

PEBBLE CREEK 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.

Table of Contents

Mission, Vision Board Commitments.....	2
Board Goals.....	3

Executive Comprehensive Needs Assessment Summary.....	5
Data used for Comprehensive Needs Assessment.....	10
Goals and Specific Results.....	11
Goal 1, Specific Result	
1.1.....	11
Goal 2, Specific Result 2.1.....	12
Goal 2, Specific Result 2.2.....	14
Goal 3, Specific Result 3.3.....	15
Campus Professional Development Plan.....	16
Appendix A: Federal and State Requirements.....	17
Appendix B: District Educational Improvement Council Members 2020-2021.....	22

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

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	<p>Pebble Creek serves approximately 540 students in grades Head Start and Pre-K through fourth grade. Our 21-22 student population summary includes:</p> <p>African American: 14.04% Hispanic: 6.93% White: 77.34% Asian: 7.12% American Indian: 1.5% Economically Disadvantaged: 27.12% At Risk 13.67% ESL: 4.12% Special Education: 9.17% GT: 4.5%</p> <p>We serve as the district elementary Adaptive Behavior specialized programming campus.</p>	<p>With a significantly larger percentage of our population identified as African American and economically disadvantaged, we need to focus on Culturally Responsive learning and strategy implementation to best meet the needs of all of our students.</p> <p>As a campus, our students who are African American, Special Education and Economically Disadvantaged have underperformed on state assessments.</p> <p>Our students who achieve at high levels need to continue to grow and achieve at even higher levels.</p> <p>There is a need for MTSS to help all students achieve at their highest potential.</p>	<p>Our priority is to close the achievement gap with our students who are identified as African American, Special Education and Economically Disadvantaged.</p> <p>Through MTSS, we will target student needs in academic and social/emotional or behavioral support through professional development, professional learning communities and data disaggregation.</p> <p>We will determine, create, implement and review instruction to meet the needs of all of our students ranging from intervention to enrichment.</p>
Student Achievement	<p>Student achievement on 20-21 STAAR: (P) = passing, (M) = mastery</p> <p>3rd Math - 82% (P); 25% (M) 3rd Reading - 90% (P); 41% (M)</p> <p>4th Math - 80% (P); 41% (M) 4th Reading - 80% (P); 36% (M) 4th Writing - 73% (P); 15% (M)</p> <p>20-21 ~ MAP End of Year Data:</p>	<p>In the areas of reading, math and writing, there are achievement gaps with our African American, Special Education and Economically Disadvantaged student groups.</p> <p>In all content areas and school-wide, our students are not consistently performing at a level of high mastery.</p> <p>MAP data will be monitored throughout the year (beginning, middle and end) to monitor student achievement and growth</p>	<p>Continue to implement the use of MAP for tracking student progress throughout the year. Establish Professional Learning Community (PLC) groups to disaggregate data to determine next steps for students, ensuring all are meeting their potential.</p> <p>Provide training on support for students in special education and those from diverse backgrounds and in targeted intervention or enrichment for all students to ensure growth.</p> <p>Provide training and modeling of</p>

	<p>MAP scores show growth in the majority of our students across the grade levels. Although some did not pass STAAR, those present in the building for at least half of the school year showed growth across tested content areas.</p>	<p>toward grade level mastery. This data will guide teachers in providing targeted instruction to meet our students' needs.</p>	<p>differentiation, emphasizing the importance of providing high level learning to students at the mastery level.</p> <p>Continue to strengthen Tier I and Tier II instruction by implementing best practices in guided instruction for math and reading.</p> <p>Continue to improve our co-teach model with special education students gaining exposure and experience with grade-level content while also receiving specialized instruction as appropriate.</p> <p>All students will participate in Thinker Time activities as a school-wide enrichment opportunity. Students will engage in STEAM learning activities that promote collaboration, problem-solving and creation.</p>
Curriculum and Instruction	<p>Implementation of MAP Growth and MAP Fluency aided our campus in better identifying and meeting students' individual needs. Teachers use this data to drive their daily guided instruction groups.</p> <p>Teachers use district curriculum documents to plan and pace instruction. As resources continue to be added to these documents, teachers familiarize themselves with the tools available resulting in strengthened instruction and lesson delivery.</p>	<p>Panorama Survey identified the need for more goal setting opportunities for students, more enrichment opportunities and problem-solution based learning. STEAM content and resources will be used to plan for implementation of such opportunities.</p> <p>MTSS resources will be found and utilized in planning to help address areas of student need as identified through campus data.</p>	<p>K-4 teachers and administrators will attend the K-5 Reading Academies to help improve students' reading skills and provide science-based instruction and intervention.</p> <p>Utilize district resources referenced in CSISD curriculum documents.</p> <p>Utilize district resources to support implementation of MTSS and targeted instruction for all students.</p> <p>Implement a PLC structure that focuses on student data and professional conversations to promote planning and instruction with greater depth and complexity.</p>
Culture and Climate	<p>We have many avenues through which we support the social and emotional needs of students (e.g. PBIS, PAWS, Restorative</p>	<p>Continued implementation of trauma informed practices to promote well-being for all students and staff.</p>	<p>Develop a plan for social and emotional skills and work together to teach and practice the skills in multiple campus environments such</p>

	<p>Practices, Conscious Discipline, CHAMPS, counseling lessons, daily virtual morning assemblies) and staff (e.g. lunch bunch, mentors, social activities, staff recognition, etc.).</p> <p>Panorama Survey data indicated that the campus climate and safety were areas of strength.</p>	<p>Careful planning and collaboration with staff members in supporting the social and emotional development of students.</p> <p>On-going training collaboration time to brainstorm and prepare social emotional activities and student leadership opportunities within the classrooms and school.</p>	<p>as virtual morning assembly, morning meetings, etc. Implement PBIS components and Restorative Practices.</p> <p>Provide opportunities to address staff social and emotional needs through increased opportunities for colleagues to work together, spend time with one another and share.</p> <p>Provide more frequent opportunities for staff to work collaboratively.</p>
Staff Quality and Retention	<p>Pebble Creek has a very low turnover rate in staff. At the end of the 20-21 school year, we had two employees leave the campus to pursue different career options or retirement. Our staff engage in professional goals of the campus and district, campus collaboration and professional learning communities.</p> <p>Additionally, CSISD staff have opportunities for in-district training in person and online. This year staff are all participating in the Reading Academies online learning opportunity.</p>	<p>Our Panorama Survey data indicated that teachers wanted more professional learning opportunities through collaboration and coaching.</p> <p>Time to have collaborative conversations and collegial learning opportunities continues to be a challenge. Substitute shortages are a contributing factor to this barrier.</p>	<p>Our staff will have opportunities for staff collaboration and coaching through PLCs, faculty meetings, leadership meetings, support team meetings, content area teams, grade level teams, mentoring and professional development.</p>
Technology	<p>Teachers and students use a variety of technologies in order to access curriculum and support learning. A review of our technology subscriptions shows that we are allocating funds to programs that have many users.</p>	<p>Continued training in the implementation of the SAMR model to bring about meaningful and authentic technology use in the classroom.</p> <p>Schoology implementation and use between staff, students and families will continue to be a focus area of training.</p>	<p>Staff will continue to receive training and support from the CTF and campus leaders in the following programs:</p> <p>Schoology, NWEA MAP, Google, Nearpod, eSchool, tech subscriptions and more.</p>

<p>Family/Community Involvement</p>	<p>School events are well-attended by Pebble Creek families. We have events throughout the year so parents have opportunities to come to school during the evenings.</p> <p>We also have a strong parental volunteer group who help during the school days.</p>	<p>We will continue to increase our use of Schoology and social media to share successes and connect with our families.</p>	<p>Schedule multiple opportunities for family members to attend campus events.</p> <p>Coordinate volunteer opportunities for parents such as Daddy Patrol, lunch helpers, club and UIL sponsors, guest speakers, etc.</p> <p>Send weekly communication to parents via principal updates and Schoology/social media posts.</p> <p>Teachers will communicate student progress through weekly folders, conferences, phone calls and Schoology.</p>
--	---	---	---

Data Used for District Comprehensive Needs Assessment

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Panorama Stakeholder Surveys • PEIMS Discipline • GT Identification • Attendance • PAC Data • DEIC Input • TAPR • Demographics • Counselor Input • Staff Health Inventory • Professional Development Feedback • PBMAS Report 	<ul style="list-style-type: none"> • 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
--	---	---

- Rtl Data, Notes, and Processes
- District Benchmark Assessments
- Technology Input from Teachers
- Technology Input from Stakeholders

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
Audit instructional resources and strategically abandon those that are not being utilized.	Curriculum Coordinators; Dpt. Heads; Teacher Leaders; Campus Administrators	Classroom Impact Inventory	June 2021 - Dec. 2021	All	Streamlined list of resources with connection to the CSISD Framework for Success				
Carry out the Campus Instructional Plan from the Framework for Success	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				
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				

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				
Implement a campuswide enrichment structure (Thinker Time) 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).	Thinker Time Team Administrative Team All Staff	STEAM Resources <u>The Growth Mindset Coach: Teacher Handbook</u> by Annie Brock and Heather Hundley	August 2021 - May 2022	All	Student work samples, Anecdotal notes, Survey data, Interest Inventories, Measure grit, perseverance, and tenacity (Interview/Survey)				
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				
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>Leading with Intention: PLC</u> by Jeanne Spiller and Karen Power <u>Collaborative Teams that Transform Schools: Next Steps in PLCs</u> by Robert Marzano	August 2021 - May 2022	All	Thinker Time Projects, PLC Agenda 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	Thinker Time Plans, 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			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	
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				
Staff will be trained on the 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	MTSS Team	Performance Matters Assessment Analytics Core+ District and Campus Professional Development	August 2021 - May 2022	All	Training sign-in sheets PLC Agendas				
Set up a process for ongoing evaluation and continuous improvement of MTSS implementation, effectiveness, and fidelity	MTSS Team	Teacher Survey Data PLC Minutes	August 2021 - May 2022	All	Survey Data PLC Minutes				
Implement and monitor for calibration across the district	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					

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

Goal: 2	CSISD will elevate academic outcomes of historically underperforming student groups.
Specific Result 2.2	Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.
Summative Evaluation (to be filled in by June 2022 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Review 1 - Campus (Oct), DEIC (Nov)	Review 2 - Campus (Feb), DEIC (March)	Review 3 - Campus (May), DEIC (June)	
						#1	#2	#3	
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>The Next Step in Guided Reading</u> by Jan Richardson <u>Mathematical Mindsets</u> by Jo Boaler <u>AVMR</u> Resources Tech subscription analytics and student	August 2021 - May 2022	All	Walkthrough Data, PLC Agenda and Mlnutes, Team Planning Notes, Training Sign-In Sheets				State
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	August 2021 - May 2022	All	Coaching Notes and Plans Teacher Reflections Walk Through Data				State
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 Tech subscription analytics and student reports	July 2021-Sept. 2021	All	Defined best practices for instruction i				State
Implement the SAMR Instructional Technology model in classrooms to facilitate higher levels of meaningful technology integration.	Campus Admin CTF Instructional Coach	Articles Campus Training	August 2021 - May 2022	All	PLC Minutes Sign-in sheets Walkthrough data Lesson Plans Observation data				

Principals 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	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, 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 <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

<p>Empower student learners and leaders by facilitating opportunities for community involvement, stewardship, and responsibility (Student Council, Food Drives, PAWS, clubs, etc.)</p>	<p>Administrative Team Instructional Coach Leadership Team Teachers</p>	<p>Service opportunities Community Partners</p>	<p>August 2021 - May 2022</p>	<p>All</p>	<p>Campus artifact and reports of outreach activity and stakeholder attendance</p>				
<p>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, Book Fairs, Spirit Nights)</p>	<p>Administrative Team All Staff</p>	<p>PTO Schedule of Events Social Media Platforms University Partners</p>	<p>August 2021 - May 2022</p>	<p>All</p>	<p>Campus artifact and reports of outreach activity and stakeholder attendance</p>				
<p>Coordinate volunteer opportunities for parents and community at the school (lunch helpers, Daddy Patrol, POPs - Parents of</p>	<p>Campus Leadership</p>	<p>PTO Schedule of Events Social Media Platforms University Partners</p>	<p>August 2021 - May 2022</p>	<p>All</p>	<p>Campus artifact and reports of community service projects and participation</p>				

Panthers, guest speakers, TAMU Reads and Counts Tutors, TAMU Methods Students, etc.)									
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Pebble Creek Campus Professional Learning Plan 2021-2022

<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ HB3 Reading Academies ○ Guided Reading ○ Data Collection and Analysis ● ESL/Bilingual <ul style="list-style-type: none"> ○ TELPAS calibration and data training ● Mathematics <ul style="list-style-type: none"> ○ Add+Vantage Math Recovery for K-6 math teachers for new staff ○ Guided Math ○ Data Collection and Analysis ● Special Services <ul style="list-style-type: none"> ○ Co-Teach Model and Inclusionary Practices ● Leadership Development <ul style="list-style-type: none"> ○ Success Team/SALI ○ Strategic Design Planning ○ Results Coaching ● Teacher Development <ul style="list-style-type: none"> ○ CSISD Framework for Success ○ MTSS, Performance Matters Assessment Analytics Core+ ○ T-TESS ○ STEAM and Enrichment for all ○ GT Update ● Social Emotional Learning <ul style="list-style-type: none"> ○ Restorative Practices Review ○ SEL Tier 1 Teacher Training ○ Trauma Informed Training 	<ul style="list-style-type: none"> ● Digital Learning (Instructional Technology) <ul style="list-style-type: none"> ○ 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</p>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

discipline issues.			
--------------------	--	--	--

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: PEBBLE CREEK CAMPUS IMPROVEMENT COUNCIL MEMBERS 2021-2022

Amanda Cardona	Kindergarten
Courtney Payne	First Grade
Heather Rasmussen	Second Grade
Amy Perez	Third Grade
Lizzie Shaw	Fourth Grade
Holly Downs	Special Education
Julie Zapalac	CAMP
Stacie Watson	Counselor
Candy McGuire	Reading Interventionist
Paula McCann	Math Interventionist
Terri Barnett	Instructional Coach
Michelle Gallagher	Enrichment Specialist
Lindsey Burdett	Instructional Assistant
Staci Cocanougher	Parent Representative
Ashlee Schoenvogel	Community Representative
Lindsey Strain	Business Representative
Kyle Whileyman	Assistant Principal
Blaire Grande	Principal