

College Station Middle School

Annual Campus Improvement Plan
2022-2023



Board Approval Date: September 20, 2022

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

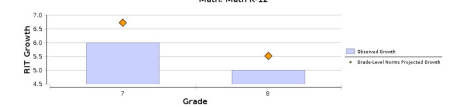
Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	<p>College Station Middle School has a diverse population of close to 670 students comprised of 47.4% white, 22.7% Hispanic, 15% African-American, 10.4%, Asian/Pacific Islander, 4.2% Two or more races and .3% American Indian. The economically disadvantaged population accounts for 37.7% of our students for the 2020-2021 school year, which is slightly higher than the 2019-2020 school year. 43.4% of the students are designated at-risk as compared to the 2019-2020 percentage of 47.8% of the student population being designated at-risk. Our LEP population is 4.8%. We currently have 87 special education students and 87 students receiving services through 504. We also have 100 students who are identified as Gifted and Talented.</p>	<ul style="list-style-type: none"> ● CSMS will strive to increase the academic achievements of historically underperforming student groups. The number of students receiving special education and 504 services continues to increase, indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) and implement stronger Tier I and Tier II instructional strategies at CSMS. ● CSMS will work to meet the needs of our GT students in our core instruction. 	<ul style="list-style-type: none"> ● Our priority for demographics this year is to address closing the achievement gap of historically underperforming student groups. ● One priority is maintaining and improving a strong, calibrated MTSS program across 7th and 8th grades in order to address our increasing student needs. ● We will embed learning opportunities geared specifically towards our gifted and talented strategies in the core curriculum.
Student Achievement	<p>Despite the challenges of the last couple of years, a large portion of our students showed growth over the year based on their MAP scores.</p>	<p>Based on MAP growth, students are not growing at or above growth norms in math or reading, according to MAP normative data. Science is showing growth above the growth norm. In addition, although STAAR passing rate for both 7th grade and 8th grade reading improved, there were declines in all other testing areas. As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state</p>	<ul style="list-style-type: none"> ● Tier I instruction will be strengthened and based on analysis of data. ● Tier II interventions, using the MTSS system, will be included in the math and ELAR. ● Data talks, content area and vertical teaming will make use MAP data to track student growth and ensure instruction is adjusted based on data analysis. ● To help close the achievement gap, we will align our strategic planning process in instructional practices,

assessment measures. Both the MAP and STAAR data show the need to improve Tier I and II instruction to better meet the needs of our students.

Math:

College Station Middle School
Math: Math K-12

Grade (Spring 2022)	Fall 2021			Growth			Growth			Growth			Growth			
	Total	Mean	Standard Deviation	Mean	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	
7	202	203.1	16.7	63	222.4	13.7	86	8	0.4	0.7	0.38	27	100	100	68	48
8	202	202.8	15.8	59	222.6	17.6	86	8	0.4	0.5	0.28	27	100	100	67	48



Reading:

College Station Middle School
Language Arts: Reading

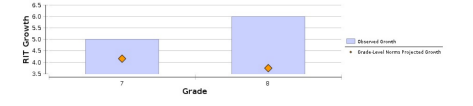
Grade (Spring 2022)	Fall 2021			Growth			Growth			Growth			Growth			
	Total	Mean	Standard Deviation	Mean	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	
7	202	219.8	15.4	63	214.4	16.2	86	8	0.4	0.3	0.36	8	102	100	68	45
8	202	202.8	15.8	59	222.6	17.6	86	8	0.4	0.5	0.28	27	100	100	67	48



Science:

College Station Middle School
Source: Science K-12

Grade (Spring 2022)	Fall 2021			Growth			Growth			Growth			Growth			
	Total	Mean	Standard Deviation	Mean	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	
7	202	222.8	13.7	69	217.2	12.4	86	8	0.4	0.1	0.17	27	100	100	67	48
8	202	202.8	15.8	59	222.6	17.6	86	8	0.4	0.5	0.28	27	100	100	67	48



using small group instruction and AVID strategies to differentiate instruction school-wide.

- We will implement PLCs to increase differentiation in instructional practices, specifically small group instruction, and strengthen classroom management.

Curriculum and Instruction

- MAP Growth data is used to drive instruction.
- Technology is used to improve student engagement.
- MTSS is implemented to support struggling students.

- MTSS system needs to be expanded and put into place consistently in math and ELAR.
- Clear Tier I, II and III qualifications need to be defined based on CSISD expectations.
- Teachers need continued training and time to analyze data to use it to drive

- We will use data from CBM's for 7th & 8th grade social studies to drive instruction.
- We will provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure.

		<p>classroom instruction.</p> <ul style="list-style-type: none"> ● Teachers need training in order to implement small group instruction. 	<ul style="list-style-type: none"> ● We will provide professional learning on small group instruction so that core teachers can implement in their classrooms. ● We will use MAP data to ensure instruction is adjusted for student success. ● We will continue to build capacity in using our LMS (Schoology) and other instructional technology.
Culture and Climate	<p>In examining the culture and climate of our schools and the classrooms we look at discipline data and district surveys. We continue to build leadership capacity with our staff and students to facilitate growth and collaboration. School administration is intent on building relationships with faculty, staff and students..</p>	<ul style="list-style-type: none"> ● Student needs in the areas of mental health and social emotional wellness continue to grow. ● SELT meetings will be expanded to help identify and support student needs. ● We will hold more family events both on campus and off-site to engage all stakeholders. ● Administration and Instructional Coaches will provide frequent and actionable feedback and coaching to all teachers. ● Administration and Instructional Coaches will increase professional development opportunities in areas of interest or need. 	<ul style="list-style-type: none"> ● 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. ● Counselor SEL lessons will increase in frequency. ● Instructional Coaches will initiate a coaching cycle with all teachers. ● Administration will seek staff input and provide professional development based on campus feedback.
Staff Quality and Retention	<p>7 teachers/staff members left CSMS due to transfers, moving to a new city, retiring, or other job opportunities.</p>	<ul style="list-style-type: none"> ● Teachers are asked to cover classes when substitutes can't or don't show for jobs, this is putting a strain on the morale of our staff. ● Data from Panorama survey was examined by administration to find weaknesses and address these. ● In order to develop staff relations, opportunities for staff to interact outside of school related activities will increase. 	<ul style="list-style-type: none"> ● Teachers are given supplemental pay when they cover 6 classes due to sub shortages. ● Provide optional ongoing training that is aligned to our strategic plan throughout the year for our teachers. ● Opportunities for staff interaction in a non-academic setting will increase.

<p>Technology</p>	<p>Use of Schoology and Student/Parent Tech help to increase usage of HAC and increase academic extensions at home.</p> <p>SAMR implementation has allowed for teachers to broaden their scope of lesson planning to include more tech diverse lesson activities for students.</p>	<ul style="list-style-type: none"> ● Lack of devices limit lessons where technology could support and grow learning for G/T and underperforming student groups. ● Continue SAMR discussions, reflections, and implementation into instructional planning. 	<ul style="list-style-type: none"> ● Increase the number of devices on campus, as budget permits. ● Continue to increase teacher and administrator capacity and use of instructional technology. ● Provide professional development opportunities to increase instructional technology knowledge. ● Teachers integrate technology into instruction.
<p>Family/Community Involvement</p>	<p>CSMS hosted an “Open House”/ family night so that parents could put a face with the name of their student’s teachers.</p> <p>In person PTO meetings resumed and PTO was able to be heavily involved.</p> <p>Schoology continued to be used to communicate with parents and students.</p>	<ul style="list-style-type: none"> ● Create innovative opportunities for families from all demographics represented at CSMS to be involved and present in our school. ● Initiate at least one off-campus opportunity for CSMS faculty and staff to interact with parents and the community. 	<p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with our extended school community.</p> <ul style="list-style-type: none"> ● Utilize features in Schoology to support parent involvement in learning. ● Utilize parent and community volunteers to interact with our students. ● Expand the food pantry so that it addresses the needs of more families.

Data Used for Campus Comprehensive Needs Assessment

- MAP testing (BOY, MOY, EOY)
- Failure Rates
- Community and Business Partner Input (DEIC)
- Teacher Input
- Attendance
- Teacher Retention
- Special Education
- Curriculum Documents
- T-TESS
- SPED/504 Data

- PEIMS Discipline
- Counselor Input on Mental Health
- Professional Development
- Administrator Input
- Educator Evaluations
- GT Identification
- Parent Input
- Panorama Survey Data
- Demographics
- STAAR results
- Technology Input

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.								
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
CSMS had identified and will implement Explore as our year 2 instructional phase of the CSISD Framework for Success	Campus Administration, Instructional Coaches, Counselors	Campus and District Resources	June 2022 - May 2023	All	Teachers implement a wider variety of instructional strategies, student growth				
Using a variety of data sources (end of year surveys, MAP data, etc.), campus principals will identify and implement their second phase of the CSISD Framework for Success to implement into their professional learning plans to improve instructional practices	Campus Administration, Instructional Coaches, Counselors	Campus and District Resources	June 2022 - May 2023	All	Teachers implement a wider variety of instructional strategies, student growth				
Teachers use data to provide a variety of learning experiences to address the needs of individual learners	Instructional Coaches, Campus Administrator, Counselor, teachers	Time, end of year survey data, MAP data, STAAR data, informal/formal assessment, attendance data, discipline data	August 2022 - May 2023	All	Improved attendance, behavior, and academic achievement of all learners				

Teachers use data driven instruction to differentiate learning experiences, specifically using small group instruction	Instructional Coaches, Campus Administrators, all teachers	Time, end of year survey data, MAP data, STAAR data, informal/formal assessment, attendance data, discipline data	August 2022 - May 2023	All	Improved academic achievement of students				
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Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.2	Create a system of personalized professional learning for all educators								
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
Build understanding of what it means to create personalized learning to grow and develop educators	Campus Administration, Instructional Coaches, Counselors	Campus and District Resources	June 2022 - May 2023	All	Teachers attend PLCs and implement new learning strategies in their classrooms				
Using the Power School Professional Learning system, include varied learning opportunities such as: -Curated choices at campus level -Learning /doing model -Coaching and Professional Learning Communities	Campus Administration, Instructional Coaches, Counselors	Campus and District Resources	June 2022 - May 2023	All	Teachers participate in learning opportunities specific to their needs and preferred areas of growth				

Provide supports for teachers in individual growth toward T-TESS instructional goals	Campus Administration	Campus and District Resources	June 2022 - May 2023	All	Teachers are successful in meeting T-TESS goals				
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√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue
Summative Evaluation (to be filled in by June 2023 by administration)

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
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Specific Result 1.3	Engage in a process for student individual goal setting and progress monitoring								
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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)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
Students will use informal and formal data to personalize student-led goals and next steps toward academic growth.	Campus Administration, Instructional Coaches, Advisory teachers, students, parents	MAP data, informal and formal data, goal setting template	August 2022 - May 2023	All	Student personal and academic growth				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue
Summative Evaluation (to be filled in by June 2023 by administration)

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.								
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
Provide feedback and and participate in the revision process of the CSISD MTSS Handbook	Campus Administration, Instructional Coaches, District Personnel	Campus and District Resources	June 2022 - May 2023	All	Streamlined process of MTSS across the campus and district				
Implement MTSS processes aligned to the CSISD MTSS Handbook	Campus Administration, Instructional Coaches, District Personnel	Campus and District Resources	June 2022 - May 2023	All	MTSS meetings are held regularly on campus and the district process is being followed				
Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district	Campus Administration, Instructional Coaches, District Personnel	Campus and District Resources	June 2022 - May 2023	All	Teachers utilizing Performance Matters data to differentiate instruction				
Teachers use MAP data and teacher created assessments to identify students who need intervention	Instructional Coaches, Campus Administrators, all teachers	Time, Data, Personnel	August 2022 - May 2023	All	Improved academic achievement of students				

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.								
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 secondary teachers on small group instruction for Tier II intervention time	Campus and district personnel	Campus and District Resources, outside training and resources	August 2022- May 2023	All	Teachers incorporate small group instruction into lesson plans				
Implement structured PLCs for all staff	Instructional Coaches, Campus Administrators	Training provided by campus and district staff using district resources.	June 2022 - May 2023	All	Teacher attendance, implementation of strategies, improvement in student behavior and academic success				

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								
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
CSMS will provide a community outreach activity to engage families off-campus in a familiar setting.	Campus Leadership; Parent & Community Involvement Design Team	Time, Off-campus location, volunteers	August 2022 - May 2023	All	Campus artifact and reports of outreach activity and stakeholder attendance				
CSMS will host family/community nights (once in the fall and once in the spring)	Campus Leadership; Parent & Community Involvement Design Team, teachers	School staff, community members, parents, students, campus and district resources	August 2022 - May 2023	All	Campus artifact and reports of outreach activity and stakeholder attendance				
CSMS will maintain a food pantry for students and families in need	Nurse, Campus Principals, Campus Leadership, LIFE/STRIVE teachers	Time, food donations, volunteers	August 2022 - May 2023	All	Schoology notifications, student use of the service				

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.1	Establish and utilize a comprehensive instructional technology plan for teachers and staff.								
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
Administrators and Digital Learning Coordinator continue to conduct walkthroughs to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model	Campus administrators, District personnel	Walkthrough form, T-TESS evaluation	August 2022 - May 2023	All	Completed walkthrough and evaluation forms				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.2	Create and implement a comprehensive instructional technology plan for students at all levels.								
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
Implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year	Campus administrators, Campus technology facilitator, district digital learning coordinator	District vetted and curated resources	August 2022 - May 2023	All	Teachers submit evidence of completion				
Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus Professional Learning Communities to plan digital learning experiences for students, purposefully and appropriately.	Campus administrators, Campus technology facilitator, staff	Appropriate technology materials and applications	August 2022 - May 2023	All	Teachers incorporate more technology in their classroom				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.3	Provide sufficient instructional technology resources and support.								
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
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Campus administrators, Campus technology facilitator, staff	Appropriate technology materials and applications	August 2022 - May 2023	All	Teachers incorporate more technology in their classroom				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

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	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.			
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 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>as authorized to “Texas Peace Officer” as determined by the Board of Trustees</p> <ul style="list-style-type: none"> 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>			
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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	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	Counselors, Campus	Director for Student Services,	Discipline Referrals, Anecdotal

staff training on relationship abuse awareness, detection and prevention.	administrators, Campus Budget	School counselors, Campus Administrators	Campus Reports
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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	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Education, Career and Technical Education and students in at risk situations.			
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, Title IV, Perkins, 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: Campus Leadership Team 2021-2022

Campus Leadership	Dept. Represented
Birdsall	Counselor
Bland	Social Studies/History
Brod	Math/Instructional Coach
Burton	Boy's Athletics
Day	Fine Arts
Grall	Asst. Principal
Hadnot	Principal
Hall	Instructional Coach/CTF
Hodge	Asst. Principal
Kieschnick	SPED
Kurtz	Science
Lapaglia	ELAR
Pratcher	Girls Athletics
Ray	Counselor
Restivo	Math
Wilson	CTE