

College Station Independent School District

Greens Prairie 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>Student population summary 2019 - 2020:</p> <p>African American 4.1%</p> <p>Hispanic 11.7%</p> <p>White 75.8%</p> <p>Asian 4.6%</p> <p>Two or More Races 3.0%</p> <p>Economically Disadvantaged 16.4%</p> <p>English Language Learners 4.3%</p> <p>Special Education 19% (Speech, Resource, Life Skills)</p> <p>GT 8%</p> <p>Mobility Rate 7.4% (2018-2019)</p>	<p>Continued professional development is needed to address the instructional needs of economically disadvantaged, special education, English language learners, and identified GT students. In addition, culturally responsive teacher training is needed to meet the academic and social/emotional needs of all students.</p>	<p>* Provide professional development in the MTSS process including effective data gathering to make informed interventions for our students.</p> <p>*Implementing small group instruction and targeted classroom intervention based on ongoing student assessment will address the achievement gap as well.</p> <p>*Incorporate social/emotional learning in the classroom</p>
Student Achievement	<p>Mid Year MAP Data Winter 2021- Students at or Above the National Mean:</p> <p>Math: K- 51%, 1st- 53 %, 2nd- 65 %, 3rd- 69 % & 4th-52 %</p> <p>Reading: K- 56%, 1st- 59%, 2nd- 69%, 3rd- 63% & 4th-55%</p> <p>33 students received math intervention from the math specialist while 33 students received reading intervention from the reading specialist.</p>	<p>While we have targeted intervention for identified Tier 3 students, Tier 1 and 2 need to be addressed in the classroom with small group instruction, differentiation, and use of data for instructional classroom intervention.</p>	<p>*Classroom teachers will implement the CSISD curriculum.</p> <p>*Campus MTSS processes will be streamlined.</p> <p>* Implement consistent small group instruction and classroom intervention to address student achievement.</p> <p>*Higher level questions and applications will be provided to students to provide opportunities for students to analyze and develop critical thinking skills.</p> <p>The CSISD Framework for Success Explore phase will be a focus during the 2021-2022 school year.</p>
Curriculum and Instruction	<p>We implemented MAP Growth and MAP Fluency which allowed for more objective</p>	<p>Continued training on MAP assessments which include taking the test, analyzing the</p>	<p>*Continued training in MAP analysis is a priority to determine next steps of instruction.</p>

	<p>data K-4; 100% of our students have access to digital learning opportunities at school and instructional digital resources have increased; increased usage of Schoology for instruction and communication have increased; 21 students attended CSISD summer school (K-3, 1st-5, 2nd-9 & 3rd-4)</p>	<p>data and determining next steps of instruction are needed to integrate MAP assessments as an integral part of the teaching process.</p> <p>*Providing professional development opportunities to explore instructional best practices to target intervention, small group instruction, and differentiation.</p> <p>At the beginning of the year a staff survey was given to determine PD instructional needs. Top Math PD Needs: Number Talks, Differentiation, Guided Math, Small Group Instruction in Math, AVMR, Fluency Top ELA PD Needs: Guided Reading, Deep Dive in Reading Academy, Small Group Instruction, Differentiation 101, Advanced Differentiation</p>	<p>*Providing professional development opportunities to explore instructional best practices according to surveys from teachers.</p> <p>*K-3rd Grade teachers participate in the Reading Academy.</p> <p>*Conduct fluency assessment using MAP for 3rd & 4th graders to further identify gaps.</p>
<p>Culture and Climate</p>	<p>College Station ISD has been deliberately working on Social Emotional Learning for over a decade, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. GP has a SEL team to help address Social Emotional Learning. CHAMPS and Restorative Practices have been implemented to ensure campus processes are in place.</p>	<p>More and more of our students are showing issues of concern with mental health issues, behavior issues, and social and emotional needs. In addition, more students are exhibiting behaviors attributed to trauma.</p>	<p>*Training in Restorative Discipline is needed to support the SEL of students.</p> <p>* Continuous discussions and training on implementing CD language consistently across the campus is needed.</p> <p>* Communicating and continued training in Conscious Discipline, Safe & Civil Schools (CHAMPS) and Restorative Practices will continue to be a priority. Making connections on how each program fits together to form a cohesive response for SEL support.</p> <p>*Trauma support and strategies will be provided to teacher to implement effective strategies for students that have experienced trauma.</p>

<p>Staff Quality and Retention</p>	<p>Greens Prairie recruits strong teachers who are either proficient or higher on T-TESS evaluations. Continuous support and professional development is needed to equip our teachers with the necessary skills to be proficient or higher on T-TESS evaluations. Coaching is provided to new teachers and teachers on the T-TESS evaluation instrument. Leadership capacity is fostered through opportunities at the campus and district level. Create and implement a plan to continue to develop campus leadership in coaching knowledge and constructivist practices.</p>	<p>Continuous support and professional development is needed to equip our teachers with the necessary skills to be proficient or higher on T-TESS evaluations. Coaching is provided to new teachers and teachers on the T-TESS evaluation instrument. Leadership capacity is fostered through opportunities at the campus and district level.</p>	<p>*Create and implement a plan to continue to develop campus leadership in coaching knowledge and constructivist practices.</p> <p>*Support professional growth through campus PLC opportunities and specialized learning through after school workshops according to needs/surveys of teachers.</p>
<p>Technology</p>	<p>GP teachers regularly integrate enriched technology in lessons providing students authentic ways to apply newly learned concepts. Teachers successfully used Schoology to meet the needs of the students while absent and for parent communication.</p>	<p>At the beginning of the year a staff survey was given to determine PD technology needs. Top 5 PD needs: Flipgrid, Jamboard, Google, Nearpod, & SAMR Model</p>	<p>PD will provide opportunities for teachers to deepen their understanding to access all campus technology tools based on staff technology needs.</p>
<p>Family/Community Involvement</p>	<p>Attendance at parent conferences, classroom activities and school functions indicates a healthy family/community and school partnership. The community actively seeks to partner with the campus to support a strong education for students.</p>	<p>Communication through a variety of means would ensure that all parents and guardians are aware of school events. Another parent survey is needed for this upcoming year to obtain parent feedback and insight regarding involvement.</p>	<p>*Utilize the features in Schoology that support parent involvement in classroom learning.</p> <p>*Examine opportunities for volunteering and communicate them clearly to parents.</p> <p>*Develop one community outreach project and one service project for the community.</p>

Data Used for Campus Comprehensive Needs Assessment

STAAR

MAP

STAAR & MAP Failure Rates

Technology Input from Stakeholders

Professional Development Surveys from Staff

Student Attendance

Teacher Retention

SPED Data

Schoology Participation Data

SCE Reports for Math & Reading

Student, Parent, & Staff Surveys

Counselor Input on Mental Health

RTI Data

State Accountability Report

TELPAS

Walkthrough Data

Teacher & Staff Evaluations

504 Data

Dyslexia Identification Rates

SPED Referral Rates & DNQs

Goal: 1				GP 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 - October</i> <i>Review 2 - February</i> <i>Review 3 - May</i>			Supported by State or Federal Funds	
						#1	#2	#3		
Using a variety of data sources (end of year surveys, MAP data, STAAR data, etc.) an area for instructional focus from the CSISD Framework for Success will be identified and implemented. Focus: Explore	Campus Admin, Leadership Team, Specialists, Instructional Coach, Classroom Teachers	Campus Instructional Implementation Plan	June 9, 2021- May 2022	All	Professional learning plans and artifacts; Walkthrough data; Improved learning outcomes				State	
Train campus staff on the CSISD Framework for Success.	Engage 2 Learn, Success Team Design Team	Strategic Plan	August 2021	All	Sign-in sheets; Training module				Title II Funds	
Teachers will facilitate higher-order thinking by providing questions that require learners to interpret information and make connections with the learning.	Campus Admin, Enrichment Specialist, Instructional Coach, Classroom Teachers	Depth & Complexity Framework	September 2021 - May 2022	All	Sign-in sheets; Artifacts; Lesson plans; MAP - Student year's growth progress				State	

During instruction, teachers will provide opportunities for learners to develop deeper understanding of concepts and skills.	Campus Admin, Enrichment Specialists, Instructional Coach, Classroom Teachers	Depth & Complexity Framework	September 2021 - May 2022	All	Sign-in sheets; Artifacts; Lesson plans; MAP - Student year's growth progress				State	
Design diverse, standards-aligned resources and learning experiences for varying ability levels of learners.	Campus Specialists, Instructional Coach, Classroom Teachers	CSISD Curriculum, CSISD Identified Curriculum Resources	August 2021 - May 2022	All	Lesson Plans; Walkthrough data; MAP - Student year's growth progress				State	
The teacher will facilitate individualized learning through small group instruction, resources, and adjusting based on formative/summative assessments and other student data.	Campus Specialists, Instructional Coach, Classroom Teachers	CSISD Curriculum, CSISD Identified Curriculum Resources, MAP Data	August 2021 - May 2022	All	Lesson Plans; Walkthrough data; MAP - Student year's growth progress				State	
Audit instructional resources and strategically abandon those that are not being utilized.	Admin, Teacher Leaders, Classroom Teachers	Classroom Impact Inventory	August 2021 - Dec. 2021	All	Streamlined list of resources with connection to the CSISD Framework for Success					

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

Goal: 2				GP 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 - October</i>		Supported by State or Federal Funds		

						Review 2 - February Review 3 - May			
						#1	#2	#3	
All key staff (leadership team) will be trained on the use of MTSS data management software.	Chief Academic Officer; Director of Instruction and Leadership Dev. C&I Coordinators & Directors, Campus Principals, Campus Core Teams	Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				Title II Funds \$20,950
Following CSISD expectations, monitor the implementation of the MTSS software on campus and gather feedback from stakeholders for feedback and improvement to the district.	Campus Administration, Counselor, Campus Specialists	MTSS Software	September 2021 - May 2022	At-risk students	MTSS software data				Title II Funds \$20,950
Review the district MTSS process in the district MTSS Handbook with GP Staff.	Campus Administration, Counselor	PD Materials from CSISD	August 2021	At-risk students	RTI referrals; Data team meetings; SIT referrals				Title II Funds \$20,950
Implement and monitor calibration the district MTSS process with GP staff.	Campus Administration, Counselor, Specialists, Classroom Teachers	MTSS Software	August 2021	At-risk students	RTI referrals; Data team meeting notes; SIT referrals & meeting notes				Title II Funds \$20,950
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				GP 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 <i>Review 1 - October</i> <i>Review 2 - February</i> <i>Review 3 - May</i>			Supported by State or Federal Funds
						#1	#2	#3	
Campus Administration will establish a best practice focus area(s) for their campus based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations Target Area: Small Group Instruction	Campus Admin	Talent Ed, Walkthrough Calibrations with C&I	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				State
Teacher will facilitate small group instruction based on identified curiosities of learners to enrich, connect and extend learning for GT/High Achievers to ensure that they grow at least one academic year.	Enrichment Specialist, Classroom Teachers	Depth & Complexity Framework	September 2021 - May 2022	Identified GT Students	Walkthrough data, MAP data, STAAR data				State
Teachers will facilitate differentiated purposeful, varied, small group instruction considering learning needs, formative/summative assessment, standards-aligned topics, interests and/or learning styles in designing learning experiences for students.	Campus Admin, Specialists, Instructional Coach, Classroom Teachers	CSISD Curriculum, PLC Time, MAP Data, Running Records	September 2021 - May 2022	All Students	Lesson Plans, Walkthrough data, MAP data, STAAR data				State

Goal: 3				GP 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 - October</i>	<i>Review 2 - February</i>	<i>Review 3 - May</i>	
						#1	#2	#3	
GP will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Campus Leadership, Faculty & Staff	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				State
GP will identify and participate in one community service project	Campus Leadership, Faculty & Staff	Service learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				State
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

CSISD Professional Learning Plan 2021-2022

CSISD Required Training

Professional Development to Address Individual Professional Needs:

- Eduhero
- NTU Follow Up Options
- Coaching Support
- Success Team/SALI/Administrator Development
- Teacher Leadership
- Provide opportunities to build staff culture to sustain and support Mustang Mission

Professional Development to Address Paraprofessional Needs:

- 3 SEL Components and how they fit with para duties
- Classroom Support: What do I do when I go into a classroom? What does the teacher need?
- Progress Monitoring: How do I progress monitor when I work with students?
- Small Group Instruction: What do I do with my small group? Strategies & Tips

Assessment & Intervention:

- Assessment for Learning - Analyzing student data to make instructional decisions (Mizuni, MAP, Analyzing running records, district & campus assessments)
- MTSS Process
- In-Class Support and Co-Teach training
- Analyze AVMR data to plan for small group math instruction
- Analyze student data to address underperforming student populations
- 4th Grade - Data Analysis Student Growth Measure
- Formative/Summative Assessments

Curriculum & Instruction:

- CSISD Strategic Design Framework
- Math and Reading Instructional Block - Best Practices
- Small Group Instruction
- 6 + 1 Writing Traits
- Designing learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus and district data
- Science of Teaching Reading Academy
- Reading Academy Resources
- Fine Arts (Music & Art) - Art in the Real World - Exploration of the Zachry Building at Texas A&M
- PE: Yoga Pod: Flexibility, Breathing, Tabata, Inclusive Practices; Tour of A&M Track Stadium - Stretching, Preventing injuries while running
- Math Number Talks
- Making the most of the SS block

- Integrating writing and science
- Structuring science block and curriculum exploration with science resources

Student Groups:

- Culturally Responsive Teaching Training
- ELPs
- GT 6 hour update
- Small Group Instruction
- Differentiation 101, advanced
- Depth and complexity framework
- Vertical team conversations to address student academic and social/emotional needs returning in August
- Student led conferences

Technology:

- Schoology and other tech resources/apps to integrate technology into the curriculum (Flipgrid, Nearpod, Google, Jamboard)
- Lesson Study & Tour of the Zachry Engineering Building at Texas A&M - Technology tools integrated in lesson design

Social & Emotional Learning:

- Direct social instruction and social stories
- SEL Toolkit (games, apps, books)
- Diversity and Inclusivity
- Resilience
- Helping students cope with trauma
- SEL Training (Tier 1) for all campus staff including Conscious Discipline, Safe & Civil Schools (CHAMPS), & Restorative Practice - How do the three programs connect and support a positive, effective classroom learning environment?
- MTSS Overview & Process

GP Staff Team Building:

- Lunch at Gate 12 - Explore Theme from Strategic Design
- Lesson Study & Tour of the Zachry Engineering Building at Texas A&M

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
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: Greens Prairie Elementary School Improvement Planning Committee

Central Office	Nicole Jeske	
Community Representatives (2)	Sharon McGregor	
Business Representatives (2)	Ashton Nowak, Photo Texas	
Parent Representatives (2)	Frank Brooks	
	Lindsey Matthews	
Teachers:	Terrie Samuelson, Kinder	Elizabeth Simpson, Kinder
	Taylor LeBlanc, 1st Grade	Carrie Owen, 1st Grade
	Tami Seagraves, 2nd Grade	Michel Piscacek, 2nd Grade
	Micki Lindner, 3rd Grade	Stephanie Anderson, 4th Grade
	Kristy Sullivan, 4th Grade	Julie Tutt, SPED
	Amy Eppes, Specialists	Greg Smith, SPED
	Donna Bairrington, Admin	
AT Large	Tim Suel, CAMP	Michelle Shimek, Specialist
	Christian Parker, CAMP	Michelle Prukop, Specialist
	Amy Hartsell, PreK	Vicki Murphy, Specialist
	Alison Stone, Specialist	Amanda Simmons, Counselor
	Jennie Fortner, Specialist	Shirley Wesley, Paraprofessional

Meeting Date: 5/4/21, 7/26/21