

College Station Independent School District

Annual Campus Improvement Plan for
Southwood Valley Elementary
2020-2021



Board Approval Date:

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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[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>The mobility rate for Southwood Valley is 11.3% compared to the state average of 16.2%, so our population is more stable than the state. Diversity is a strength for our campus as we have 40.7% of our students that are bilingual with the district average having 11.5% bilingual students and the state having an average of 18.8%. Diversity brings greater perspective to our students and an understanding of others who are different.</p>	<p>Maintaining high standards of excellence in our dual language program, where the ultimate goal is sending bilingual students to intermediate school.</p> <p>We have had student growth in the following populations this past year: African American, Special Education, Economically Disadvantaged students.</p> <p>Closing the achievement gap between high performing and low performing students in those demographics continues to be a need on our campus.</p>	<p>Examining data from our targeted subgroups and using this data to drive instruction</p> <p>Staff development which addresses working effectively with the targeted subgroups.</p> <p>Increase the communication and involvement of families from the targeted subgroups</p> <p>Establish a systematic process for welcoming and acclimating new students to the campus</p>
Student Achievement	<p>Reading and math proved to be a strength, in regards to STAAR.</p>	<p>Writing is a need across all grade levels, as well as performance gaps in students.</p>	<p>Increase cross-curricular writing for all grade levels. Increase minutes for writing.</p> <p>Provide training and modeling of differentiation, emphasizing the importance of providing high level learning to students at the mastery level.</p> <p>Develop a targeted intervention plan to submit to the Board and to the state in order to address our campus rating.</p> <p>Extensive staff development and support for small group, differentiated, data-driven instruction.</p>

<p>Curriculum and Instruction Documents</p>	<p>Planning and implementation of the curriculum, as well as following the new curriculum documents was successful among most teachers.</p> <p>Accountable for following the district scope and sequence</p> <p>Implementation of core content weekly planning sessions</p>	<p>Deeper understanding of the curriculum and using data to drive instruction.</p> <p>Small group instruction in math and reading</p> <p>Monitoring of student mastery.</p> <p>Relevant, purposeful, aligned and differentiated activities</p>	<p>Training teachers on the UbD curriculum documents</p> <p>Training and implementation of a guided reading, guided math, and a consistent writing process</p> <p>Implementation of minutes to ensure equal access to all content</p> <p>Invite C&I coordinators to attend planning meetings.</p>
<p>Culture and Climate</p>	<p>Our school has truly become a family that is committed to student success. SWV is a happy place to be, and we will continue to use our growth mindsets to help each year get better and better. School-wide communication has and will continue to be a focus.</p>	<p>Continue to hire high-quality teachers who align with the fundamental philosophies of the vision and mission at SWV.</p> <p>Strategies to work with all students, and inclusive strategies for our new students coming in the CASL program.</p> <p>Additional tools/strategies, training and support is needed for classroom teachers to deal with significant behavior issues</p>	<p>Book study with the Leadership team “The Power of Positive Leadership”.</p> <p>Book Study with Specialist Team - “Transforming School Culture”.</p> <p>Social Committee revamp with chairs for the different areas.</p> <p>Teacher Cross teams - houses within the school to promote fellowship and learning beyond grade level teams.</p> <p>Implement Restorative Practices, purposeful SEL lessons from the counselor and school-wide common language for all staff to use with students.</p> <p>School-Wide Expectations Refined and Implemented</p> <p>Morning meetings in classrooms, non-negotiable</p> <p>Positive Behavior Referrals - continue</p>

<p>Staff Quality and Retention</p>	<p>The number of regular education teachers who are remaining at SWV was very high. Most attrition in these areas are due to retirements or relocations.</p>	<p>Support for ensuring that best Tier 1 strategies are being implemented in classrooms</p> <p>Providing teachers access to more training and development of their skills</p>	<p>Empower the Leadership Team to help carry out the mission and vision, uplift the staff, and combat negativity. We will continue to work as a team on the campus family.</p>
<p>Technology</p>	<p>Our campus has embraced the use of Schoology, Screencastify, and Nearpod during school closures. Required PD and support was provided and optional PD was also embraced. We are very proud of the strides we made in a short amount of time.</p>	<p>The firm understanding of Schoology and Nearpod has shown teachers what could be possible in stations in the classroom. In order to make this a reality, we will need to purchase more laptop-type devices.</p>	<p>Southwood Valley will continue to embrace and grow in the area of Schoology and Nearpod. We will also utilize programs such as RAZ Kids, Education Galaxy, and Spelling city. We will focus on the addition of ipads in K-2 and laptops in 3-4.</p>
<p>Family/Community Involvement</p>	<p>We have a strong volunteer force at Southwood Valley and have activities for schoolwide family involvement such as a spring carnival, Parents Matter Night, monthly PTO meetings, grade level performances, and schoolwide assemblies where parents are invited.</p>	<p>Continue early communication of events in English and Spanish on all media platforms to make sure parents are informed of opportunities.</p>	<p>Southwood Valley will continue to work towards recruiting more volunteer involvement from our diverse and “at-risk” families. We will center on more Parent and Family Engagement opportunities that build capacity and strengthen our partnership campus-wide, including Watch D.O.G.S.</p>

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- T-TESS Data
- Special Education
- Curriculum Documents
- Head Start
- District Benchmark Assessments
- MAP Assessment Data
- New Teacher Survey
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- Walkthrough Data
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner/Educator/Leadership Profile
- Educator Evaluations
- Rtl
- Culture Survey
- GT Identification
- Demographics
- New Teacher Survey

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Increase the number of applications received for hard to fill positions to ensure all positions are filled with qualified personnel.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide intensive coaching for new teachers in their dual language classrooms.	-Admin -ICs	Walk-Throughs Coaching Sessions	Aug-May	Bilingual	Retention rate of new teachers				
Provide support for dual language teachers and their students with the use of instructional assistants.	-Admin -ICs		Aug-May						Title 1
Provide purposeful PD that is inclusive of the needs of dual language teachers.	-Admin -ICs		Aug-May						
Provide intensive coaching for new teachers in CASL classrooms.	-Admin -ICs	Walk-Throughs Coaching Sessions	Aug-May	SPED - CASL Students	Retention rate of new teachers				
√ =Accomplished C=Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Provide quality professional development designed to grow the expertise of educators with the ultimate goal of improving student support and increasing student learning outcomes and monitor for implementation at the campus and classroom level.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize faculty meetings & PLC meetings to train and grow all teachers in SEL, small group reading and math.	Principal/AP ICs CTF Interventionists	Data from walk-thoughts to drive PLC needs SIOP Materials	Aug.- June	All	Surveys, T-TESS observations, Walk-Throughs, retention rate of teachers				
Grow specialist team and leadership team in order to gain capacity in the building to empower teams through book studies.	Principal/AP	Book Study - Transforming School Culture (Specialist Team) Book Study - Power of Positive Leadership (Leadership Team)	Aug.- June	All	Surveys, T-TESS observations, Walk-Throughs, retention rate of teachers				
Provide educational professional trainings, development opportunities, and articles to enhance teacher growth.	-Admin - IC	District Funding Campus Funding	Aug- July	All	Surveys, Feedback Walk-throughs Agendas Sign-In Sheets				

Eagle Academy for all new teachers, and any other staff who wants to attend.	-Admin -IC -Interventionists -Experts in the PD fields	Various PD topics- some from admin, and some generated by the new teachers	Aug-Dec. (2-4x per month) Decrease to 1x per month through May	1st/2nd year teachers (any additional who are interested)	Surveys, walk-throughs, feedback, retention rate of new teachers				
Staff development on strategies to help students identify their emotions and give them tools to work through each emotion.	Administration, Counselor	Time, prepared training materials, Schoology for PD	Aug --May	At-risk	Student behavior data, teacher retention				
0-1 year teachers will be assigned a mentor and will meet at least 12 hours per semester.	-Admin -Mentors	-Lead4ward Mentor/Mentee Books	Aug-May	1st/2nd Year Teachers	Meeting logs, teacher retention				
Provide monthly PLCs for teachers, in order to provide them with support toward our targeted intervention plan/CIP.	-Admin -IC -Interventionists -Experts in the PD fields	Campus STAAR data, Lead4ward Field Guides	Aug-May	All	Campus letter grades will increase.				

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Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Provide professional development, academic and behavioral support for all staff in order to decrease the achievement gap and retain effective staff.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide supports for new teachers (or staff desiring additional support) throughout the year.	-Admin -IC -Interventionists -Experts in the PD fields	Various PD topics- some from admin, and some generated by the new teachers	Aug-September. (2-4x per month) Decrease to 1x per month through May	ALL	Surveys, walk-throughs, feedback, retention rate of new teachers				
Provide extensive T-TESS training, utilize goal-setting meetings, walk-through data, engage in meaningful coaching sessions.	-Principal -AP -Coaches	T-Tess trainings, walk-through debriefs, Results Coaching training	Aug-May	ALL	T-Tess/ATR evaluations				
First year teachers will participate in NTU	-Admin -Campus Instructional Coach -Teacher Leader -New Teachers	District Budget Campus Budget	Aug.-June	ALL					

Participate in professional development regarding social emotional learning for teachers, administrators, and staff	-Admin -counselor	District Budget Campus Budget	Aug.-June	ALL					
Provide Tier 2 and 3 behavior training for all instructional staff working with students who demonstrate challenging behaviors	-Director of Special Services, -Psychological Team -Campus Administration, -RTI Assistant	CPI, TBSI, FBA/BIP development training, Evidence-based resources & interventions	August 2020-May 2021	Rtl Behavior, SpED	Rtl records; Eduphoria records, Sign in sheets, SIT meeting minutes				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design, revise, and implement a robust written, taught, and assessed curriculum in all areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Study curriculum documents and plan with like teams both in extended planning and in weekly planning.	-Teachers -ICs -Interventionists (To serve as content expert support)	Schoology Curriculum documents	Aug-May	ALL	Growth in students				
Provide curriculum training for new teachers	-Admin -ICs -Interventionists	Schoology Curriculum documents	Aug-May	New teachers					
Study and utilize MAP assessments to help guide instruction and use the data to drive instruction	-Admin -Teachers -ICs	MAP assessments Curriculum	Aug-May	All					
Focus on small group instruction training and implementation within the general education classroom for Tiers 1 and 2	-Campus administration -Instructional coach -Interventionists	Teacher models, instructional rounds, video of exemplar lessons	August 2020 May 2021	CSISD staff, all students	Student growth measure, STAAR, classroom data, number of students receiving Tier 3 instruction,				

					walk through data				
Purposeful, engaging and aligned activities are designed and implemented in stations	-Classroom teachers -Interventionists	Teacher models	August 2020 May 2021	staff, all students	Student growth measure, lesson plans, walk through data				
Provide professional development in guided reading and guided math	-C&I -Campus administration -Instructional coach -Reading interventionist	Schoology, nearpod, PLCs	August 2020- May 2021	staff	Student growth measure, lesson plans, walk through data, staff development sign in sheets				
Implementation of UbD Stages 2 and 3 curriculum documents	-Classroom teachers -Campus administration	UbD implementation training	August 2020 May 2021	staff	Lesson plans, walk through data				
Utilize supplemental instructional materials that are aligned to the curriculum to serve as a supplemental resource for planning and instruction.	-Interventionists	-Lead4Ward Field Guides -Region 4 Math -TEKS Mastery Series (Mentoring Minds)							Title 1 Funds & State funds Title - Field guides, TEKS Mastery Series
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Utilize a variety of data to personalize learning					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct. May	Feb.		
Analyze data to make curriculum adjustments and training decisions	-Teachers Leadership -Team Administration	Data; training materials as appropriate	Aug -May	All	Data analyzed in SIT and leadership meetings				
Complete and review AVMR assessment data on all students in Tier II or Tier III of RtI; implement strategies for continued growth	-Teachers -Leadership Team -Administration	AVMR assessment data	Aug - May	All	AVMR assessment reviewed in SIT				
Provide training to staff members depending on their content areas (AVMR, Running Records, etc, MAP.).	-Teachers -Leadership Team -Administration	Training materials as appropriate, time	Aug - May	All	Completion of required training				
Teachers will commit to a campus wide focus on the writing process; integration and assessment of grammar in student writing.	-Admin -Specialists - All Teachers -Librarian -Art Teacher	Campus Budget District Funds Grants	Aug.-May						

Design a systematic way of planning for assessment of material taught (both formal and informal) and analyzing the data to inform instruction.	-Campus administration, -Interventionists -Instructional Coach -Classroom teachers	Kid Conferences, Data Digs, MAP assessment data	September 2020, December 2020, February 2021, May 2021	All students	Completed data digs, meeting notes				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of digital learning experiences in the curriculum to support and enhance teaching and learning.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide training for implementation of current technology into instruction	-CTF	Schoology Nearpod Education Galaxy RAZ Kids Spelling City Ipads X360 Laptops	September 2020 - April 2021	SWV Staff	Staff development sign in sheets, walk through data to document integration into instruction, EOY survey data				Title Funds for Education Galaxy, RAZ Kids, Spelling City, X360 Laptops & Cart
Embed campus professional development into the Schoology platform	-CTF -Campus administration	Schoology, technology training materials	August 2020- May 2021	Staff	Certificates of completion, session evaluation survey data				
Communicate campus expectations for the use of Schoology	-Campus administration, -CTF	List of expectations	August 2020	Staff	Staff development sign in sheets				
Administer MAP online assessments	-Campus administration, -Interventionists classroom teachers	MAP training, necessary technology	September, January, May	All students	Student growth measure, STAAR scores				
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Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options within the district.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize RTI Assistant and instructional assistants to assist Interventionists, teachers, and admin with implementing academic and behavior interventions needed in the classroom.	-Classroom teachers, admin -RTI Assistant -Interventionist	Title I Funding of RTI Assistant Position	August 2020-May 2021	All	Decrease in behaviors due to academic and social emotional frustrations.				Title 1 Funds
Social-Emotional Lessons/Counselor Lessons	-Campus administration -counselor	Counselors Social and Emotional Curriculum	Weekly August 2020-May 2021	All Students	Teacher and Student Feedback				
Implement the use of sheltered instruction strategies while learning new concepts.	-Classroom teachers		August 2020-May 2021	All Students	Mastery and retainment of new concepts				

Meet in monthly PLC meetings to discuss, disaggregate, and utilize data to drive instruction and planning as in relation to our TIP.	-Admin -Interventionists -Teachers -ICs	-Data binders -PLC Meeting prep and planning	August 2020-May 2021	All Students	Student Growth as tracked on documents such as (but not limited to) this example .				
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Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Improve upon the system of support for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize RTI Assistant to assist with academic and behavior interventions needed in the classroom.	-Classroom teachers -admin -RTI Assistant	Title I Funding of RTI Assistant Position	August 2020-May 2021	All	Decrease in behaviors due to academic and social emotional frustrations.				Title 1
Campus-wide morning meetings to take place daily - incorporate school-wide question of the day and SEL focus	-Campus administration -counselor	Counselors Social and Emotional Curriculum, Restorative Strategies	Weekly August 2020-May 2021	All Students	Teacher and Student Feedback				

Implement positive behavior referrals that highlight characteristics of the district learner profile.	-Campus admin - teachers	Positive referrals created and printed in triplicate	Aug-May						
SEL members will attend district trainings and then provide trainings on campus to help educate and keep teachers up to date on beneficial SEL practices.	-District -Admin -SEL Members	District Funds Campus Budget RP/Staff Days	Aug. June	All Students	Teacher and Student Feedback				
Implement Restorative Practices into classroom instruction	-Staff -Campus Admin	Restorative Practices Staff Members	August 2020-May 2021	All Students	Walk-Throughs,				
Refine and implement school wide expectations for common areas	-Staff -Campus Admin	CHAMPS, Conscious Discipline, Restorative Practices	August 2020- May 2021	All Students	Walk-Throughs, Staff Surveys				
Provide monthly guidance lessons which meet the academic needs of our SWV student diversity	-Counselor, -Administration	Counselor Curriculum	August 2020-May 2021	All Students	Lesson plans, staff feedback, student feedback				
Implement classroom jobs schoolwide.	-Teachers	Job lists	Aug-May	All Students					

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Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special programming.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide CPI training for all Special Education staff members	-SpEd staff -District CPI trainers	CPI training materials	August 2020-December 2020	Special Education Staff Members	Sign-In Sheets, Completed Training Certificate				
Provide training for all staff who support students in inclusive settings	-Director for Special Services -Assistant Director for Special Services -Instructional Coordinators	Training module, Trainers Schoology	August 2020-May 2021	All	Schoology records; sign in sheets				
Improve the academic performance of students in special education in all core academic areas	-Campus Administration -C&I -SPED Teachers, -Core Content Teachers	Increased and improved inclusive practices, , Individualized Accelerated Instruction Plans	August 2020-May 2021	Special Education	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				

Implement a systemic RtI process aligned with district expectations	-Classroom Teachers, -Interventionists, -Campus Admin SPED -Teachers	Special Services, RTI Manual, Curriculum Documents, C&I Coordinators	August 2020 - May 2021	Tier 2 and Tier 3 students	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				
Monitor growth of students in dual language (in both languages), CASL, PPCD, GT, Dyslexia, and resource to ensure individual needs are being met.	-Classroom Teachers -Case Managers -Enrichment Specialist			Students in all special programs.					
Expose GT student to new technologies and	-Enrichment Specialist -Classroom Teacher	Ipads, laptops,	August 2020 - May 2021	GT/ Enrichment students					

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Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family engagement in district and campus activities and opportunities.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Campus events with PTO support will be planned to promote positive school/family relationships throughout the year.	-Admin -Leadership Team -Counselor -Teachers	PTO Campus Budget Title 1	Aug. June						Title 1 (Parent involvement) and state funds
The school website, School Messenger, Schoology and campus social media outlets will be used to actively communicate with parents/guardians and community members in addition to the information being sent home with students in both English and Spanish.	-Admin -District -Teachers -Tech Facilitator -PTO	PTO Campus Budget Title 1 Messenger Schoology Facebook Website	Aug. June						
In the first three weeks of school, a positive contact will be made with each parent. Example: phone call, postcard, e-mail, etc...	-Admin -Teachers	Campus Budget Title 1	September						Title 1 (Parent involvement) and state funds

Each classroom teacher will strive to effectively communicate with parents in a variety of ways to inform parents of what is happening in the classroom, grade level and school.	-Teachers	-Campus Budget	Aug. June						
Professional development will include how staff can promote a positive partnership and improve communication to parents/guardians and community including Schoology.	-Admin	-Campus budget	Aug. June						
Continue to implement Watch D.O.G.S. program on campus, and work with staff to provide meaningful interactions with students.	-Watch D.O.G.S Coordinator -Campus Admin -PTO -Teachers	-Schedules -Survey	August-May		Attendance and feedback surveys from staff and Watch D.O.G.S				Title 1 (Parent involvement)
Provide and advertise school wide events such as Watch D.O.G. Kickoff, Parent's Matter, Fiesta Latina, dual language social and any other additional family nights deemed appropriate for the school year with plenty of notice prior to events in both English an Spanish..	-Community outreach committee -PTO -All Staff Members	Schoology, Flyers, School Messenger, Facebook	August -May	All Families	Attendance and Involvement, Parent Survey				Title 1 (Parent involvement)

Utilize School Messenger, Schoology, and Facebook to communicate information to parents. Provide pictures, videos, and presentations in English and Spanish via the various forms of technology, as well as on campus. Send home flyers and communications in both English and Spanish with the use of tuesday folders.	-Admin -CTF -Teachers	-Schoology -Smores Account -School Messenger -Facebook	Aug-May	All Families	Parent Survey				Title 1 (Parent involvement)
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Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2020 by an administrator)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Set clear expectations for implementation of Schoology and new devices.	-Campus administration -CTF	CTF stipend, district expectations for year 2	August and September 2020	SWV staff	Staff development sign in logs				

Increase professional learning in Schoology and Eduhero	-Campus administration -CTF - Instructional Coach -Interventionists	Campus technology plan	August 2020 - March 2021	SWV staff	Staff development sign in logs				
Utilize Nearpod resources in classrooms	-Campus administration -CTF	Nearpod resources, training documents	August 2020 - May 2021	SWV staff	Staff development sign in logs, staff survey				
Develop and communicate technology training opportunities to all staff	-Campus administration - CTF	District professional development calendar, campus calendar, Schoology	August 2020 - May 2021	SWV staff	Staff survey, staff development sign logs				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Click [here](#) to access our Professional Learning Plan for 2020-2021

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to develop and refine a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.
Revise the CSISD Community-Based Accountability System to align with data and community feedback	TPAC Support; Local Data Sources	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.

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 at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

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 CISD Board an annual report of their activities for the year	N/A	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.	N/A	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, Hoonuit, 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, Hoonuit	Director for Human Resources	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
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The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	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: CAMPUS EDUCATIONAL IMPROVEMENT COMMITTEE MEMBERS 2020-2021

Leadership Team

Wanda Mason
Amna Ahmed
Ria Southern
Valerie Burns
Pam Palermo
Stephanie Henson
Magie Tran
Dawn Newton
Melanie Young
Jennifer Shoalmire
Christina Gloria
Christopher Phillips
Kristie Clark
Becky Lane
Amy Yorek
Andrea Prcin
Cristal Vazquez
Ali DeLuna

Community Representatives

Igor Roshchin
Bryan Woods

Parent Representatives

Joanna Soules

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2018-2020

Grades Pre-K – Grade 4

Elaine Everett	CHE	
Sandra Hay	PC	
Beverly Shimek	RP	
Catherine Eckhardt		SK
Rebecca Griffey	SWV	
Stephanie Weaver		FR
D’Ann Johnson	CV	
Charla Anderson	GP	
Venette Bradham	SC	

Grades 5-6

Lauren Guest	OW
Mandy Schwanke	CG

Grades 7-8

Wendy Miles	AMCMS
Danny Morchat	AMCMS
Claire Hall	CSMS

Grades 9-12

Jackie Shoemake	AMCHS	Chair
Sheridan Clinkscales	CSHS	

Alternative Programs

Darren Wright	CVHS
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Elementary-At-Large

Josh Bowling	LEAP
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Secondary-At-Large

Amiee Parsons	AMCHS
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Elementary Administrator

Jennifer Skrivanek	CHE
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Secondary Administrator

Julia Mishler	WMS
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Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Catherine Anderson	Parent, Grades Pre-K – 4 (GP) Head Start
Darin Paine	Parent, Grades Pre-K – 4 (GP)
Candida Sanders (Candy)	Parent, Grades Pre-K – 4 (GP) Head Start
Kim Rutledge	Parent, Grades 5-8 (CSMS/CG)
Shawn Henderson	Parent, Grades 5-8 (AMCMS/OW)
Stephanie Gray	Parent, Grades 9-12 (AMCHS)
John Crockett or Ashok Naidu	Parent, Grades 9-12 (CSHS)
Miranda Walichowski	Parent-At-Large
Abbie Walsh	Parent-At-Large
Cheletia Johnson	Community Member
Debi Stoll	Community Member
Andy Wilson	Business Member
Jason Ortgies	Business Member
Jerelyn	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Lindsey Fuentes	Executive Director for Special Services and Accountability
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Kelly Kovacs	Director for Instruction and Leadership Development
Karen Ferguson	Director for Career Technology
Chad Gardner	Director of of Community Education
Marla Ramirez	Director for Special Programs
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts & Social Studies
Amanda Gibson	Coordinator for Science

