

# College Station Independent School District

Campus Improvement Plan for  
A&M Consolidated Middle School  
2020-2021



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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. We will fully utilize resources to meet the needs of all students.

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**Executive Comprehensive Needs Assessment Summary**

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the district?)
<b>Demographics</b>	<p>The student population at AMCMS is very diverse, making the campus more of a reflection of the overall state of Texas population. Over half of our students are in an advanced math course as well as advanced English language arts courses. 15.9% of our student body is identified as gifted and talented and 27% of our students participate in at least one or more career and technology education (CATE) programs as a middle school student. We also have 14% of our student body in the Advancement Via Individual Determination (AVID) program which is a college preparation program for students whose family does not have a history of attending and completing college.</p>	<p>The student population at AMCMS has shifted dramatically over the past ten years. The African American population and the low socioeconomic population have each almost doubled and the Hispanic population has doubled. While the faculty and staff population has changed over the same 10 year period from 96% White to 88% White, the faculty and staff population is still not reflective of the student population. The student population of the gifted and talented program is not reflective of the overall campus population and neither is the population of the students in advanced math or advanced English language arts courses.</p>	<p>Provide staff development and training on how to work with students from diverse cultures and economic backgrounds. Examine the identification practices for how students are selected for advanced courses and work with the district gifted and talented program regarding identification practices at the prior grade levels.</p>

<p><b>Student Achievement</b></p>	<p>Our students at AMCMS perform at or above the state averages in most areas. We have over 25% of our students that qualify for the all A honor roll and over 15% that qualifies for the all A and one B honor roll each six weeks. Over half of our students participate in athletics and over half of our students participate in fine arts programs.</p>	<p>An examination of the subpopulations of students shows that our African American, Hispanic, special education and low socioeconomic students are not achieving at the same rate as their peers at AMCMS and in some instances, at the state level. We want to bring any student group that is performing below the state level up to performing above the state level in achievement at a minimum. We will continue to develop and refine our RtI program to better support our struggling students with an emphasis on content specific instructional coaching to improve the Tier 1 support and intervention for students.</p>	<p>AMCMS will continue to support student involvement in extracurricular and fine arts programs while strengthening the Tier 1 interventions and RtI supports across the campus. The district improvement plan provided support for the RtI process and for Tier 1 intervention and AMCMS will participate in that process. AMCMS will continue the work that began in 2018 to better understand working with students from diverse backgrounds and cultures and how that relates to achievement in school.</p>
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<p><b>Curriculum and Instruction Documents</b></p>	<p>The development of UbD at the campus level is through the core curriculum departments at AMCMS. They are detailed through the scopes and sequences and curriculum calendars that outline the curriculum that is implemented at AMCMS. Benchmark assessments have been developed for English Language Arts, Math, and Science and the data is used to inform the instructional decisions of the departments. Each of the core departments work collaboratively weekly on the curriculum and on five full days of campus based curriculum development spread throughout the school year.</p>	<p>The documents that are needed to support teachers that are new to CSISD and AMCMS are not currently available. New staff members must depend upon existing staff members to provide them with the needed non-core curriculum documents such as CTE. Not all resources are aligned to the curriculum and learning within the core content areas and support from department to department varies.</p>	<p>AMCMS will participate in the district led process to develop, align, and implement a 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 the curriculum changes at the campus level.</p>
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<p><b>Culture and Climate</b></p>	<p>The introduction of restorative practices in 18-19 and the continuation on campus has allowed for better interactions on campus between students and faculty. AMCMS has been intentional in the work of the culture and climate for the staff and for the students. Social Emotional Learning and leadership has been a part of the work of AMCMS for many years. HERO/SchoolMint is another program we utilize to connect and build positive relationships through clear expectations and creative paths for students to grow as a community. Teachers are recognized for their hard work, dedication, and commitment to improving student learning and students are recognized for achievement, participation, effort, and contribution to the learning process.</p>	<p>As AMCMS has continued to grow there have been more and more students with mental health issues, behavior issues, and social emotional supports needed.</p>	<p>AMCMS will continue to participate in the district social emotional learning and leadership programs as well as attend to the needs of the faculty, staff, and students of AMCMS. Staff will continue to be recognized and supported in their work and more recognitions will be made to encourage all staff members. The Positive Behavior Intervention and Support program (HERO) will continue to be developed and implemented to support student social emotional needs across the campus. Student committees that inform the campus administration of student concerns will be created and maintained to ensure students have a voice at AMCMS.</p>
<p><b>Staff Quality and Retention</b></p>	<p>AMCMS recruits teachers that have three or more years of experience when possible and these teachers are mostly proficient or higher on their teacher evaluations. Each teacher that is hired is certified to teach in their content area. A personalized professional development program, Bobcat U, has been developed to support teachers' professional learning in their content specific areas as well as in their high interest areas.</p>	<p>The turnover rate for AMCMS has dropped from 29% in 2015 to 12% in 2018. With the state level of attrition for 2017 at 10.2%, AMCMS has to continue to reduce the attrition rate of the campus.</p>	<p>Continuing to support teacher professional learning and goals through a high quality feedback program and professional learning platform as well as clear expectations for performance should continue to lower the attrition rate. Providing teacher leadership opportunities across the campus and the district as well as working to improve teacher efficacy will greatly contribute to teacher retention year over year.</p>

<p><b>Technology</b></p>	<p>Training of Staff and the amount of technology in the hands of staff and students. AMCMS utilizes the CSISD Bring your own device program to support the technology implementation needs of the campus. AMCMS sends at least six campus members to the state technology conference (TCEA) to learn the latest instructional technology implementation programs and those same teachers return to campus and lead professional development based off their learning at TCEA as well as the implementation of their learning at TCEA into their own classroom.</p>	<p>Devices have been added to the campus over the past several years but at a very slow rate. The network upgrades have not been able to support the addition of several devices. The minimal stock of devices and computers will limit the effectiveness of our learning management system, Schoology.</p>	<p>AMCMS will continue to work with the AMCMS PTO to raise funds to purchase and deploy technology devices across AMCMS. Campus funds will continue to be utilized to send teachers and administration to TCEA as well as to purchase technology devices when possible.</p>
<p><b>Family/Community Involvement</b></p>	<p>Parent participation and support in the campus PTO, sporting event attendance, fine arts event attendance, family night events such as open house, and student club and activity events demonstrate a strong connection to the family involvement and support at AMCMS.</p>	<p>Community sponsorships and support are lacking at AMCMS and many of our family volunteers and supporters come from the same neighborhoods across the AMCMS attendance zone.</p>	<p>We continue to communicate with families the variety of programs, events, and volunteer opportunities offered at AMCMS and encourage their participation. We are proactive in forging more community involvement and partnerships with AMCMS to support our students and their learning.</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
- Technology Help Tickets
- Special Education
- Curriculum Documents
- ACT
- District Benchmark Assessments
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- New Teacher Survey
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- Rtl
- Dual Credit
- GT Identification
- Demographics

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective 1</b>				<b>Increase distributed leadership across AMCMS.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Each staff member is encouraged to sit on at least one campus committee throughout the school year</b>	Principal Assistant principals	Time  Collaborative Google Drive documents	July 2020 - August 2021	All staff	Attendance of staff members to each campus committee  Contributions to collaborative agendas and discussions				
<b>Faculty member voice being contributed to campus decision making process</b>	Principal Assistant principals Department heads Faculty	Time  Collaborative Google Drive documents	July 2020 - August 2021	All staff	Use of collaborative agenda for all formal meetings.  Faculty member contribution to collaborative agendas and meetings				
<b>Faculty members submit lesson plans to evaluating principal weekly</b>	Principal Assistant principals Faculty	Time  Collaborative Google Drive documents or Schoology  District curriculum	August 2020 - May 2021	All staff	Each faculty member submit lesson plans to evaluating principal each week.				

		documents							
<b>Each department grade level to meet as PLC to discuss student learning</b>	Principal Assistant principals Department heads Faculty	Time  Collaborative Google Drive documents or Schoology  District curriculum documents	August 2020 - May 2021	All staff	Meeting at a minimum of once every two weeks during conference time  Using student work samples to determine evidence of student learning  Discussions regarding student performance and learning. Making adjustments if majority of students not being successful				

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

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>Provide professional development that is responsive to individual needs of stakeholders</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Modify the current Bobcat U platform as needed to meet the needs of all staff</b>	Principal  Campus technology facilitator  Campus professional development committee	Google Drive  Weebly site  Faculty feedback and responses	July 2020 - August 2021	All staff	Adding badges as requested by faculty and staff  Creating new badges to support professional learning of all staff  Incorporate a reward structure based on dens and posted in the teachers lounge  Survey staff members for feedback on needed changes				
<b>Provide all staff members with access to Bobcat U throughout the year</b>	Principal  Campus technology facilitator  Campus professional development	Google Drive  Weebly site	July 2020 - August 2021	All staff	Completion rate of goals as compared to the 2020-21 school year				

	committee								
<b>Provide face to face faculty learning opportunities throughout the school year</b>	Principal Campus technology facilitator AVID campus coordinator	Technology training tools AVID / WICOR training tools	August 2020 - May 2021	All staff	Focus using campus PD days Lunch and Learn opportunities offered at least twice a month				
<b>Provide flipped learning opportunities for all staff throughout the school year</b>	Principal Assistant principals Counselor Campus technology facilitator AVID campus coordinator	Schoology, EduHero Flipped meeting technology tools Weekly newsletters	August 2020 - May 2021	All staff	Flipped faculty meeting information provided before monthly faculty learning sessions Monthly principal newsletter with contributions from campus members				

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<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 3</b>				<b>Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap and retain teachers at higher cultural and linguistically diverse campuses.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Increase efforts to recruit professional, diverse staff reflective of student needs</b>	Principal Assistant principals Department heads Specialists District directors	District curriculum documents  Scope and sequence	August 2020 - June 2021	All staff	Core content areas work with district directors on curriculum documents  Utilization of district curriculum in daily classroom instruction				
<b>Provide Culturally Responsive Teaching training</b>	Principal Assistant principals Department heads and members Specialists District directors	District curriculum documents  Scope and sequence  Time  Substitute teachers as needed	August 2020 - June 2021	All staff	Each department work on district level curriculum as requested from district directors and department heads				
<b>Train teachers on how to use TELPAS data to target levels of performance for ELL students</b>	Principal Assistant principals Department heads	Google Drive or Schoology  Department lesson plans	August 2020 - May 2021	All staff	Each department utilize WICOR into daily lessons  Lesson plans indicate				

	and members AVID campus coordinator	Curriculum Time			WICOR Faculty training on WICOR				
<b>Embed GT strategies in Stage 3 of the curriculum</b>	Content coordinators; curriculum writers; C & I team; Campus principals; Content teachers, Director of Special Programs	State adopted resources; enrichment extension resources	June 2020 - Dec. 2020	GT	Curriculum documents				
<b>Provide 7th-12th grade core content teachers professional development to address the use of the embedded GT strategies in Stage 3 of the curriculum</b>	Director of Special Programs, C & I team; Campus principals;	CSISD core content curriculum documents	Jan - 2021 - July 2021	GT	PD sign in sheets				
<b>Embed EL strategies in Stage 3 of the curriculum</b>	Content coordinators; curriculum writers; Director of Special Programs C & I team; Campus principals; Content teachers	State adopted resources; ELPS; Training; Linguistic Accommodation Training	June 2020-May 2021	EL	Curriculum documents; Lesson plans				

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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>Design a 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.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Refinement of stages 2 and 3 of core area curriculum documents</b>	Administration math, ELAR, science & SS coordinators & teachers	Learning list, assessment banks, training to write assessments, substitutes	June 2020 - August 2021	All	Meeting agendas, curriculum documents				
<b>Continue to train teachers and administrators to deepen their understanding on designing and monitoring instruction aligned with inquiry teaching (UbD methodology) using curriculum documents</b>	Curriculum Coordinators , Director of Instruction and Leadership Development , Campus principals	Time for training	July 2020 - October 2020	All	Eduphoria records; PLC data from campuses (Schoology); Walkthrough data				



<p><b>Monitor the implementation and use of CSISD curriculum documents.</b></p>	<p>Chief Academic Officer, Director of Instruction and Leadership Development , Campus principals; Curriculum Coordinators and Directors</p>	<p>Walkthrough appointments with campus administration</p>	<p>August 2020 - May 2021</p>	<p>All</p>	<p>Benchmarks; MAP data; Walkthrough data</p> <p>Benchmarks Lesson plans to show accountability</p>				
<p><b>Provide examples of real life scientists that represent students from underperforming student populations.</b></p>	<p>Science Coordinator</p> <p>Campus Principals/de partment leaders</p>	<p>Science Fusion, STEMscopes, online resources</p>	<p>June 2019 - May 2020</p>	<p>Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races</p>	<p>Learning progressions in stage 3 of curriculum documents</p>				
<p><b>Provide professional development in and monitor for inquiry based science instruction (5 - 12)</b></p>	<p><i>PD:</i> Science Coordinator; AVID Coordinator</p> <p><i>Monitoring:</i> Campus admin</p>	<p>Time for PD, subs, Training resource materials, AVID resources</p>	<p>August 2020 - May 2021</p>	<p>All</p>	<p>Resources embedded into curriculum documents and classrooms</p>				

<p><b>Provide vertically aligned math professional development focusing on the identified instructional areas within specific grade spans</b></p>	<p><i>PD:</i> Math Coordinator; AVID Coordinator</p> <p><i>Monitoring:</i> Campus admin</p>	<p>Time for PD, subs, Training resource materials (AVMR resources, vertically aligned math resources; TEA resources; Lead4Ward resources, AVID resources)</p>	<p>June 2020-May 2021</p>	<p>All</p>	<p>Resources embedded into curriculum documents and classrooms</p>				
<p><b>Provide Assessment For Learning Training</b></p>	<p>Chief Academic Officer, Director of Instruction and Leadership Development , Curriculum Coordinators and Directors, Campus Principals, Campus Assistant Principals</p>	<p>Training Time Federal Funding</p>	<p>September 2020 - December 2020</p>	<p>All</p>	<p>Eduphoria Records</p> <p>Implementation of Training into Assessments</p>				
<p><b>Utilization of WICOR in daily lessons</b></p>	<p>Principal</p> <p>Assistant principals</p> <p>Department heads and members</p>	<p>Google Drive or Schoology</p> <p>Department lesson plans</p> <p>Curriculum</p>	<p>August 2020 - May 2021</p>	<p>All staff</p>	<p>Each department utilize WICOR into daily lessons</p> <p>Lesson plans indicate WICOR</p> <p>Faculty training on</p>				

	AVID campus coordinator	Time			WICOR				
<b>Analyze data to address gaps in performance of underperforming populations</b>	Administration ,IICs, core subject area teachers	Assessment banks; printing	June 2020 - July 2021	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR, MAP; Analysis of data				Title III
<b>Develop and work with mentor texts that represent students from underperforming student populations (in both the content and authors)</b>	ELAR coordinator, ELAR IIC, English teachers	Time to meet with intermediate & middle school colleagues, sub costs, Project LIT	June 2020 - May 2021	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Meeting agendas, resources embedded into curriculum documents and classrooms				Instructional materials allotment funds
<b>Develop and work with targeted, individualized writing support</b>	ELAR coordinator, ELAR IIC, English teachers	Time for PD, subs for training, Mizuni for reports	June 2020 - May 2021	All	Meeting agendas, writing samples provided to teachers				Local
<b>Develop and work with inquiry based science instruction (K-12)</b>	Science coordinator, AVID coordinator, science teachers	Time for PD, subs, training resource materials, AVID resources	August 2020 - May 2021	All	Resources embedded into curriculum documents and classrooms				Title II
<b>Provide vertically aligned math professional development focusing on the primary focal points within specific grade spans</b>	Math coordinator, IIC, campus administration	Time to develop the lists with teachers, subs for pull out time to develop the lists	June 2020 - May 2021	All	Identified vocabulary, unit plans as they are written				

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<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Use a variety of data to ensure strong Tier I instruction</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Analyze data to address gaps in performance of underperforming populations</b>	All curriculum and instruction staff, campus administrators	Assessment banks; printing	June 2020 - July 2021	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR, MAP; Analysis of data				Title III
<b>Train teachers and administrators to design learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus, and district data</b>	Curriculum Coordinators; Campus Administrators	MAP Data, district assessment data, classroom grade data, adopted resources, curriculum documents	July 2020 - February 2021	At-Risk, SpEd, ELL, G/T	Training materials, Sign in sheets  Performance assessments, instructional strategies, planning protocols				
<b>Monitor the design of learning experiences that target gaps and facilitate growth for all students based on areas identified by student, classroom, campus, and district</b>	Campus administrators	Curriculum Documents	September 2020 - May 2021	At-risk, SPED, ELL, G/T	Lesson plans, campus walk-through data				

<b>data</b>									
<b>After district training, implement RtI process and potential resources</b>	Campus Admin, IICs, Core Departments	Consultant	August 2020 - June 2021	At-Risk	Written process; Failure rates				
<b>Add resources for K-8 reading intervention</b>	ELAR coordinator, Interventionists	Funding for new resources, time to discuss implementation	July 2020 - February 2021	At-risk	Clearly defined resources				
<b>Examine District guidelines for advanced pathways and make any adjustments needed to ensure equity for all</b>	All Curriculum and Instruction Staff, Campus Administrators	MAP, Mizuni, Aware, Eschool, AP testing	August 2020 - June 2021	Eco Dis; AA; H	Enrollment in advanced courses by group; enrollment after the first ten instructional days & at semester to see who has dropped; District guidelines for advanced pathways				
<b>District math coordinator will determine needs for secondary campuses (5-12) for math interventions and provide resources needed</b>	District Math Coordinator, Campus administration; Team leads and Department Heads	Funding for new resources, time to discuss implementation	July 2020 - February 2021	At-risk	Clearly defined resources,				
<b>Have district staff participate in the Science of Teaching Reading (Reading Academies) at the</b>	Chief Academic Officer, ELAR Coordinator;	Region VI	August 2020 - June 2021	All	Registration records; Certificates				

<b>Region VI Service Center</b>	Principals								
<b>After district training, implement inquiry instruction in science to strengthen instructional practices</b>	Science coordinator, IIC, science teachers		August 2020 - June 2021	All	Observations, walkthroughs, lesson plans				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 3</b>				<b>Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Establish campus expectations for digital resource use and monitor the increase of use of digital resources that provide timely feedback and evidence of learning</b>	Campus Administration, Campus Technology Facilitators, Teachers	Schoology- Assignments, assessments, and discussions.  Nearpod- lessons with integrated feedback options (premade/editable or created from scratch).  Other digital learning resources authorized by CSISD for student/teacher use (MAP, campus-specific purchased resources, curricular-specific purchased resources )	June 2020 - May 2021	All	Usage reports from Schoology; Usage reports from Nearpod, Classroom walkthroughs; Lesson plans, MAP family reports (sent to parents); other campus or curricular-specific resource reports.				
<b>Provide teachers with more digital learning</b>	Coordinator of Digital Learning, Curriculum Coordinators,	Schoology, Nearpod (including VR lessons), Google Suite Applications,	June 2020 - May 2021	All	Lesson plans; Classroom walkthroughs; T-TESS evaluations; growth of				



<b>resources to support engaging, personalized, and enhanced learning experiences</b>	Campus Technology Facilitators	other digital learning resources authorized by CSISD for student/teacher use, Curriculum documents.			digital learning PD opportunities (online and face to face); usage reports from digital resources				
<b>Implement beginning and end-of-year student technology proficiency checks at grades 4, and 8.</b>	Coordinator of Digital Learning, Director of CTE, ES and MS Campus Principals (to ensure campus-wide implementation) and Campus computer paraprofessionals/ teachers	District-created proficiency assessments in Schoology AMP for primary mastery evidence; Typing Agent (grades k-4, 8) for supplemental mastery evidence	Sept. 2020-May 2021	All Students in grades 4 and 8	Student proficiency scores on AMP assessments; Student mastery reports in Typing Agent				
<b>Begin to educate administrators and teachers on the SAMR Model of technology integration</b>	Chief Academic Officer; Coordinator for Digital Learning; Coaches; Campus Administration	SAMR Model information	October 2020-February 2021	All	Walkthroughs; Meeting notes; Sign-in sheets				
<b>Increase use of resources that provide timely feedback on student work</b>	Coordinator of digital learning, curriculum coordinators, CTF, classroom teachers	Schoology assignments and discussions, Nearpod (integrated feedback options), other digital learning resources authorized by CSISD for student/teacher use.	June 2020 - May 2021	All	Usage reports from Schoology; usage reports from Nearpod, walkthroughs; lesson plans				

<b>Provide teachers with more blended learning resources for teaching and learning for use in AHL and hybrid models</b>	Coordinator of digital learning, curriculum coordinators, CTF, classroom teachers	Schoology, Nearpod, Google Suite applications, other digital learning resources authorized by CSISD for student/teacher use, curriculum documents	June 2020 - May 2021	All	Lesson plans; walkthroughs; T-TESS evaluations, usage reports from digital resources				
<b>Create and implement digital formative and summative assessments for use in AHL model and hybrid instruction</b>	Coordinator of digital learning, curriculum coordinators, CTF, classroom teachers	Schoology assignments and discussions, Schoology AMP, Nearpod, other digital learning resources authorized by CSISD for student/teacher use	June 2020 - May 2021	All	Schoology AMP reports; Schoology test banks, Schoology assessment usage reports, Nearpod assessment reports				
<b>Incorporate virtual reality experiences for students in learning for use in AHL and hybrid models</b>	Coordinator for digital learning, curriculum coordinators, CTF, campus computer teachers	Nearpod VR lessons, Google Expeditions (in applicable classrooms), other VR resources, curriculum documents	June 2020 - May 2021	All	Nearpod usage reports, usage of Google lessons in lesson plans and walkthroughs, curriculum documents (unit plans)				
<b>Implement student proficiency checks with technology</b>	Coordinator for digital learning, curriculum coordinators, CTF, campus computer teachers	Typing Agent	Sept 2020 - May 2021	All students in grade 8	Student proficiency scores				

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<b>Goal 3:</b>				<b>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.</b>					
<b>Objective: 1</b>				<b>Expand learning options within the district.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Continued growth and development of CTE courses for AMCMS</b>	District coordinator of CTE  STEM and CTE teachers	District funds  Campus funds  Discovery education	August 2020 - May 2021	All students	Lesson plans  Student outcomes in CTE courses  Curriculum documents				
<b>Increase the number of concentrators and completers</b>	Middle and High school counselors	5-yr plans and one on one conversations during course selections	Aug 2020 - May 2021	All CTE students	Students are signing up for appropriate level courses that lead to completer status,. PEIMS data reflects 60% of students are completers				
<b>Explore advanced pathways for intermediate and middle school students in science</b>	Science Coordinator, Science Department Heads, Campus Principals, Counselors	TEKS, research from other Texas districts, TEA	June 2020 - January 2020	All	Resolution to questions that would impact implementation; decision either to pursue or abandon				Local funds

<b>Write PLTW middle school curriculum aligned with existing CTE Programs of Study</b>	Director of CTE; Middle School teachers	Project Lead the Way Modules; Curriculum writing time	June 2020- February 2021	All Middle School Students	New curriculum for middle school				Local funds
<b>Provide SEL training for campus staff to address Tier 1 supports</b>	Principal Assistant principal SEL team NEDRP team	SEL team  Restorative practices resources  HERO	August 2020 - May 2021	All staff	Meeting agendas  Sign in sheets  Implementation of SEL strategies  Implementation of Restorative Practices				
<b>Implement disciplinary practices which focus on positive approaches to student behavior and reduce exclusionary discipline</b>	Principal  Assistant principals	SEL team  NEDRP  HERO	August 2020 - May 2021	All staff	Discipline data records  HERO reports				
<b>Provide sheltered instruction training to core content area teachers to meet ELL student needs (for new campus staff)</b>	Principal  Special Programs Director  Assistant principals  ESL teacher  ELAR IIC	Sheltered instruction training resources	August 2020 - May 2021	Core content area teachers	Academic achievement data  TELPAS results				
<b>Examine MAP assessment data for progress of ELL students</b>	Principal  Special Programs Director  Assistant principals	MAP data	August 2020 - May 2021	ELA Department  ESL teacher	MAP data  TELPAS results				

	ESL teacher								
	ELA IIC								
	ELA teachers								

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

<b>Goal 3:</b>				<b>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.</b>					
<b>Objective: 2</b>				<b>Improve outcomes for students receiving special education services.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Provide training for all staff (including regular classroom teachers and paraprofessionals) who support students in inclusive settings.</b>	Principal Assistant principals SPED department head	Training sessions	August 2020 - May 2021	Special Education	Eduphoria courses  Sign in sheets  Implementation of learning into the classroom instruction				
<b>Examine SPED student performance data to determine areas of need</b>	Principal Assistant principals SPED department head	SPED student grades  SPED student PLAPF and IEP Goals	August 2020 - May 2021	Special education	PLC meetings  SPED student grades  Assessment data				
<b>Examine SPED student discipline data</b>	Principal Assistant principals SPED department head SEL team	Discipline data	August 2020 - May 2021	Special education	SPED student discipline data  Reduction of SPED student discipline placements compared to				

					previous year				
<b>Continue to grow and develop private practice counselor programs in schools.</b>	Directory of Student Services, District Counselors, Campus Counselors, Principals	Parent communication from schools; counselor communication with parents of students in needs	June 2020 to June 2021	All	Communication to families regarding the private practice program and increased access to mental health support during the school day.  Monitor how frequently the private practice counselors are on campuses and number of students utilizing the program monthly.				Local
<b>Develop and implement the CSISD Character Education program aligned with the requirements of HB 1026 PK-12</b>	Director of Student Services, District Counselors, Campus Counselors, Principals, Director of Instruction and Leadership Development	Character Education program chosen or developed by the district committee	June 2020 - June 2021	All	Establish district committee; implement requirements of HB 1026; Implementation of programs on each campus				Title II, Part A Title IV, Part A
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

<b>Goal 3:</b>				<b>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.</b>					
<b>Objective: 3</b>				<b>Improve outcomes for students receiving special programming.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by administration)</b>									
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	
<b>Continue to provide training for all responsible special education staff regarding PLAAFP/IEP development in the ARD Committee decision-making process.</b>	Director for Special Services; Assistant Directors for Special Services, SpEd Instructional Coordinators, Campus Administrators	Training materials, eSpEd, Administrative ARD training, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers	August 2020-May 2021	Special Education	sign in sheets				
<b>Provide training for special education teachers on research based practices within the English Language Arts curriculum</b>	Director of Special Services & Special Services Leadership Team, Campus Administration, ELAR Coordinator	Increased and improved inclusive practices grades K-12, Individualized Accelerated Instruction Plans	August 2020 - May 2021	Special Education	PBMAS Report Local Assessment Data, Failure ARDs, Revised Accelerated Instruction Plans  Peer discussion				
<b>Provide resources and necessary training to support the continued growth of STEM at 5-8 campuses.</b>	Director of Instruction and Leadership Development; Director of Special	Attend STEM professional development, identified STEM equipment and	August 2020 - May 2021	GT / STEM	Professional Development Attendance  Identify,				Title IV, Part A



	Programs; 5-8 GT / STEM Teachers; 5-8 Principals	resource needs			Acquire, and Utilization of Equipment				
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<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Increase family involvement in district and campus activities and opportunities.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Implement and refine district-level parent training options in areas such as SEL, growth and development, academics, bullying, digital citizenship; etc.</b>	Administration Campus SEL team	SEL training resources  Schoology training	August 2020 - May 2021	All	Sign in sheets  Agendas				
<b>Continue to provide parent learning opportunities in student academic support and digital citizenship through Schoology</b>	Coordinator of Digital Learning, Campus Technology Facilitators, Campus Administrators	Schoology (general platform), Parent Learning Center course in Schoology, Campus-specific parent learning sessions orchestrated by the campuses	August 2020 - May 2021	All	Parent use of online learning opportunities in these two areas				
<b>Leverage software system to collect stakeholder (employee, parents, students) feedback</b>	Director of Talent Management, Chief Academic Officer, Principals	Survey Software	Fall 2020; Spring 2021	All	Survey data				

<b>Increase level of communication between campus and parents</b>	Administration Faculty	Schoology, School Messenger, Remind & Social Media	August 2020- May 2021	All	Communication logs				
<b>Fall and Spring Parent Orientation Night</b>	Principal PTO president Department heads	Time Campus funds PTO funds	August 2020 - September 2021  January 2021 - February 2021	All	Fall and spring parent orientation night attendance				
<b>AVID Family Night</b>	AVID campus coordinator  Principal  Department heads	Time  AVID funds  Campus funds	Spring semester	AVID students	AVID Family Night to connect with families, discuss high school, discuss college application process and needs				

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

<b>Goal 5:</b>				<b>Commit to the responsible use of taxpayer resources.</b>					
<b>Objective 1</b>				<b>Utilize district resources to meet instructional needs.</b>					
<b>Summative Evaluation (to be filled in by June 2021 by an administrator)</b>									
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	
<b>Utilization of campus funds to support department instructional needs</b>	Administration Department heads	Campus budget	August 2020 - May 2021	All	Using campus budgets to meet the instructional needs of the departments				
<b>Campus CTFs attend needed and appropriate training to then provide professional learning and training for teachers and administrators in the use of district-approved core resources</b>	Digital Learning Coordinator; Director of Instruction and Leadership Development; Campus Technology Facilitators	Schoology; Google Drive; Nearpod	June 2020-May 2021	All	Sign-in sheets; Usage records of digital resources; lesson plans; walkthroughs and				Local Title IV, Part A

					observations				
<b>Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices</b>	Principal Department heads	Campus funds	August 2020 - May 2021	All	Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices				
<b>Continued review and adjustment of campus budget based upon departmental needs</b>	Principal Department heads	Campus funds	August 2020 - May 2021	All	Utilization of campus funds to support professional growth of teachers and administrators to improve instructional practices				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Professional development to address individual needs:

- EduHero
- AVID Learning Strategies
- ELL Learning Strategies

Schoology and other tech resources/apps

- Nearpod
- Flipgrid
- Google Drive & Related Programs (Google Docs, Google Sheets, Google Slides, etc.)
- Quizizz
- Kahoot

Mandated Trainings

- FERPA & PPRA in Schools
- Child Abuse Responsibilities
- Bloodborne Pathogens
- Allergy & Anaphylaxis
- T-TESS Teacher Update
- Stop the Bleed Training
- Bullying Prevention for School Personnel
- Suicide Prevention & Awareness
- 6-Hour GT Update
- Cybersecurity Training
- Human Trafficking Awareness
- Drug & Alcohol Prevention (Substances)
- Trauma Informed Care
- Sexual Harassment Training for Educators

## **APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

### **Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in recognizing and reporting child abuse at	Online training through EduHero	Campus administrators, Director of Human Resources	Training records in EduHero

the beginning of the year.			
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, EduHero, 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, EduHero	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: CAMPUS EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021**

Omar Espitia	Principal
Daniel Morchat	Assistant Principal
Jennifer Rhea	Assistant Principal
Ambethy West	Counselor
Victoria Hunter	Principal Secretary
Brittany Gwinner	Math Department Head
Jenny Marquardt	Instructional Coach ELA/ SS
Kelly Kastner	Science Department Head
Molly McDaniel	Social Studies Department Head
Candace Cheves	ELA Department Head
Rose Norwood	Special Education Department Head
TBD	Fine Arts/ Foreign Language Department Head
Karen Westbrook	PE/Athletics Department Head
Kristen Hart	AVID
Beth Sherry	CTE
Jen White	Parent Representative