

# College Station Independent School District

Annual Campus Improvement Plan  
2021-2022



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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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Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
<b>Demographics</b>	<p>AMCMS has approximately 710 students and a diverse student population with 47.64% of the population being White, 26.47% being Hispanic, 18.17% African-American, 4.01%, Asian/Pacific Islander, 3%, and Two or More Races 4.43%.</p> <p>The economically disadvantaged population accounts for 46.861% of our students, while 46.49% of the students are designated at-risk. Our LEP population is consistent with around 14.02% of our students accounting for that demographic.</p> <p>Our campus culture is enriched by the diversity of our student body and the support of community stakeholders as well as our very involved parent community that work in concert with our faculty and staff in order to realize the potential of our students.</p>	<p>The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) at AMCMS.. We currently have around 100 students that receive services through our special education department. We also house the campus middle school level Adaptive Behavior program. This program continues to see growth and provides challenges for our campus to accommodate the growing population of students.</p>	<p>Our priorities for demographics this year is to address closing the achievement gap with our students that historically underperform.. One priority includes establishing a strong, calibrated MTSS program that works in tandem with the grade levels in order to provide continuity for our students of support. We will continue to focus on our campus goal of connecting to students by emphasizing relationships as being the key to growing and success for students.</p> <p>CTE courses will continue to be added to 7th and 8th grade to encourage more students to explore career choices.</p>
<b>Student Achievement</b>	<p>Students continue to be highly involved in extracurricular activities to include after school clubs, sports and fine arts. We saw students complete and win superior ratings in band, orchestra and choir competitions. AMCMS students consistently outperform state averages in reading, writing, math, and science at all grades on STAAR, with the exception of social studies.</p>	<p>Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.</p> <p>As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency data to meet the state assessment measures. These same trends continue once the students take STAAR.</p>	<p>Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. The district will purchase and train stakeholders on the MTSS data management software to promote effectiveness in progress monitoring and efficiency in SIT meetings.</p> <p>In the 2021-2022 school year, we will add Principles of Applied Engineering, Principles of Law, and Cyber Citizenship to our 7th and 8th grade CTE offerings in order to expand CTE opportunities for students at the middle school level.</p>

			<p>Purchase an MTSS system that meets the needs of all grade spans and train stakeholders in the use of the new MTSS System; continue data talks and training with administrators for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2021-2022 school year; continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners</p>
<p><b>Curriculum and Instruction</b></p>	<p>Curriculum documents in the English Language Arts, Math, and Science are at a point of refinement and Social Studies will be at that point after curriculum writing the summer of 2021. This summer additional performance assessments will be added to the documents and Stage 3 of the curriculum will be refined with ensuring all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency were used to drive instruction at AMCMS this past year with targeted instruction for students happening as a result. Science teachers were trained in inquiry practices and Argument Drive Inquiry; the SAMR (Substitution, Augmentation, Modification and Redefinition) model was introduced this year; we added a summer school program to help close the gaps as a result of students missing six weeks of instruction in the spring</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software has been purchased and staff need to be trained in its proper implementation and use at PK-12;; resources for GT at the secondary level need to be embedded in the curriculum, and implementation of inquiry strategies in science need to be strengthened; data indicates that many of our students are not growing at the rate projected on MAP assessments; we need to increase CTE courses at the 7th and 8th grade levels and the number of “completers” as per the new state emphasis on CTE programming; walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers’ and administrators’ capacity in</p>	<p>Administer CBM, ’s for 5th, 6th, and 7th grade social studies and US History; complete a district math inventory and use IMA funds to establish a base inventory of math manipulatives for each campus; continue to monitor implementation of a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades through walkthroughs and lesson plans; K-3 teachers and principals will participate in HB3 Reading Academies; target 50% of the AVID students to take an AP or dual credit class; provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use MAP data to ensure instruction is adjusted for student success; write curriculum for newly defined “Advanced” courses; write stage 3 for non-core classes; train students, counselors, and parents on CTE “completer”</p>

	of 2020. Math and ELAR teachers have prepared targeted curriculum to implement during summer school to maximize their instructional time with students.	the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction	criteria; ensure CTE students take certification tests during the school year; build capacity of teachers to design virtual instruction and administrators to supervise teachers who teach virtually in order to strengthen instructional leadership; continue to build capacity in using our LMS (Schoology) throughout the district and build capacity of staff in using instructional technology; increase Head Start attendance to 90%, 75% on target in CIRCLE phonological awareness; introduce the Instructional Framework
<b>Culture and Climate</b>	In reviewing the campus culture and climate it is very evident that our student body is a very diverse community. We strive to foster an inclusive and respectful population of students and faculty. The campus leadership team works with the staff overall to foster connections with our students. This is evidenced by reduction of serious incidents of behavior on campus which is a continuing trend here at AMCMS.	Our campus survey data indicates a need to further continue our overall goal of building relationships amongst campus stakeholders. This is a moving target and one that will require constant tending to continue to see the benefits.	We will continue to use Panorama Survey data to monitor and respond to staff input on climate and culture as well as systems and support throughout the district.
<b>Staff Quality and Retention</b>	The staff and faculty have seen turnover from year to year. The leadership team has been able to recruit highly qualified and effective instructors. AMCMS prides itself on providing a team oriented environment	Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. The district chose to make some of our professional learning days student instructional days due to COVID-19 and the number of days students were out of school last spring. We implemented Panorama surveys this year and the surveys have given us insight into the culture and climate of some of our buildings.	We have utilized the feedback gathered from the Panorama surveys and in response have created a professional development committee. The committee's sole purpose is to support teachers through relevant and engaging professional development for teachers. We are also focusing on strategic design and specifically targeting connection. We are specifically focussing on connecting with our new teacher cohorts.
		A technology survey indicated that	Increase devices across the district to better

<p><b>Technology</b></p>	<p>Our teachers utilize technology in various ways in order to help engage students. Schoology, the Learning Management System for CSISD is utilized throughout the campus. Thanks in large part to COVID we have seen universal usage increase across the subject area</p>	<p>teachers need more devices for effective use in instruction. There is also a need for the infrastructure to be more robust as more and more devices are using the network. Our strategic plan with input across the community and school district indicates we need to work in these two areas as well. While we introduced SMAR at campuses, teachers do not understand how to incorporate it into instructional design.</p>	<p>support instructional integration of technology into instruction; establish a comprehensive technology plan for staff and begin implementation</p>
<p><b>Family/Community Involvement</b></p>	<p>The AMCMS campus community is fortunate to have strong involvement from our parents. Our PTO is supportive of the campus and all its endeavours. Through their support we are able to better realize the goals of the campus and the success of our student body. We have a strong partnership with Walmart that helps to support our Bobcat market. The market helps supplement food and basic needs for over 40 of our campus families.</p>	<p>Partnerships need to be expanded to enable our campus to better serve the community and to be a better neighbor to the community. We would like to see more of a presence through our NJHS and Student Council</p>	<p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.</p>



## Data Used for District Comprehensive Needs Assessment

- STAAR
- PBMAS Report
- Failure Rates
- Community and Business Partner Input (DEIC)
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Technology Help Tickets
- Special Education Data
- Curriculum Documents
- Dyslexia Data
- PAC Data
- CSISD Portrait of a Learner
- Schoology Participation Data
- District Benchmark Assessments(SS, Sci)
- TAPR
- CTE Participation
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development Feedback
- HR Complaints and Grievance data
- CSISD Portrait of a Leader
- CSISD Parent Survey
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- Rtl Data
- Dual Credit
- GT Demographics and Performance
- MAP Data
- New Teacher Survey
- T-TESS
- CSISD Strategic Plan
- 504 Data

<b>Goal: 1</b>				<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>					
<b>Specific Result 1.1</b>				<b>Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Train campus faculty and staff on the CSISD Framework for success and Strategic Design	Campus Leadership	Strategic Plan CIP	July 28-August 17	All	Sign-in sheets; Training module				Title II Funds
Carry out the Campus Instructional Implementation Plan	Campus Admin Leadership Team Faculty & Staff	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; collaboratives; Improved learning outcomes				
Integrate the CSISD Framework for Success into the UbD Stage 3 sample lessons in the curriculum documents in Schoology	Curriculum Coordinators; Curriculum writing teams	CSISD Framework for Success	August 2021-May 2022	All	2 sample lessons per course				
Provide vertically aligned campus professional development focusing on the identified instructional areas within specific grade spans	AVID Coordinator Instructional Coaches IICs, Department Heads, PD Committee	Campus Planning Days Maneuvering in the Middle (Math)	June 2021-May 2022	All	MAP Assessment Data Six Weeks Assessments Report Card Data				
Analyze data to address gaps in performance of underperforming populations	Campus Admin IICs All Faculty & Staff	MAP Assessment Data STAAR Scores	June 2021-June 2022	Hispanic; African American; Eco Dis; ELLs;	Data reports by student population from PBMAS, TELPAS, STAAR,				

				SpEd; Two or More Races	MAP, analysis of data				
Continue to develop and work with mentor texts that represent students from underperforming student populations (in both the content and authors)	ELAR Coordinator, ELAR IIC, English Teachers	Time to meet with intermediate & middle school colleagues, sub costs, Project Lit	June 2021-May 2022	Hispanic, African American, Eco Dis, ELLs, SpEd, Two or more races	Meeting agendas, resources embedded into curriculum documents and classrooms				
Provide professional development with SAMR model integration into the classroom	CTF District Tech Facilitator Campus Admin Campus PD Committee								
Provide labs in Science 60% of instructional time (including opportunities in ADI)	Science Teachers, District Coordinator	Planning time, staff development	August 2021-May 2022	All students	MAP scores, lesson plans, lab write-ups				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.1</b>				<b>Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i>	<i>Review 2 - Campus (Feb), DEIC (March)</i>	<i>Review 3 - Campus (May), DEIC (June)</i>	
						<b>#1</b>	<b>#2</b>	<b>#3</b>	
Participate in audit of 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	Participate in audit of instructional resources and strategically abandon those that are not being utilized.				
All key stakeholders and curriculum staff will be trained on the use of a selected MTSS data management software	Chief Academic Officer; Director of Instruction and Leadership Dev.; C&( 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
Clearly define the district Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021- July 2021	At-risk students	MTSS Handbook				
Train secondary teachers on small group instruction for Tier II intervention time	Region VI; Executive Director of Secondary Education	Training	Feb. 2022- Feb 2022	All	Agendas; Training sign-in sheets				

Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-risk					
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									

<b>Goal: 2</b>				<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>					
<b>Specific Result 2.2</b>				<b>Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                      #2                      #3</b>			<b>Supported by State or Federal Funds</b>
Campus Leadership will determine which research based best practices will be utilized to provide targeted support for struggling learners.	Campus Administration Team, Campus Leadership Team in conjunction with classroom teachers	Articles, books	July 2021-Sept. 2021	All	Defined best practices for instruction at AMCMS				
Communicate finalized best practice expectations to departments	Campus Administration Team, Campus Leadership Team	Resources to support expectations	August 2021-Sept. 2021	All	Lesson plans, department meeting agendas				
Campus focus of connection will strengthen relationships between the school, students, and families in order to cultivate and strengthen intentional partnerships with our campus community	Campus Admin, Department Heads and Content Level leaders	Training materials for principals and staff, Restorative Practices training	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, lesson plans, observation data				
Provide walkthrough training and calibration for campus Admin. and revise current walkthrough considering best practices and the Teacher Incentive	Director of Instruction and Leadership Development, Chief Academic Officer	Dana Center Training	September 2021	All	Training sign-in sheets				Title II Funds

Allotment (TIA)									
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal: 3</b>				<b>CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.</b>					
<b>Specific Result 3.3</b>				<b>Promote an engaging relationship between the school district and community</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
AMCMS will support our Bobcat Market as our community outreach activity. Students, staff, parents and community members may contribute by donating nonperishable food or donating funds towards the market.	Campus Admin Team Counseling Office	Fliers, social media posts alerting students, families and community members about Bobcat Market	August 2021 - May 2022	All	Campus artifact and reports of community service projects				
AMCMS will document the impact Bobcat Market has on students and families in need	Campus Admin Team Counseling Office	Donations made by students, staff and community members	August 2021 - May 2022	All	Reports of how many students and families are served throughout the school year				
Renewed campus focus on restorative practices and relationship building	Admin team, SEL team and classroom teachers	Restorative practices training	August 21- May 2022	All	Discipline reports, Panorama Surveys				



Continue to participate in various community events such as MLK Day Parade in January, Salvation Army Bell Ringing, Veterans Day Ceremony, etc.	Admin team, student clubs and sponsors	Fliers, social media posts alerting students, staff and community members	August 2021-May 2022	All	Documentation of events attended (photos, social media posts, etc.)				
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal 6:</b>				<b>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</b>					
<b>Specific Result: 6.1</b>				<b>Establish and utilize a comprehensive instructional technology plan for teachers and staff.</b>					
<b>Summative Evaluation (to be filled in by June 2022 by administration)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Create a district vision for instructional technology that aligns with most recent work from the District Strategic Plan.	Coordinator for Digital Learning; Chief Academic Officer; Cabinet with Principal Input	Stakeholder input	June 2021- July 2021		Updated vision aligned with Strategic Plan goals				
<b>√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue</b>									

AMCMS Professional Learning Plan 2021-2022

<p>Professional development to address individual needs:</p> <ul style="list-style-type: none"> <li>● NTU Follow Up Options</li> <li>● Success Team/SALI/Administrator Development</li> <li>● Teacher Leadership</li> <li>● Gifted and Talented Differentiation</li> <li>● MAP usage in the classroom</li> </ul> <p>Continued Schoology Training</p> <p>MTSS &amp; Small Group Instruction/Differentiated Instruction</p> <p>SEL core training Restorative Practices for all staff</p> <p>Mandated Trainings</p>	<ul style="list-style-type: none"> <li>●</li> </ul>
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**APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

**Community Based Accountability System**

Strategies	Resources	Staff Responsible	Evaluation
<p>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.</p>	<p>Local Funds</p>	<p>Chief Administrative Officer</p>	<p>CBAS document and evaluation tools complete and communicated to the public annually.</p>

## 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"> <li>Provides a law enforcement presence at various schools</li> </ul>	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>throughout the College Station Independent School District</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>• Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees</li> <li>• Participate in required training according to HB2195 and SB 11.</li> </ul> <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>			
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**Coordinated Health- SHAC Council**

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

will be parents and the co-chair will be a parent.		Chairperson	
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### 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
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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	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

<p>will occur to ensure that students are progressing towards graduation with their cohort as expected.</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: A&M Consolidated MS Improvement Committee Members 2021-2022**

Omar Espitia , Principal

Jennifer Rhea, 7th AP

Daniel Morchat ,8th AP

Ambethy West, Counselor

Alex Cockrell, Counselor

Jennifer Marquardt, Instructional Coach

Brittany Gwinner, Instructional Coach

Erin Albers ,SPED Dept. Head

Sarah Deines, Math Dept. Head

Candance Cheves, ELA Dept. Head

Meghan Ullmann , Science Dept Head

Molly Hester, Social Studies Dept. Head

Karen Westbrook , PE/Athletics Dept. Head

Lesley Zorn , Fine Arts Dept. Head

Kathy Polzer , CTE Dept. Head

Victoria Hunter, Secretary to the Principal

Jen Hunziker, Parent Representative