

# A&M Consolidated Middle School



**Campus Improvement Plan  
2015-2016**



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## Executive Summary

A&M Consolidated Middle School believes in “Working Together to Ensure That Every Day, Each Student Learns.” There are many different aspects of a school involved in developing and educating the academic and social/emotional needs of students. This summary will give an overview of the structures set into place for AMCMS to accomplish the five goals listed in the campus improvement plan. Success as a campus starts with the structure of the campus master schedule. Being structured in a departmental format allows for the development and work in collegial professional leaning committees. Departmental structure places an emphasis and focus on curriculum, professional development, and student needs through the RtI process for all staff members.

In response to a growing and diverse population of students, AMCMS will continue the development and improvement of the thirty minute advisory period known as PRIDE time. PRIDE time will be moved to the middle of the school day and paired with fourth period classes. This change will provide students an opportunity in the middle of their school day for intervention, remediation, homework completion, and enrichment activities. All instructional staff, specialists included, are able to pull students for remediation, tutorials, intervention, and enrichment as needed during PRIDE time at AMCMS.

Teachers and students alike are expected to utilize technology as a part of the everyday teaching and learning practices. Staff development will continue to be provided on an ongoing, monthly basis to support and encourage teachers with current technology programs, devices, and applications. Students will continue to be allowed to utilize BYOD as well as school provided devices and computer systems and programs as a part of their academic coursework.

Being a part of an AVID district, AMCMS has fifth and sixth grade AVID trained and instructed students feeding into our middle school. AMCMS knows the AVID expectations placed upon our incoming students along with the skills they are being taught through AVID implementation. AMCMS will be able to maintain the already high AVID expectations and continue to build upon as well as refine the skills they have been learning and developing in intermediate school. AMCMS will continue to develop, grow, and improve the AVID system for the betterment of all students in the school.

Support, encouragement, safety, and positive relationship building are the cornerstones of the social emotional culture of AMCMS. Teachers will receive training, follow up, and provided tools for positive behavior implementation strategies to establish and improve positive and healthy relationships between staff and students. Students will be provided lessons and activities through PRIDE time that centers on positive peer interaction and support to meet their social and emotional needs.

Parent and community support and involvement will continue to be crucial to the success of students and staff at AMCMS. Parents will have a variety of options of how to receive communications from the school as well as a variety of options of how to be involved in the educational process of their children. An examination of state data shows an academic struggle for African American, Low Socioeconomic, and Special Education students in Science, Reading, and Social Studies. This data casts a spotlight on the area of focus needed for parent and community involvement to improve our student performance on state assessments. AMCMS will continue to focus on the community based accountability target areas to maintain a focus on the overall education and development of all students.

Both the AMCMS professional development plan and the CSISD professional development outline shows the commitment areas and levels to support the needs of AMCMS. Each month brings a variety of training opportunities to support teachers and staff while encouraging professional growth and development. Student improvements as well as pedagogical improvement are the primary focus areas being targeted through ongoing professional development.

AMCMS is committed to College Station ISD’s vision of “Success. Each Life...Each Day...Each Hour...” This commitment can be seen in the AMCMS Campus Improvement Plan. Working together with parents and community will make the following goals and objectives AMCMS’s new reality.

<b>Goal 1</b>	<b>All students will successfully complete rigorous and relevant coursework that will prepare them for their future.</b>
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<b>Objective(s)</b>	<p>1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace.</p> <p>2. Support the needs of diverse learners as they engage in rigorous coursework.</p> <p>3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.</p>
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<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> Continue the alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas (with an emphasis on science).	- Admin Team -Department Heads	- Staff Time - Local funds	July-August
<b>B.</b> Provide staff development for teachers that focuses on best instructional practices (such as the UDL, Principles of Learning, the Workshop Approach, AVID and differentiated instruction models) with an emphasis on student learning/ effective teaching.	-Admin Team -Staff Development Design Team	-Title II Part A - Local funds -Title III -State ESL/Bilingual -Campus Funds -Staff Time	July-June
<b>C.</b> Conduct and maintain SIT & RTI meetings and review process	- Admin Team	- Staff Time	July-June
<b>D.</b> AMCMS will utilize the online student data repository and reporting system to support Response-to-Intervention.	-Admin Team - Teachers	- Staff Time	Aug-May
<b>E.</b> Utilize PRIDE Class time for intervention, tutoring, and enrichment for all students.	-Admin Team -Teachers	-Staff Time	Aug.-May
<b>F.</b> Utilize current computer labs, laptop and iPad carts, and appropriate use of BYOD as well as secure more technology resources through grants, PTO fundraisers, and community partnerships.	-Admin Team -Teachers -PTO	-Staff Time -Grant Money -Fundraising Money	Aug.-May

<b>Evaluation</b>	Community-Based Accountability items (below) at the following <a href="#">link</a> :
	<ul style="list-style-type: none"> <li>-Alignment of curriculum to state TEKS</li> <li>-Staff Development Plan and Sessions Offered</li> <li>-Conduct and re-evaluate SIT &amp; RTI meetings</li> <li>-PRIDE class time utilization</li> <li>-Use of current computer labs, laptop and iPad carts, BYOD Utilization</li> <li>-Increasing number of laptops and iPads through alternative funding</li> </ul>

<b>Goal 2</b>	<b>Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for students to become fluent in and adapt to a variety of technologies.</li> <li>2. Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce.</li> <li>3. Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> Provide staff development for teachers that focuses on best instructional & learning practices including but not limited to: UDL, Principles of Learning, technology, the Workshop Approach, AVID and differentiated instruction models.	- Admin Team -Staff Development Design Team -Coaching Crews	- Staff Time - Local funds	July-August
<b>B.</b> The campus will provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities and technical schools.	- Counselors - AVID Site Team	- Staff Time - Local funds	July-June
<b>C.</b> The campus will include differentiation of instruction as a part of the daily teaching to meet the needs of all learners at their level as well as creating choice of learning options for students.	- Admin Team -Staff Development Design Team -Coaching Crews	- Staff Time - Local funds	July-June
<b>D.</b> Place importance on the use of instructional technology by providing all teachers with technology training on a monthly basis.	-Campus Technology Facilitator -Admin Team	-Local funds -Staff Time	Aug-May

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>-AVID Site Team professional development sessions</li> <li>-Implementation and maintenance of workshop model for ELA instruction</li> <li>-Implementation and maintenance of workstation for Math instruction</li> <li>-Implementation and maintenance of principles of learning in campus instructional coaching</li> <li>-Post high-school college and career options and readiness education</li> <li>-Differentiation of instruction staff development and implementation in daily teaching</li> <li>-Monthly instructional technology training session offerings</li> </ul>
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<b>Goal 3</b>	<b>Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Ensure that all AMCMS employees meet the social/emotional needs of our students.</li> <li>2. Ensure that the school environment is safe and conducive to learning.</li> <li>3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally.</li> <li>4. Nurture relationships among staff to promote personal and professional growth.</li> <li>5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> Promote and practice a culture of respect, trust, and customer-service approach for all faculty, staff, students, parents and community members.	- Entire Staff	- Staff Time	August - July
<b>B.</b> Support social-emotional learning through Social Emotional Leadership Team (SELT) training staff, and resources provided to staff.	- Admin Team	- Staff Time - Title 2 Funds	August-June
<b>C.</b> Attend monthly Crisis Prevention Institute training as needed by staff to ensure adequate instruction on de-escalation techniques and appropriate management of crisis situations.	- Admin Team - Staff	- Staff Time - Local funds	August-June
<b>D.</b> The campus will continue to update the campus crisis management plan to comply with <u>NIMS (National Incident Management System) guidelines</u>	- Admin Team	- Staff Time - Local funds	August-June
<b>E.</b> Review and change (if needed) Emergency Operations Plan annually.	- Admin Team	- Staff Time - Local funds	August-June
<b>F.</b> Review Safety Audit recommendations and implement as appropriate	- Admin Team	- Staff Time - Local funds	August-June
<b>G.</b> Review data at the end of each six weeks based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, and number of physical restraints. Develop a plan to appropriately address campus discipline issues based on campus needs	- Admin Team - SELT	- Staff Time - Local funds	August-June
<b>H.</b> AMCMS will be consistent in applying disciplinary consequences across campuses and grade levels	- Admin Team	- Staff Time - Local funds	August-June
<b>I.</b> Continue to develop and/or implement positive behavior intervention and supports [PBIS] (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals and to address behavioral RTI needs	- Admin Team - SELT - Counselors	- Staff Time - Local funds	August-June
<b>J.</b> Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	- Admin Team - Counselors - SELT	- Staff Time - Local funds	August-June
<b>K.</b> Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental	- Admin Team	- Staff Time	August-June

differences

-Counselors  
-SEL

- Local funds

**Evaluation**

- School culture survey for faculty, students, parents, and community
- Monthly meetings of SELT to review school discipline data, school culture, and address needs.
- Staff attendance at CPI training sessions
- Updated Crisis Management Plan
- Updated Emergency Operations Plans
- Discipline and referral data review and plans developed based off review of data.
- Evaluation for consistency in discipline practices.
- Development and implementation of positive proactive intervention strategies
- Staff development sessions targeting social, cultural, and developmental differences.

<b>Goal 4</b>	<b>Empower families and the community to be full partners in students' educational success.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for families to support their children in the learning process.</li> <li>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.</li> </ol>
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<b>Activities</b>	Person(s) Resp	Resources	Timeline
<b>A.</b> Connect families and the community to opportunities to expand their involvement	- Admin Team -Staff	- Staff Time - Local funds	July-June
<b>B.</b> The campus website, faculty website, SchoolMessenger, campus social media outlets, and faculty social mediate outlets, will be used to actively communicate with parents and community members.	- Admin Team -Staff	- Staff Time	July-June
<b>C.</b> Campus Improvement Committees will be representative of district demographics.	-Admin Team -Staff	- Staff Time	July-June
<b>D.</b> Develop outreach initiatives through Windsor Pointe to partner with parents and community members.	- Admin Team -Staff -PTO	- Staff Time - Local funds -PTO Funds	Aug – May
<b>E.</b> Maintain parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress.	- Admin Team -Counselors -Staff	- Staff Time - Local funds	Aug – May
<b>F.</b> Invite parents and community members into the school to support and participate in student learning and activities throughout the year.	-Admin Team -Staff	-Staff Time -Local Funds	Aug – May

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Number of volunteers annually at AMCMS</li> <li>- School website, faculty websites, school and faculty social media, SchoolMessenger updates and analytics.</li> <li>- Campus improvement committee membership</li> <li>- Family engagement and involvement in student success</li> <li>- Community/business engagement</li> <li>- Campuses use a variety of methods to communicate with parents, see <a href="#">CBA</a></li> </ul>
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<b>Goal 5</b>	<b>Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results.</li> <li>2. Comply with all state and federal requirements.</li> </ol>
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<b>Activities</b>	Person(s) Resp	Resources	Timeline
<p><b>A.</b> AMCMS will continue to measure and make improvements based off results of the community based accountability system.. Community-Based Accountability System will address:</p> <ul style="list-style-type: none"> <li>● Fine arts</li> <li>● Wellness and PE</li> <li>● Community and parent involvement</li> <li>● 21st century workforce development</li> <li>● Second language acquisition</li> <li>● Digital learning environment</li> <li>● Dropout prevention strategies</li> <li>● Gifted and talented programs</li> <li>● Reporting and policy requirements</li> <li>● Qualified staff</li> <li>● Scope &amp; sequence</li> <li>● Choice in learning</li> <li>● Literacy and mathematics</li> <li>● College ready</li> <li>● Financial resources</li> </ul>	- Admin Team -Staff	- Staff Time	Aug- July
<p><b>B.</b> AMCMS will <u>evaluate student achievement</u> in the following programs: Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.</p>	-Admin Team -Department Heads -Staff	-Staff Time	Aug- July
<p><b>C.</b> State assessment results will exceed the state average in all content areas and all demographic categories.</p>	-Admin Team -Department Heads -Staff	-Staff Time	Aug - July
<p><b>D.</b> Improve and address all system safeguards as identified by TEA on campus state assessments.</p> <ul style="list-style-type: none"> <li>● Safeguards for African American Students in Writing, Science, Social Studies</li> <li>● Safeguards for Economic Disadvantaged Students in Writing, Science, Social Studies</li> <li>● Safeguards for Special Education Students in Writing, Science, Social Studies</li> </ul>	-Admin Team -AVID Site Team -Staff	-Staff Time	Aug - July
<p><b>E.</b> AMCMS will evaluate AVID School-Wide through:</p> <ul style="list-style-type: none"> <li>● School-Wide Systems</li> <li>● Student daily use of planners</li> <li>● Student daily use of cornel notes</li> <li>● Instructional best practices implemented in daily classroom activities</li> </ul>			
<p><b>F.</b> Interventions will be provided for at-risk students to increase academic achievement to prevent retention and drop-out.</p>	-Admin Team -Counselors -Specialists	-State Comp Ed Funds -Campus Funds	Aug – July

G. The principal, in collaboration with the human resources office, will work to insure that all teachers meet highly qualified status as defined in NCLB.

-Principal

-Staff Time

Aug - July

**Evaluation**

- Community-based assessment [results](#)
- State and federal accountability system results
- State and local assessment results.
- AVID School Wide component implementation
- Intervention development and implementation
- Retention rates
- Hiring of NCLB Highly Qualified Staff

**TEXAS EDUCATION AGENCY  
2015 State System Safeguards - Status Report  
A & M CONSOLIDATED MIDDLE (021901042) - COLLEGE STATION ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	Y	Y	Y		Y		Y	Y	N	Y		8	9	89
Mathematics	Y		Y	Y					Y				4	4	100
Writing	Y	N	Y	Y					N	N			3	6	50
Science	Y	N	Y	Y		Y			N				4	6	67
Social Studies	Y	N	Y	Y		Y			N	N			4	7	57
<b>Total</b>													<b>23</b>	<b>32</b>	<b>72</b>
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y		Y	9	9	100
Mathematics	Y		Y	Y					Y				4	4	100
<b>Total</b>													<b>13</b>	<b>13</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Overall Total</b>													<b>36</b>	<b>45</b>	<b>80</b>

**TEXAS EDUCATION AGENCY**  
**2015 Index 1: Student Achievement Data Table**  
**A & M CONSOLIDATED MIDDLE (021901042) - COLLEGE STATION ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2015 STAAR Performance ‡</b>											
<b>All Subjects</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	78%	46%	71%	90%	80%	91%	-	71%	24%	57%	42%
Number of Tests											
# at Phase-in Satisfactory Standard	1,769	153	391	1,015	4	159	-	47	34	492	34
Total Tests	2,259	330	551	1,132	5	175	-	66	144	856	81
<b>Reading</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	83%	60%	76%	94%	100%	93%	-	80%	32%	68%	47%
Number of Tests											
# at Phase-in Satisfactory Standard	687	78	160	373	2	54	-	20	19	224	15
Total Tests	823	130	210	398	2	58	-	25	59	331	32
<b>Mathematics</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	100%	100%	100%	100%	-	100%	-	100%	-	100%	100%
Number of Tests											
# at Phase-in Satisfactory Standard	196	10	37	121	-	22	-	6	-	31	2
Total Tests	196	10	37	121	-	22	-	6	-	31	2
<b>Writing</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	72%	46%	64%	86%	0%	90%	-	60%	17%	53%	32%
Number of Tests											
# at Phase-in Satisfactory Standard	288	31	74	156	0	18	-	9	6	89	6
Total Tests	401	68	115	182	1	20	-	15	36	169	19
<b>Science</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	72%	31%	65%	85%	100%	89%	-	60%	17%	49%	36%
Number of Tests											
# at Phase-in Satisfactory Standard	303	19	61	183	1	33	-	6	4	79	5
Total Tests	418	61	94	215	1	37	-	10	24	162	14
<b>Social Studies</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	70%	25%	62%	84%	100%	84%	-	60%	20%	42%	43%
Number of Tests											
# at Phase-in Satisfactory Standard	295	15	59	182	1	32	-	6	5	69	6
Total Tests	421	61	95	216	1	38	-	10	25	163	14

# TEXAS EDUCATION AGENCY 2015 Accountability Summary

A & M CONSOLIDATED MIDDLE (021901042) - COLLEGE STATION ISD

## Accountability Rating

**Met Standard**

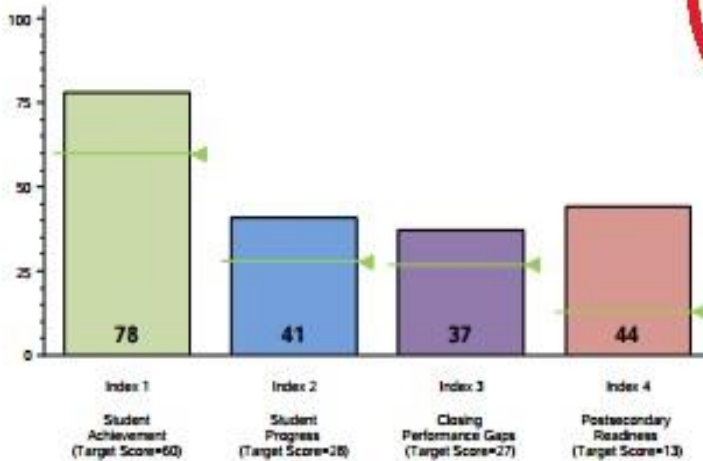
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

## Distinction Designation



Academic Achievement in Reading/ELA <b>DISTINCTION EARNED</b>
Academic Achievement in Mathematics <b>DISTINCTION EARNED</b>
Academic Achievement in Science <b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies <b>NO DISTINCTION EARNED</b>
Top 25 Percent Student Progress <b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps <b>NO DISTINCTION EARNED</b>
Postsecondary Readiness <b>DISTINCTION EARNED</b>

## Performance Index Report



## Campus Demographics

Campus Type	Middle School
Campus Size	903 Students
Grade Span	07 - 08
Percent Economically Disadvantaged	41.9
Percent English Language Learners	5.1
Mobility Rate	11.6

## Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,769	2,259	78
2 - Student Progress	655	1,600	41
3 - Closing Performance Gaps	1,043	2,800	37
4 - Postsecondary Readiness			
STAAR Score	43.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		44

## State System Safeguards

### Number and Percent of Indicators Met

Performance Rates	23 out of 32 = 72%
Participation Rates	13 out of 13 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>36 out of 45 = 80%</b>

**AMCMS  
Professional  
Development  
Plan  
2015-16**

All members of the AMCMS faculty and staff must participate in district and campus professional development throughout the school year. College Station ISD designates 10 professional development days throughout the school year. AMCMS provides

Timeline/Dates	Instructional Support	Social-Emotional Support	Physical Support
August 2015	<ul style="list-style-type: none"> <li>-You Matter Conference</li> <li>-New Teacher University</li> <li>-<a href="#">Campus Professional Development Week</a></li> <li>-<a href="#">District Professional Development Days</a></li> <li>-GT Training 3 Hours</li> <li>-GT Training 30 Hours for New Staff &amp; Staff without initial 30 hours (online)</li> </ul>	<ul style="list-style-type: none"> <li>-New Teacher University</li> <li>-Campus Professional Development Week</li> <li>-Faculty Luncheon</li> <li>-Faculty Breakfasts</li> <li>-PTO Faculty Breakfast</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly Safety Training</li> <li>-CPI Training</li> <li>-Bully Prevention Training (Teachers, Aids, Bus Drivers, Coaches, Admin)</li> <li>-Boodborne Pathogen Training</li> </ul>
September 2015	<ul style="list-style-type: none"> <li>-AVID Focus: 10 Ways to Support Planner/Agenda Usage</li> <li>-SPED Accommodations vs. Modifications during faculty meeting</li> <li>-Newsletter Focus: Relationships</li> <li>-Technology focus: Social Media Communication</li> <li>-Dyslexia Training (All Teachers)</li> <li>-ELA, Math, Science, SS Planning Day</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly SELT Meeting to focus on discipline, routines, and procedures</li> <li>-Sexual Abuse Training</li> <li>-Bullying Prevention Training (All Employees)</li> <li>-Coaching Crew Work</li> <li>-PTO Faculty Dinner for Open House</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly safety drill Fire &amp; Lockdown</li> <li>-FERPA Training (All staff with access to student records)</li> <li>-Child Abuse Training (All Employees)</li> <li>-Conscious Discipline District Training</li> <li>-CPI Training</li> <li>-PTO Staff Birthday Sonic Drinks</li> </ul>
October 2015 Staff Development Day 10-12-15	<ul style="list-style-type: none"> <li>-AVID Focus: The Importance of School-Wide Binder Checks</li> <li>-Adam Saenz: Working with At-Risk Students and students of poverty</li> <li>-Newsletter Focus: Choice</li> <li>-Technology Focus: Twitter</li> <li>-Coaching Crew Work</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly SELT Meeting to focus on discipline, routines, and procedures</li> <li>-PRIDE Points (PBIS)</li> <li>-Coaching Crew Work</li> <li>-Faculty Chili Cook-Off</li> <li>-PTO Treats for Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly safety drill: Fire &amp; AED</li> <li>-CPI Training</li> <li>-PTO Staff Birthday Sonic Drinks</li> </ul>
November 2015 Early Release Day 11-11-15	<ul style="list-style-type: none"> <li>-AVID Focus: WICORizing Lessons School-Wide</li> <li>-RtI Documentation</li> <li>-Newsletter Focus: Rigor</li> <li>-Technology Focus on PLN</li> <li>-ELA, Math, Science, SS Planning Day</li> <li>-Coaching Crew Work</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly SELT Meeting to focus on discipline, routines, and procedures</li> <li>-PRIDE Points (PBIS)</li> <li>-Coaching Crew Work</li> <li>-PTO School Supply Drive to Replenish Teacher Supplies</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly safety drill: Fire &amp; AED</li> <li>-CPI Training</li> <li>-PTO Staff Birthday Sonic Drinks</li> </ul>

December 2015	-AVID Focus: College Exposure for All! -Newsletter Focus: Relevance -Retention Discussions -Technology focus on S'More -Coaching Crew Work	-Monthly SELT Meeting to focus on discipline, routines, and procedures -PRIDE Points (PBIS) -Coaching Crew Work -PTO Holiday Luncheon	-Monthly safety drill: Fire & AED -CPI Training -PTO Staff Birthday Sonic Drinks
January 2016  Early Release Day January 28	-AVID Focus: Share Cornell Note-Taking in Your Classroom -Newsletter Focus: Relationships -Technology Focus: Edmodo -ELA, Math, Science, SS Planning Day -Coaching Crew Work	-Monthly SELT Meeting to focus on discipline, routines, and procedures -PRIDE Points (PBIS) -Coaching Crew Work -PTO New Year Treat	-Monthly safety drill: Fire & Lockdown -CPI Training -PTO Staff Birthday Sonic Drinks
February 2016  Staff Development Day	-AVID Focus: Summary vs. Reflection -Coaching Crew work -Newsletter Focus: Creativity -Technology Focus: iPads/BYOD -ELA, Math, Science, SS Planning Day -Coaching Crew Work	-Monthly SELT Meeting to focus on discipline, routines, and procedures -PRIDE Points (PBIS) -Coaching Crew Work -PTO Soup Luncheon	-Monthly safety drill: Fire, Shelter in Place -CPI Training -PTO Staff Birthday Sonic Drinks
March 2016	-AVID Focus: What are AVID Tutorials? -Newsletter Focus: Customization -Technology Focus: Assessment tools -Coaching Crew Work	-Monthly SELT Meeting to focus on discipline, routines, and procedures -PRIDE Points (PBIS) -Coaching Crew Work -PTO Sonic Drinks	-Monthly safety drill: Fire -Social/Emotional Training -CPI Training -PTO Staff Birthday Sonic Drinks
April 2016  Early Release Day April 15	-AVID Focus: Organizing Content Class Study Groups -Newsletter Focus: Motivation -RtI Academic & Behavior -Technology Focus: Apps -ELA, Math, Science, SS Planning Day -Coaching Crew Work	-Monthly SELT Meeting to focus on discipline, routines, and procedures -PRIDE Points (PBIS) -Coaching Crew Work -PTO STAAR Treats	-Monthly safety drill: Fire -CPI Training -PTO Staff Birthday Sonic Drinks
May 2016	-AVID Focus: AVID Success Storie : Student Voice -Technology Focus: Websites -Newsletter Focus: 1 <sup>st</sup> 5 Days & Re-Evaluation of Practice -Coaching Crew Work	-Monthly SELT Meeting to focus on discipline, routines, and procedures -PRIDE Points (PBIS) -Coaching Crew Work -PTO Staff Luncheon	-Monthly safety drill: Fire -CPI Training -PTO Staff Birthday Sonic Drinks



**CSISD Professional  
Development Plan  
2015-16**

All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 inservice days during the school year for all instructional staff members.

Specific days are designated as District days and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are noted on the [district calendar](#).

New Teacher Induction

- College Station ISD conducts a three day New Teacher Induction (NTI) professional development each August prior to district-wide days. NTI is for all teachers new to the district and in-district teachers who have completed their first year of teaching. It is recommended that new administrators attend specifically identified sessions of NTI. Additional days of training (2-4) occur during the school year. For these trainings teachers are assigned to groups based on their years of teaching experience. Instructional Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff who are in their first year of teaching.

New Employee Orientation

- New Employee Orientation is for all new instructional employees and instructional support personnel, including instructional paraprofessionals. Please contact Human Resources at 979-764-5411 for more information.

Gifted and Talented

- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of employment.
- The District also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

Bilingual/ESL

- All Bilingual/ESL teachers must have training in Language Proficiency Assessment Committee (LPAC) procedures.
- All Bilingual/ESL teachers must have training in the Texas English Language Proficiency Assessment system (TELPAS).
- All Bilingual/ESL teachers must have training in the English Language Proficiency Standards (ELPS).

Special Education

- State Law requires that every instructional staff member receives Special Education training annually. District inservice meets this requirement. Staff certified in Crisis Prevention Intervention (CPI) must recertify every two years. All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Contact the Director of Special Services for specific training requirements.

Dyslexia Specialists

- Contact the Coordinator of Special Services for specific training requirements.

Extra-Curricular Activity Sponsors and Staff

- Teachers who are responsible for extra-curricular activities are required to complete Cardio-Pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training every other year.

For a more detailed list of professional development sessions, please click link [here](#).