

Pecan Trail Intermediate

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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[District Improvement Plan Acronyms & Definitions Sheet](#)

Executive Comprehensive Needs Assessment Summary

<p>Areas Examined</p>	<p>Summary of Strengths (What Strengths were identified?)</p>	<p>Summary of Needs (What needs were identified?)</p>	<p>Priorities (What are the priorities for the district?)</p>
<p>Demographics</p>	<p>Pecan Trail Intermediate has approximately 810 students and some diversity with 76% of the population being White, 17% being Hispanic, 13% African-American, and 10%, Asian. The economically disadvantaged population accounts for 26% of our students for the 2022-2023 school year, which is about the same as the 2021-2022 school year, while 38% 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 18%.</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) at Pecan Trail. We currently have around 137 students served through special education and 127 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) students, with AA students and H students representing under 1% of the overall Gifted and Talented population.</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>
<p>Student Achievement</p>	<p>Overall Projected Proficiency Summary from MAP MOY:</p>	<p>Measures of Academic Progress (MAP) data indicate that there are groups of our</p>	<p>Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of</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	387	61	15.8%	115	29.7%	120	31.0%	91	23.5%
6	383	41	10.7%	92	24.0%	130	33.9%	120	31.3%
Total	770	102	13.2%	207	26.9%	250	32.5%	211	27.4%

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	387	74	19.1%	106	27.4%	84	21.7%	123	31.8%
6	382	44	11.5%	140	36.6%	96	25.1%	102	26.7%
Total	769	118	15.3%	246	32.0%	180	23.4%	225	29.3%

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	387	57	14.7%	102	26.4%	111	28.7%	117	30.2%
Total	387	57	14.7%	102	26.4%	111	28.7%	117	30.2%

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

- Math - 86.8%
- Reading - 84.7%
- Science - 85.3%

Mean RIT and Pecan Trail RIT

	5th EOY	6th EOY
Math	218.75	222.88

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.

According to our student growth measure MAP data, in math, overall students did make the projected growth from BOY to EOY.

According to our student growth measure MAP data, in reading, overall students did make the projected growth from BOY to EOY.

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

time students are pulled away from the general instructional environment.

Improve Tier I and II instruction to better meet the needs of our students.

Priorities:

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

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	vs. 224.0 (PT)	vs. 232.4 (PT)										
Reading	210.98 vs. 215.6 (PT)	215.36 vs. 220.9 (PT)										
Science	206.17 vs. 217.1 (PT)	208.47 vs. 217.4 (PT)										
Curriculum and Instruction	<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 and ExactPath to help impact student growth.</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math. Teachers will continue to be trained in small group instruction. Depth and complexity resources will continue to be utilized 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.</p> <p>Request an additional library for our 5th/6th ELA classroom. Utilize Junior Great Books for ELA as well as determine ways to implement into the Social Studies curriculum.</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.</p>									
Culture and Climate	<p>In considering the culture and climate of our schools and the classrooms we look at discipline data and campus surveys. We had .003% 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.</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>									
Staff Quality and Retention	<p>Staff retention was high.</p>	<p>Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. Time is needed this year</p>	<p>Professional development will be aligned and model the Strategic Plan.</p> <p>We will continue to implement professional</p>									

		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.	learning experiences based on teacher input and student data.
Technology	School expectations are in place and teachers have built a comfort level using our LMS over the last year. We will continue to provide training and support necessary to aid the continued implementation of the SA MR model to the campus.	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.	Increase devices on campus to better support instructional integration of technology into instruction.
Family/Community Involvement	Surveys indicate parents would like events such as Welcome to the Trail (for incoming 5th graders) to return.	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 District 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.								
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
Each campus will identify and implement next steps of the instructional phase of the CSISD Framework for Success implemented in year one (Explore) to enhance depth and complexity of staffs' understanding (CIP)	Campus Administrators Instructional Coaches	Campus Instructional Implementation Plan	June - August	ALL	Walkthroughs data, Campus Instructional Focus				
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 (Connect) to implement into their professional learning plans to improve instructional practices	Campus Administrators	Campus Instructional Implementation Plan	June-July	ALL	Walkthrough data, Campus Instructional Focus				

Train campus on the year two CSISD Framework for success	Campus Administrators	Strategic Plan	June - August	All	Sign-in sheets; Training module				
Train staff on open ended, higher-order questions that require students to justify conclusions, judgements or decisions	Campus Administrators Instructional Coaches	Depth and Complexity Question stems	August - May	All	Walkthrough data, MAP, STAAR				
√=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.								
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 Administrators Teachers Instructional Coaches	PowerSchool	August-May	ALL	Sign in Sheets Staff Portfolios				
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 Administrators Instructional Coaches GT Specialists	PowerSchool Staff Development Plan	June - May	ALL	Staff Portfolios, Sign in Sheets				
Provide supports for teachers in individual growth toward T-TESS instructional goals	Campus Administrators Instructional Coaches	Professional Development	August - May	ALL	Walk Throughs, Sign in Sheets				
√=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.								
Specific Result 1.3	Engage in a process for student individual goal setting and progress monitoring								
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 with campus administrators on effectively using data from different assessment types, such as MAP, state, and district assessments with a focus on student goal setting	Campus Administrators Instructional Coaches Teachers	Data from MAP, STAAR, classroom Student goal setting training HB4545 Spreadsheet	August - April	ALL	MAP, STAAR, Walkthrough data				
√=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 participate in the revision process of the CSISD MTSS Handbook	Campus Administrators Instructional Coaches	MTSS handbook	August - December	ALL	MTSS handbook				
Implement MTSS processes aligned to the CSISD MTSS Handbook	Campus Administrators Instructional Coaches Counselors	MTSS handbook Calendar with scheduled meetings	August - May	ALL	Documentation from meetings MAP STAAR				
Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district	Campus Administrators Instructional Coaches	Tools and strategies provided by the district	August - May	ALL	Sign In Sheets, Walkthrough data, MAP, STAAR				
Train teachers on small group instruction for Tier II intervention time (Use MAP data and classroom data to create small groups)	Director of Secondary Education Campus Administrators	Training	August - April	All	Agendas; Training sign-in sheets				

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
Principals will choose an instructional best practice focus area(s) in conjunction with the phase of the Framework for Success based on instructional needs for students and monitor walk through data for implementation (small group instruction)	Campus Administrators	MAP, Survey, STAAR data Instructional best practices information	June - July	ALL	Frame work of Success and best practices				
Implement professional learning community protocols and practices on campus	Campus Administrators Instructional Coaches Teachers Counselors	Protocols	August - September	ALL	Protocols development and final copy				
Communicate finalized best practice expectations to campus leadership teams	Campus Principals, Leadership Team	Resources to support expectations	August - September	All	Defined "CSISD Best Practices"				
Establish a best	Director of	Training	September -	All	Walkthrough				

practice focus area based on instructional needs for at-risk students evident in walkthroughs and observations (Small Group Instruction)	Secondary Education, Campus Principals	materials for principals and staff	April		data analysis, Lesson Plans, Observation data				
ELA and SS staff will continue to utilize the Junior Great Books program	Campus Principals, Instructional Coach	Junior Great Books	September-May	All	STAAR MAP				
<p>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)</p>									

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
Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Campus Leadership	Location Food	August - January	ALL	Campus artifact and reports of outreach activity and stakeholder attendance				
Each campus will identify and participate in one community service project.	Campus Administrators GT teacher Classroom Teachers	Letter to community members Slideshow for staff Materials Buses	August - May	ALL	Campus artifact and reports of community service projects				
Share campus-based community outreach activities and community service projects with the broader CSISD community	Campus Administrators Teachers	Social Media Newsletters	August - May	ALL	Campus Artifacts of community service projects.				
√=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: 6.1	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 with to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model	Campus Administrators Digital Learning Coordinator	Walkthrough form	August - May	ALL	Walkthrough data				
√=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
Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year	Campus Instructional Technology Teachers	Lessons created in Google Drive	June - December	ALL	Lessons 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.	Digital Learning Coach Digital Learning Coordinator Instructional Coaches	Calendar to schedule PD	August - May	ALL	Lesson Plans				
√=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 Instructional Technology Specialist Teachers	Planning time Technology Resources	June - May	ALL	Sign in Sheets Lesson plans Walkthroughs				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Pecan Trail Professional Learning Plan 2022-2023

- ELA
 - Depth and Complexity Training *Goal 1.1*
 - Analyzing Student Data *Goal 2.1*
 - Small Group Instruction Based on Map Data *Goal 2.1*
 - Junior Great Books *Goal 2.2*
 - MTSS System of Support *Goal 2.1*
- Mathematics
 - Depth and Complexity Training *Goal 1.1*
 - Analyzing Student Data *Goal 2.1*
 - Small Group Instruction Based on Map Data *Goal 2.1*
 - MTSS System of Support *Goal 2.1*
- Science
 - Depth and Complexity Training *Goal 1.1*
 - Analyzing Student Data *Goal 2.1*
 - Small Group Instruction Based on Map Data *Goal 2.1*
 - Inquiry Based Science Instruction *Goal 1.1*
- Social Studies
 - Depth and Complexity Training *Goal 1.1*
 - Analyzing Student Data *Goal 2.1*
 - Small Group Instruction Based on Classroom Data *Goal 2.1*
 - Junior Great Books *Goal 2.2*

- Special Services
 - Analyzing Student Data *Goal 2.1*
 - Small Group Instruction Based on Map Data *Goal 2.1*
 - MTSS System of Support *Goal 2.1*
- Teacher Development
 - Mentor Training *Goal 1.1*
 - Year 1 Teacher Development *Goal 1.1*
 - Meeting the Needs of Students in Poverty *Goal 2.1*
 - Equity and Diversity Training *Goal 2.1*

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

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 as authorized to “Texas Peace Officer” as 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>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 staff training on relationship abuse awareness, detection and	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

prevention.			
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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 Education, Career and Technical	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

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: PECAN TRAIL EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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			