1.1</i>○ Analyzing Student Data <i>Goal 2.1</i>○ Small Group Instruction Based on Map Data <i>Goal 2.1</i>○ Inquiry Based Science Instruction <i>Goal 1.1</i>● Social Studies<ul style="list-style-type: none">○ Depth and Complexity Training <i>Goal 1.1</i>○ Analyzing Student Data <i>Goal 2.1</i>○ Small Group Instruction Based on Classroom Data <i>Goal 2.1</i>○ Junior Great Books <i>Goal 2.2</i> | <ul style="list-style-type: none">● Special Services<ul style="list-style-type: none">○ Analyzing Student Data <i>Goal 2.1</i>○ Small Group Instruction Based on Map Data <i>Goal 2.1</i>○ MTSS System of Support <i>Goal 2.1</i>● Teacher Development<ul style="list-style-type: none">○ Mentor Training <i>Goal 1.1</i>○ Year 1 Teacher Development <i>Goal 1.1</i>○ Meeting the Needs of Students in Poverty <i>Goal 2.1</i>○ Equity and Diversity Training <i>Goal 2.1</i> |
|--|--|

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 |
|--|--------------------------|---|--|
| <p>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:</p> <ul style="list-style-type: none"> ● 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. <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p> | <p>Space at campuses</p> | <p>Board of Trustees Superintendent</p> | <p>Peace Officers on campuses and call</p> |

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: PECAN TRAIL EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2021-2022

| | | | | |
|----------------|---------------------|--|----------------|-----------------------|
| Ashlee Wright | ELA | | Laura Mendez | Counselor |
| Dana Dabbs | Math | | Kellie Deegear | Principal |
| Sandy Shannon | Science | | Brittany Cain | Assistant Principal |
| Laura Brindle | Social Studies | | Dory Moore | Parent Representative |
| Clare Birdsall | Sped | | Spencer Cain | Community Member |
| Roy Rodriguez | Fine Arts | | Timothy Bailey | Community Member |
| David Childers | PE | | | |
| Julie Hoyle | GT | | | |
| Josh Zehnder | Instructional Coach | | | |
| Holly Weisman | Instructional Coach | | | |
| Stacey English | Instructional Coach | | | |