

College Station Independent School District

Annual Campus Improvement Plan for
A & M Consolidated High School
2018-2019



Board Approval Date: DRAFT

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. Fully utilize resources to meet the needs of all students.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	<p>AMCHS currently serves 1,720 students. The population is comprised of 23.8 percent Hispanic, 14.7 percent African American, 48 percent Caucasian, 4.36 percent multi ethnic, 8.2 percent Asian, 0.3 percent American Indian, and 0.1 percent Hawaiian/ Pacific Islander.</p> <p>Our students consistently outperform the state on the SAT and ACT exams. Moreover, 67 percent of AMCHS students are enrolled in Career & Technology education, 60 percent of AMCHS students are enrolled in a fine arts course for at least one semester during the school year, and 50 percent of AMCHS students participate in one or more of the following extracurricular activities: sports, marching band, cheerleading, and dance team.</p>	<p>The student population at AMCHS has changed greatly within the last five years. Children of color makeup roughly 50 percent of the students enrolled at AMCHS; However, only 33 percent of the faculty and staff population are comprised of minority teachers and staff.</p> <p>Though gifted and talented students comprise of 15.3 percent of the population at AMCHS, the enrollment of our gifted and talented students in advanced classes is not indicative of this demographics of our student body.</p>	<p>Provide staff development and training on how to work with students from diverse cultures and economic backgrounds. Utilize other methods to identify and enroll children of color into advanced classes. Moreover, continue to incorporate student voice to understand their needs and provide opportunities that challenge gifted learners.</p>
Student Achievement	<p>AMCHS has a history of academic success. Eighty-eight percent of students attend post-secondary educational institutions. Also, over the last four years, AMCHS has been ranked as one of America's top High School by <i>U.S. News & World Report</i>, received College Board AP Honor Roll status. Each semester, over forty percent of AMCHS students qualify for All A honor roll or A/B honor</p>	<p>A review of data identified two significant areas for improvement: college readiness for African American and low SES students and the low participation of the same students in dual enrollment and Advanced Placement classes. The administration and teaching staff have implemented programs and instructional strategies to address this need.</p>	<p>There is an increased need for continued intervention in order to produce academic success for a segment of the underrepresented population. The staff has developed and implemented many programs and strategies to address the needs but need to quantify the success of their efforts. AMCHS continues to develop a process of continuous improvement that includes measurable objectives,</p>

	roll. AMCHS Fine Arts' students are consistently awarded Sweepstakes at their District competition, and clubs and organizations often compete nationally. Athletically, our athletes are awarded recognitions beyond the district level.		strategies, activities, resources and timelines for achieving goals directly related to students who are not meeting academic expectations.
Curriculum and Instruction Documents	The core departments have scope and sequences and curriculum calendars that outline the curriculum that is implemented at AMCHS. Benchmark assessments are routinely given and the data is used to drive instructional decisions for core departments. The core departments work collaboratively on the curriculum, analyze data and incorporate instructional strategies throughout the year.	The documents that are needed to support teachers that are new to CSISD and AMCHS are not currently accessible. New staff members must depend upon existing staff members to provide them with the needed curriculum documents. Not all resources are aligned to the curriculum and learning within the core content areas. Support in these core content areas vary department to department.	AMCHS will participate in the district led process to develop, align, and implement curriculum. Campus allocations for staff time will be made to support the work at the district level and to allow teachers the needed time and opportunity to implement curriculum changes at the campus level.
Culture and Climate	AMCHS fosters a positive climate that is disciplined and maintains high expectations. The school is deliberate in providing a safe and nurturing environment that enables students to develop academic and life skills that will serve them well in the future. A great deal of time and energy is spent in successfully providing a safe and motivating learning environment. The entire staff provides support to ensure all students can meet the demands.	AMCHS will continue examining practices to address mental health issues, behavioral issues and social emotional needs of students.	AMCHS will continue to be involved in the district social emotional learning and leadership programs as well as address the needs of the AMCHS community. Teachers, staff, and students will continue to be recognized and supported in their work and part. The Positive Behavior Intervention and Support program (HERO) will be utilized to support students' social emotional needs across the campus. Moreover, administration will be intentional in utilizing student groups to ensure students have a voice at AMCHS. Finally, AMCHS teachers and staff will engage in Restorative Practices training throughout the school year to strengthen the AMCHS school community.
Staff Quality and Retention	AMCHS teachers have an average of 13	AMCHS struggles with finding suitable	AMCHS will work closely with CSISD

	<p>years of teaching experience with 8.4 years in CSISD. Thirty-two percent of the AMCHS teachers have a master's degree or higher accomplishment compared to twenty-three percent at the state level. AMCHS has a 100 percent certified teachers in their content area. Also, teachers new to CSISD must participate in New Teacher University and are provided opportunities to grow professionally.</p>	<p>teachers in hard to fill positions (i.e. CTE LOTE, and in core areas). A system that deters transfer requests at the start of school would be advantageous.</p>	<p>Human Resources to recruit quality applicants and solicit campus leaders to attend job fairs.</p> <p>AMCHS will follow-up with new teachers monthly to address their needs and provide support.</p>
<p>Technology</p>	<p>AMCHS supports the CSISD Bring Your own Device Policy. This policy provides students opportunity for technology integration. Several teachers attend the state technology conference (TCEA) to learn how to utilize technology to enhance student engagement. All core departments have their own computer lab and iPads are accessible for teachers and students to check out and utilize.</p>	<p>The network upgrades have not been consistently available to support the addition of several devices. Also, with only one technology technician at AMCHS, the remedy of resolving technological issues are sometimes delayed.</p>	<p>AMCHS administration will continue to work with the Technology Department to ensure access points are installed to remedy network issues. Moreover, AMCHS will utilize the data from the Help Desk to monitor issues and review the timeliness of response from the technology department to maximize learning. Also, AMCHS will access their needs and communicate with teachers to address technology issues.</p>
<p>Family/Community Involvement</p>	<p>Parent participation and support in the campus PTO, athletic event attendance, fine arts event participation, family night events such as open house, student club and activity events, and college/military recruitment opportunities illustrates a positive connection to the AMCHS community.</p>	<p>Support that is reflective of our student body is inconsistent. Often, family volunteers and supports are from the same neighborhoods across the AMCHS zone.</p>	<p>Continue to communicate the variety of programs, events and volunteer opportunities offered at AMCHS with families and provide opportunities for their participation as well as strengthen community partnerships using our Learning Management System (Schoology)</p>

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- AP
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Stakeholder Survey Results
- Special Education
- Curriculum Documents
- ACT
- District Benchmark Assessments
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- Demographics
- PEIMS Discipline
- Counselor Input on Mental Health
- New Teacher Survey
- Discipline Data
- Professional Development
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- Rtl
- Dual Credit
- GT Data
- AVID Data
- Southern Association Accreditation Report

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Increase the capacity of growth and leadership opportunities at AMCHS.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Each department will meet monthly to discuss learning, instruction, and curricular issues (Targeted Support for Academic Achievement Status and Growth Status).	Principal District Coordinators Assistant Principals Department Heads Faculty	District Curriculum Documents Schoology	August-May	All Staff	Meet as levels Student work Discussions regarding student learning and achievement. District level coordinators attendance (once a month)				
Teachers submit lesson plans/calendars to administrators weekly/six weeks.	Principal Assistant Principals	District Curriculum Documents Schoology	August-May	All Staff	Lesson plan/calendar documentation				
Provide opportunities for teachers to attend job fairs	Director of Human Resources Principal	Substitute	August-May	All Staff	Job fair documentations				
Incorporate faculty voice in the decision making process	Principal Assistant Principals	Surveys Forms Agendas	July-August	All Staff	Faculty input Choice opportunities; Site-based minutes				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Customize professional development opportunities to meet the needs of AMCHS.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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 to train and grow teachers to meet the needs of our struggling learners (i.e. low SES and children of color). Targeted Support for Academic Achievement Status	Principal Campus Technology Facilitators Department heads/teachers AVID Campus Coordinator	Technology Training Tools AVID Training Tools Brain-based learning Teacher resources	August-May	All Staff	Bi-monthly faculty meetings that addresses curricular or instructional issues				
Provide educational articles to enhance teacher growth.	Principal Assistant Principals	Smore software Access to periodicals and journals	August-May	All Staff	Weekly newsletter				
Solicit teacher input, analyze their needs, and design professional development experiences to enhance instruction and meet the needs of our students (Targeted Support for Academic Achievement Status and Growth Status).	Principal Assistant Principals	Faculty Feedback and responses Walk-through data Survey	August-May	All	Survey feedback walkthrough data				

Provide ELPS training and support to effectively apply the ELPS in the classroom (Targeted Support for Academic Achievement Status and Growth Status)	Principal Assistant Principal, ESL coordinators,	ELPS materials/framewor k	August -May	ELL students	Eduphoria records, sign in sheets, walkthroughs				
Ensure all new teachers to AMCHS continue options for online professional development during their first year.	Administrators, Campus Technology Facilitators,	Schoology Leveled PD	September 2018-April 2019	Title II, Part A	Eduphoria records, Sign in sheets				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Design robust written, taught, and assessed curriculum in core content 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 June 2018 by campus administration)									
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	
Participate in developing curriculum documents for the district (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Content Level Teachers Specialists Assistant Principals Principal Director of Instruction and Leadership Development	District Curriculum Documents Scope and Sequence Substitutes	June 2018-May 2019	All	Agendas from Curriculum meetings Curriculum documents revisions				
Utilize the district curriculum across content levels	Content Level Teachers Specialists Assistant Principals Principal Director of	District Curriculum Documents Scope and Sequence Substitutes	June 2018-May 2019	All	Implementation of district curriculum in classrooms.				

	Instruction and Leadership Development								
Teachers submit lesson plans/calendars to administrators weekly/six weeks.	Principal Assistant Principals	District Curriculum Documents Schoolology	August-May	All Staff	Lesson plan/calendar documentation				
Incorporate research based instructional strategies to engage students to enhance learning (Fundamental Five). (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Principal Assistant Principals	Curriculum Time	August-May	All Staff	Faculty training on writing, purposeful talk, and including objectives across all disciplines.				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Tier I instruction					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Analyze data to make curriculum adjustments in instructional practices (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Administrators, Department heads Teachers	Mizuni, Eduphoria, Aware	June 2018-July 2019	All	Curriculum based measures, walkthroughs, T-TESS evaluations				Instructional Materials Allotment
Analyze data to address gaps in performance of underperforming populations (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Administrators Department heads Teachers	Assessment data	June 2018-June 2019	Hispanic, African American, Economically Disadvantaged, ELLs, SPED, two or more races	Data reports by student populations from PBMAS, TELPAS, STARR, analysis of data				
Integrate academic core vocabulary for 9th graders and embed identified vocabulary in the curriculum (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	9th Grade Success Teachers, Vocabulary Committee	Math, ELAR, Science, Social Studies department heads, Administrators	September 2018-October 2018	All	Success lesson documentation, reports				

Monitor students' progress to meet LEP exit criteria (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Director Special Programs	ESL Specialist, State Exit Criteria, ARD committee	September 2018-May 2019	LEP	Documents showing monitoring in LPAC, State exit data, PBMAS, TELPAS				
Utilize Department benchmark data to determine students in need of support (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Principal Assistant Principals Department heads Teachers Specialists	District benchmark assessment tools	August-May	All Staff	District curriculum based measures Walk-throughs Grades T-TESS evaluations				
Utilize classroom grades to assess performance of students (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Principal Assistant Principal Department heads Specialist Faculty	Classroom Grades Student work	August-May	All Staff	Passing rates of students for classes Passing rates of students on formative/summative assessments Data shared at level meetings				

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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Train teachers and staff on the use of Schoology and technology applications	Coordinator for Digital Learning Campus Technology Facilitator Teachers	District Technology Funds Campus Technology Funds Campus Funds	August-July	All Staff	Eduphoria records, sign in sheets, All staff meets the required minimum training. All staff utilize campus and district professional learning and curriculum work offered through schoology platform.				
Integrate technology that impacts instruction or improves classroom experiences (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Coordinator for Digital Learning Campus Technology Facilitator Teachers	District Technology Funds Campus Technology Funds Campus Funds	August-July	All	Teachers incorporate technology into classroom lessons that is engaging for students Professional development opportunities are provided for teachers to practice technology.				

Instructional Technology Training for Teachers	District Technology Funds Campus Technology Funds Campus Funds	District Technology Funds Campus Technology Funds Campus Funds	August-July	All	Technology Facilitators attend TCEA Conference in February. Instructional technology training provided at least monthly to all staff				
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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 at AMCHS.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Train teachers in On Ramps curriculum for dual credit	Chief Academic Officer	Teacher training, MOU with UT	Spring/ Summer 2019	Upperclassmen	Master Schedule				
Increase certification and workforce ready options for students according to industry needs (Targeted Support for Graduation Rate Status).	Director of CTE CTE Teachers Principal Assistant Principal	Subscriptions to MOS, NCCER, Quickbooks	August 2018-May 2019	CTE students	Certifications earned, expansion options				IMA funds, local funds, Region 6 will pay for NCCER
Provide on campus support for students enrolling in the military (Targeted Support for Graduation Rate Status).	Administrators Recruitment Officers	Military resources	August 2018-May 2019	All	Acceptance in the military data	Military Data			
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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				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Develop and implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	SEL team Administrators, Counselors	Staff time, training costs, local funds	August 2018-May 2019	All	Sign in sheets, referral data				
AMCHS teachers & staff will understand how brain states impact decision making	SEL team Administrators Counselors	Staff time	August 2018-May 2019	All	Sign in sheets				
AMCHS teachers and staff will celebrate/recognize each other and students through the following awards/activities: Teacher of the Month, Student of the Month, Breakfast of Champions, A/B Honor Roll, All A Honor Roll, perfect attendance, Student Appreciation week, Senior Walk.	Administrators Counselors	Staff time	August 2018-May 2019	All	Recognition data, grade and attendance data				

AMCHS teachers and staff will maintain a positive campus and learning environment utilizing HERO Behavior Tracking System.	SEL team Administrators Counselors, Teachers	Staff time	August 2018-May 2019	All	HERO tracking system				
Continue to develop and/or implement positive behavior intervention and supports [PBIS] in order to reduce the number of discipline referrals and to address behavioral RTI needs	SEL team Administrators Counselors Teachers	Staff time	August 2018-May 2019	All	HERO tracking system				Title II, Part A Funds
Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural, and developmental differences	Restorative practice trainers, Administrators, Counselors Teachers	Staff time	June 2018-July 2019	All	Feedback forms, staff development				
AMCHS administrators will review data (both reasons and number of occurrences) at the end of each six weeks based on types of offenses, intervention, gender, ethnicity, and disability in the following areas: suspensions, discipline referrals, expulsions, placements at Venture Center, and physical restraints	Administrators, department heads	Staff time	June 2018-July 2019	All	Discipline data				

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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 education services.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
Attend training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.	Principal Assistant Principals SPED Department head	Training Workshops	August-May	Special Education	Eduphoria/ Schoolology Courses Sign in sheets Integration of learning into the classroom instruction				
Examine SPED student grade data to determine areas of need (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Principal Assistant Principals SPED Department head Department heads All teachers	SPED student grades SPED student PLAFF and IEP goals	August-May	Special Education	Grades in SPED classes Assessment data				

Examine SPED discipline data to determine areas of need	Principal Assistant Principals SPED Department head Department heads All teachers SEL teams	Discipline data	August-May	Special Education	Discipline data in SPED classes Reduction of SPED student discipline referrals every six weeks.				
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Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Provide opportunities for families to support their children in the learning process.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
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	
The AMCHS website, SchoolMessenger, and AMCHS social media outlets will be used to actively communicate with parents and community members.	Administrators Counselors Teachers	Staff time	August-May	All	Email documentation Posts from social media outlets (i.e. tweets or posts)				
Invite community members to be part of students' campus experiences (guest speaker opportunities)	Administrators Counselors Teachers	Staff time	August-May	All	Sign in sheets				
Host a Realtor's Showcase and a Career Technical Education Fair to highlight career & technical education classes and fine arts programs at AMCHS.	Administrators Counselors Teachers	Staff time	August-May	All	Sign in sheets Feedback				
Campus PTO meetings and activities	Principal PTO President Department heads	Staff time	August-May	All	Sign in sheets				

Welcome to the Jungle, Open House, AVID Family Night	Principal Assistant Principal AVID Campus Coordinator		August-May		Sign in sheets				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

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 June 2018 by campus administration)									
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 campus funds to support instructional needs at AMCHS (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Principal Assistant Principal Department heads	Campus funds	August-May	All	Purchase orders, Schedules				
Utilize campus funds enhance professional growth of teachers and administrators to improve instructional practices (Targeted Support for Academic Achievement Status, Growth Status and Graduation Rate Status).	Principal Assistant Principal Department heads	Campus funds	August-May	All	Sign-in sheets; Registration data; Campus budget				

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CSISD Professional Development Plan 2018-2019

Professional development to address individual needs:

- Hoonuit
- NTU Follow Up Options
- You Matter
- Coaching
- Success Team/SALI/Administrator Development
- Teacher Leadership
- Restorative Practices

Assessment for Learning

Cultural Capital

ELPs

Schoology and other tech resources/apps

STEM teacher PD

SEL Training (Tier 1) for all campus staff

Mental Health training for campus leadership teams

SEL core training (Conscious Discipline and Safe and Civil Schools) for SEL team members

In-Class Support and Co-Teach training

PLAAFP/IEP development and ARD decision making process training

Mandated Trainings

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
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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 CSISD 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
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	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

Education Department General Administrative Regulations (EDGAR) .			
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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: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2017-2018

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	Chair
Claire Hall	CSMS	

Grades 9-12

Jackie Shoemake	AMCHS	Co-Chair
Sheridan Clinkscales	CSHS	Secretary

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 Orgies	Business Member
Carol Barrett	Trustee
Michael Wesson	Trustee
Clark Ealy	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	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
Jennifer Smith	Coordinator for Math