

FOREST RIDGE ELEMENTARY

Campus 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>Forest Ridge serves over 540 students including students in Head Start, Pre-K through fourth grade. Our student population summary includes:</p> <p>African American: 14.1% Hispanic: 14.6% White: 69.5% Asian: 14.8% American Indian: 1.4% Economically Disadvantaged: 21.5% At Risk 16.8% ESL: 7.4% Special Education: 15.2% Special Education Speech Only: 7.1% GT: 8.3%</p>	<p>Culturally Responsive practice and training is needed to address instructional needs of African American, Hispanic, economically disadvantaged, special education and English language learners. The diversity represented at FR provides a necessity for practical, research-based, community-building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.</p>	<p>Our priority for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. Through MTSS processes we will provide targeted support through additional resources and professional learning so that we can build on identified strengths to decrease achievement gaps in individual student groups in the areas of reading, math, and writing.</p> <p>In addition, we will provide ongoing training and professional development to support teachers in the creation and implementation of meaningful and relevant instruction for all learners through both enrichment and intervention.</p>
Student Achievement	<p>Preliminary STAAR data indicates improvement in the content areas of both reading and math. 3rd grade reading improved from 85% approaching grade level in 2019 to 93% overall passing rate in the spring of 2021. 3rd grade math improved from 90% approaching grade level or above to 96% overall passing rate in the spring of 2021. 4th grade reading improved to 90% overall passing rate in 2021 and 4th grade math also improved from 87% passing rate in 2019 to 92% overall passing rate in 2021.</p> <p>MAP scores also indicate above projected growth in 3rd and 4th grade Math, 4th grade ELA, and 4th Grade Science. Kindergarten also showed increased momentum in</p>	<p>In order to make consistent gains in all domains, we will focus on closing the achievement gaps with underperforming student groups (African American, Economically Disadvantaged, and Special Education students) for reading, math, and writing. MAP data will also be utilized to observe changes in student achievement growth and monitor student progress towards mastery of grade level standards and projected growth measures. In addition, this data will support the creation and use of targeted instruction to meet the needs of all students on our campus.</p>	<p>We will provide early intervention at K – 3rd grade to ensure all learners are meeting expectations with literacy and math. We will continue to strengthen Tier I instruction by implementing research based best practices in the areas of guided reading and guided math. We will also continue to refine the co-teach model in special education and Tier II and III interventions by classroom teachers and interventionists to provide exposure and direct learning opportunities with on grade level content and standards.</p> <p>This year we will also make concerted efforts to provide not only intervention but accelerated learning opportunities by providing enrichment for all students. Our campus SOAR program will engage students</p>

	growth in the spring semester of 2021.		in building power skills that allow them to explore learning through STEAM, research, and challenge based learning.
Curriculum and Instruction	Core classroom teachers plan, create, and implement meaningful and relevant instruction through the use of district curriculum documents with a focus on transfer goals, enduring understandings, essential questions, assessments, and resources. This year, as documents have been refined, our teachers will further explore the digital resources embedded in these documents, to strengthen instructional practice and delivery of lesson content. In addition, campus representatives will continue to contribute to the district curriculum writing process across multiple subject areas to facilitate growth and support for curriculum and instruction across the district.	Our Panorama Survey data from all stakeholder groups identified a need for long term goal setting for students through enrichment and challenge based learning. STEAM related content, resources, and research will further be explored to support integration of power skills in the lessons designed by teachers across content areas and grade levels. MTSS resources for core content areas will also need to be identified and integrated into lesson planning in order to strengthen Tier I and II instruction.	K-3 teachers and administrators will attend the K-5 Reading Academies based on the Science of Teaching Reading in order to ensure all students are reading by third grade. Access district resources referenced in curriculum documents including textbook adoptions, pacing recommendations, academic vocabulary, common misconceptions, differentiation, performance assessments, and technology resources. Utilize district resources that support the facilitation of the MTSS process to improve both Tier I and II instruction across all core content areas. Use the PLC structure to provide staff with opportunities for vertical and horizontal alignment across and within grade levels and subject areas to promote curriculum conversations and planning with depth and complexity.
Culture and Climate	Forest Ridge maintains a welcoming, positive, and safe environment where staff members are highly invested in our families and students. We strive to live our vision each day in order to ensure student learning, achievement, and well-being. We have built expectations through positive behavior interventions and supports (PBIS), focused on Social Emotional Learning (SEL), CD, Champs, Boys Town – Girls	We will continue to utilize and implement trauma informed practices to promote social and emotional well-being of all students, families, and staff at Forest Ridge. We will also continue to build and repair relationships through the continued use of Restorative Practices. We will refine our formal and informal processes to restore and build relationships while also cultivating leadership capacity in all	We will continue to strengthen our school climate and culture through the implementation of trauma informed practices and training, and Restorative Practices with a focus on self care and regulation, stress management, treatment agreements, 90 second positive spark plan, GTKY circles, 2-minute connections, 60 second relate break, relational meters and check ins.

	<p>Town, Restorative Practices and use MTSS to offer academic and behavioral support.</p> <p>Panorama Survey data indicates school climate and safety as an area of strength as identified by stakeholder groups. In addition, staff survey data indicates strong perceptions of effective school leadership and relationships.</p>	students.	We will also continue to use Panorama Survey data to monitor and respond to stakeholder input on climate and culture as well as systems and support.
Staff Quality and Retention	<p>100% of the staff at Forest Ridge are highly qualified. Forest Ridge recruits strong staff members who are mostly proficient or higher on T-Tess/ATR evaluations. The average year of teacher experience on our campus is 14 years. We had two teacher positions to fill for the 2020-2021 school year, so our turnover rate was minimal. All staff members engage in professional goals and learning through collaboration and professional learning communities. These processes build leadership and allow our staff to gather information and problem solve together to meet student needs</p>	<p>Our Panorama Teacher Survey data indicated that teachers wanted more coaching and feedback this year. Our belief is that leadership capacity is fostered and shared through self-selected topics and interest groups to address identified issues as they emerge. Coaching opportunities and feedback will continue to support educators in the development of thinking, problem solving and moving educational practices to a higher level.</p>	<p>Provide opportunities for staff collaboration, and frequent feedback through:</p> <ul style="list-style-type: none"> ● Informal conversations ● Mentorships ● Coaching ● Grade Level Teams ● Vertical Teams ● Content Area Teams ● Interest Groups ● PLCs ● Leadership Teams ● Faculty Meetings ● Professional Development
Technology	<p>Forest Ridge teachers regularly and effectively integrate technology into their practices to enhance student learning and use tools that extend student experiences.</p>	<p>Continue educator training in the area of authentic technology integration to support student learners in all areas by utilizing the SAMR model. Forest Ridge staff will continue to utilize student management, curriculum systems, and digital learning resources. All teachers will utilize Schoology as the platform to communicate instruction to students and parents.</p>	<p>Staff will receive ongoing technology training and will be supported by the CTF, computer assistant and campus leaders as they grow into the consistent and effective use of technology programs and platforms including but not limited to Schoology, NWEA MAP Assessments, Google Suite, NearPod, and Performance Matters Assessment Analytics Core+.</p>

<p>Family/Community Involvement</p>	<p>Forest Ridge has overall strong parental support and elicits frequent feedback to best serve our diverse community of learners. This year we will continue to foster relationships through the use of social media platforms and onsite events that are cognizant of the safety and well-being of our stakeholders. We will continue to partner with community leaders and organizations through our FLIP Leadership program and intentional learning opportunities.</p>	<p>We will continue to increase our use of social media platforms to celebrate our campus successes and connect with our community at large.</p>	<p>Communicate student academic progress and upcoming school and community events in Monday folders, timely conferences, notes, progress reports, phone calls, Messenger, E-school, and Schoology.</p> <p>Elicit parent feedback throughout the year in an effort to build effective home and school partnerships that support student learning and overall well-being.</p> <p>In order to expand our SOAR program we will collaborate with the Ready, Set, Teach program and utilize university contacts and resources to promote productive partnerships for learning.</p>
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Data Used for Campus Comprehensive Needs Assessment

- STAAR
- Reading Levels
- Spelling Inventory
- Sentence Dictation
- AVMR
- MAP Data
- 504 Data
- TELPAS
- Dyslexia Data
- Special Education
- Curriculum Documents
- Early Head Start, Head Start, and PreK
- Rtl Data, Notes, and Processes
- District Benchmark Assessments
- Panorama Stakeholder Surveys
- PEIMS Discipline
- GT Identification
- Attendance
- PAC Data
- DEIC Input
- TAPR
- Demographics
- Counselor Input
- Staff Health Inventory
- Professional Development Feedback
- PBMAS Report
- Technology Input from Teachers
- Technology Input from Stakeholders
- Failure Rates
- Accountability Report
- Administrator Input
- Educator Evaluations
- CSISD Vision
- CSISD Portrait of an Educator
- CSISD Portrait of a Leader
- CSISD Portrait of a Learner
- CSISD Strategic Plan

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 staff on the CSISD Framework for Success	Campus Administration, Leadership Team	Training Guide developed by Success Team	August 2021 - May 2022	All	Sign-in sheets; Training module and campus conversations				
Audit instructional resources and strategically abandon those that are not being utilized	Curriculum Coordinators; Teacher Leaders; Campus Administrators	Classroom Impact Inventory	June 2021- December 2021	All	Streamlined list of resources with connection to the CSISD Framework for Success				
Using a variety of data sources (end of year surveys, MAP data, etc.) campus principals <u>will identify an area for instructional focus</u> from the CSISD Framework for Success and plan for implementation.	Campus Principals	Campus Instructional Implementation Plan	June 9 - June 2021	All	Campus instructional focuses Walkthrough data				
Carry out the Campus Instructional Plan from the Framework for Success: Build powerskills to support instruction by <u>incorporating growth mindset lessons</u> and language campuswide.	SOAR Team All Staff Campus Administration	<u>Critical Factors for Promoting Grit, Perseverance, and Tenacity</u>	August 2021 - May 2022	All	Professional learning plan Walkthrough data Lesson plans Survey data Success Team Collaboratives Improved Learning Outcomes				

Implement a campuswide enrichment structure (SOAR) that supports and explicitly teaches students to engage in long term goal setting, to develop their own independent area of learning and discovery, and to conduct research to be shared with others (Create and Explore).	SOAR Team Administrative Team All Staff	STEAM Resources <u>The Genius Hour Guidebook</u> by Denise Krebs	August 2021 - May 2022	All	Student work samples Anecdotal notes, Survey data Interest Inventories Measure grit, perseverance, and tenacity (Interview/Survey)				
Implement a campus structure (PLC time) that supports teachers in implementing research based best practices and data driven instruction to engage students in experiences that inspire creativity, innovation, and challenge.	Administrative Team Grade Level and Co-Teach Teachers	<u>PLC + Better Decisions and Greater Impact By Design</u> by Fisher, Frey, Almarode, Flories, & Nagel	August 2021 - May 2022	All	SOAR Projects PLC Agendas and Minutes Walkthrough data				
Build enrichment and intervention opportunities into the campus schedule to support the needs of the whole child outlined in the MTSS framework.	Administrative Team Cabinet Leadership Team CAMP Team	<u>The MTSS Start-Up Guide Ensuring Equity, Access, and Inclusivity for ALL Students</u> by Hannigan and Hannigan	August 2021 - May 2022	All	Campus, SOAR, Intervention, and PLC Schedules				
√=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
Implement the MTSS structure defined by the district to create a school design which builds on RTI data gathering and problem solving processes to support student success in academics, behavior, and social emotional well being	MTSS Team	<u>The MTSS Start-Up Guide Ensuring Equity, Access, and Inclusivity for ALL Students</u> by Hannigan and Hannigan	August 2021 - May 2022	All	District MTSS Handbook SIT Meeting Agenda and Notes				
All staff will be trained on the use of/ expectations for use of Performance Matters Assessment Analytics Core+ in order to facilitate systematic data collection for analysis	MTSS Team	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
Set up ongoing MTSS professional learning for all staff including review of the District MTSS process and District MTSS handbook	MTSS Team	Performance Matters Assessment Analytics Core+ District and Campus Professional Development	August 2021 - May 2022	All	Training sign-in sheets PLC Agendas District MTSS Handbook				
Set up a process for ongoing evaluation and continuous improvement of MTSS implementation, effectiveness, and fidelity and calibrate across the district	MTSS Team Campus Admin Chief Academic Officer Exec. Dir. of Secondary Instrut. Coorid. - Math/ELA	Teacher Survey Data PLC Minutes MTSS Handbook with processes	August 2021 - May 2022	All At - Risk	Survey Data PLC Minutes MTSS Handbook				

√ =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
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
Establish a best practice focus area(s) for our campus based on the instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations	Principal Chief Academic Officer Executive Director of Secondary Education	Training materials for principals and staff	September 2021 - 2022	All	Walkthrough data analysis Lesson Plans Observation Data				
Implement best practice focus area(s) which includes guided reading and guided math as a way to strengthen the acquisition of fundamental skills necessary for proficient reading and math processes	Administrative Team Instructional Coach Reading and Math Interventionists	<u>Guided Reading</u> by Fountas and Pinnell <u>The Next Step in Guided Reading</u> by Jan Richardson <u>Mathematical Mindsets</u> by Jo Boaler <u>Guided Math</u> by Laney Sammons	August 2021 - May 2022	All	Walkthrough Data PLC Agenda and Minutes Team Planning Notes Training Sign-In Sheets				

		<u>AVMR</u> Resources							
Utilize coaching conversations and processes of support to facilitate goal attainment of teacher driven next learning steps	Instructional Coach Administrative Team	Results Coaching Training and Books Coaching Structures including the Critical Triangle	August 2021 - May 2022	All	Coaching Notes and Plans Teacher Reflections Walk Through Data				
Monitor and adjust the implementation of campus selected research based best practices to meet the targeted supports for struggling learners	Campus Leadership Team and Cabinet	Articles, books	July 2021-Sept. 2021	All	Defined best practices for instruction				
Implement SAMR Instructional model in classrooms to facilitate higher level of meaningful technology integration	Campus Admin CTF/Instructional Coach	Articles and Campus Training	August 21 - May 22	All	PLC Minutes Sign in Sheets Walk Through Data Lesson Plans Observation Data				
√=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
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i> #1	<i>Review 2 - Campus (Feb), DEIC (March)</i> #2	<i>Review 3 - Campus (May), DEIC (June)</i> #3	
Empower student learners and leaders by facilitating opportunities for community involvement, stewardship, and responsibility (FLIP, Food Drives, Lemonade Day, SOAR, Peppermint Village)	Administrative Team Instructional Coach Leadership Team Teachers	Service opportunities Community Partners University Partners	August 2021 - May 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				
Facilitate school wide events to foster a family atmosphere, positive school culture, and the safety and well being of the school community (Meet the Teacher, Parent Conference Day, Sing-a-Longs, Book Fairs, Spirit Nights, Multicultural Celebrations)	Administrative Team All Staff	PTO Schedule of Events Social Media Platforms	August 2021 - May 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				

Engage in a collaborative restructuring of the Ready, Set, Teach program, including both High Schools and TAMU, in an effort to support career readiness skills and STEAM learning opportunities	Campus Leadership, Ready, Set, Teach Coordinator	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects and participation				
<p>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>									

Campus Professional Learning Plan 2021-2022

- Literacy
 - HB3 Reading Academies
 - Guided Reading
 - Data Collection and Analysis
- ESL/Bilingual
 - TELPAS calibration and data training
- Mathematics
 - Add+Vantage Math Recovery for K-6 math teachers for new staff
 - Guided Math
 - Data Collection and Analysis
- Special Services
 - Co-Teach Model and Inclusionary Practices
- Leadership Development
 - Success Team/SALI
 - Strategic Design Planning
 - Results Coaching
- Teacher Development
 - CSISD Framework for Success
 - MTSS, Performance Matters Assessment Analytics Core+
 - T-TESS
 - STEAM and Enrichment for all
 - GT Update
- Social Emotional Learning
 - Restorative Practices Review
 - SEL Tier 1 Teacher Training
 - Trauma Informed Training

- Digital Learning (Instructional Technology)
 - SAMR Model
 - Schoology 2.0
 - Google Suites
 - District and Campus Digital Resources

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>

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
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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
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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
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<p>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.</p>	<p>Campus counselors, printing, substitutes for counselors</p>	<p>Director of Student Services, Campus counselors, Campus administration</p>	<p>Plans in place for 8th graders, meetings scheduled</p>
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

APPENDIX B: FOREST RIDGE CAMPUS IMPROVEMENT PLANNING TEAM 2021 - 2022

Kourtney Mangham	PPCD
Britt Hoefs	Early Childhood
Stephanie Weaver	Ad Hoc
Melanie Wigley	Kindergarten
Angie Sasse	First Grade
Carie Aguirre	Second Grade
Brooke Lyon	Third Grade
Kerri Cawley	Physical Education
Allie Jones	Special Education
Roxane Hord	Counselor
Jody Rodriguez	Reading Interventionist
Stacy Konderla	Math Interventionist
Pam Beard	ESL Specialist
Libby Louder	Enrichment Specialist
Alyssa Johnson	Instructional Coach
Susan Sweitzer	Instructional Assistant
Loren Marietta	Parent Representative
Farrah Spears	Community Representative
Mike Newkham	Business Representative
Lauren Given	Assistant Principal
Terresa Katt	Principal