

College Station Independent School District

A&M Consolidated High School
Annual Campus Improvement Plan
2022-2023



Board Approval Date: TBD

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to a learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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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 2,170 students. The population is comprised of 23.5 percent Hispanic, 16.8 percent African American, 53 percent Caucasian, 4 percent multi ethnic, 5.7 percent Asian, and .6 percent American Indian. The economically disadvantaged population accounts for 33.5 percent of our students and 43 percent of our students are at-risk. Our LEP population is 7.19 percent while our special education students comprise 10 percent of our population.</p> <p>Our students consistently outperform the state on the SAT and ACT exams. Moreover, 70 percent of AMCHS students are enrolled in Career & Technology education, 53 percent of AMCHS students are enrolled in a fine arts course for at least one semester during the school year, and approximately 52 percent of AMCHS students participate in one or more of the following extracurricular activities: sports, marching band, choir, orchestra, cheerleading, and dance team.</p>	<p>The student population at AMCHS has changed greatly within the last five years. Children of color makeup roughly 47 percent of the students enrolled at AMCHS; however, only 14.7 percent of the faculty and staff population are composed of minority teachers and staff.</p> <p>Though gifted and talented students comprise 15 percent of the population at AMCHS, the enrollment of our gifted and talented students in advanced classes is not indicative of the demographics of our student body.</p> <p>The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) across the district. We currently have around 205 special education students, 10% of the population.</p> <p>We would like to expand the number of students who are taking a CTE course in order to expose</p>	<p>Provide staff development and training on how to work with students from diverse cultures and economic backgrounds. Utilize data from College Board PSAT tests and other methods to identify and enroll children of color into advanced classes.</p> <p>Moreover, continue to incorporate student voices to understand their needs and provide opportunities that challenge gifted learners.</p> <p>Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. Our data shows that we need to focus on the graduation rate of our AA and Eco Dis populations. Another focal point is the College and Career Readiness of our AA population as well as the reading gaps of our ELLs. One priority includes establishing a strong, calibrated MTSS program across 9th-12th grades in order to address our increasing special education population. We will embed gifted and talented strategies in the core</p>

		<p>more students to career opportunities.</p>	<p>curriculum for grades 9th-12th in order for all students to have the opportunity to learn through their interests, experience performance based assessments, and rigor throughout their day.</p>
<p>Curriculum and Instruction</p>	<p>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.</p>	<p>Over the past year and a half, the district has been devoted to systematically developing curricula framework in core areas that aligns with research based practices; however, documents that are needed to support teachers that are new to CSISD and AMCHS are not currently accessible in non core areas (curriculum writing in these non core areas began fall 2018). New staff members must depend upon existing staff members to provide them with the needed curriculum documents. The non core departments are working to produce and revise scope and sequences and curriculum calendars.</p> <p>MTSS resources for progress monitoring need to be defined for ELAR and math.</p> <p>AMCHS will provide opportunities for teachers to create collaboratively formative assessments, analyze data, and respond to student performance data.</p>	<p>AMCHS will continue to 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.</p> <p>More time is needed for teacher collaboration in order to facilitate instructional planning and curriculum. The integration of Professional Learning Communities (PLC) within the school day could assist with this collaboration.</p> <p>Target 50% of the AVID students to take an AP or dual credit class.</p>

		AMCHS teachers and students will set goals and self-monitor progress during each progress reporting and grading period.	
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.	<p>AMCHS will continue examining practices to address mental health issues, behavioral issues and social emotional needs of students. The district will develop procedures that will allow mental health counselors the opportunity to meet with their students during the school day.</p> <p>We will continue to meet the needs of students and staff as well as the challenges of an ongoing global pandemic. Additionally, we will partner with law enforcement to examine safety protocols and procedures.</p> <p>AMCHS will research ehall pass monitoring programs to manage hall pass situations.</p>	<p>AMCHS will continue to be involved in the district's 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. The Thrivers Group and The President's Club have been instrumental in affording student voice to our campus.</p> <p>Additionally, AMCHS teachers and staff will continue learning Restorative Practices strategies throughout the school year to create positive connections within the AMCHS school community.</p> <p>Finally, Daily Mindfulness, instituted before school and Quiet Time, held during Academic Success will help with both student and staff wellness.</p>
Staff Quality and Retention	AMCHS teachers have an average of 12 years of teaching experience with 7 years in CSISD. Thirty-nine percent	AMCHS struggles with finding suitable teachers in hard to fill positions (i.e. CTE, LOTE, and in	AMCHS will work closely with CSISD Human Resources to recruit quality applicants and solicit campus leaders

	<p>of the AMCHS teachers have a master's degree or higher accomplishment compared to twenty-five percent at the state level. Also, teachers new to CSISD must participate in New Teacher University and are provided opportunities to grow professionally.</p>	<p>core areas). A comparable salary and benefits package that deters transfer requests at the start of school to other districts would be advantageous. Also, a process to attract teachers to the College Station community in these hard-to-fill positions would be beneficial.]</p> <p>A shortage of substitutes has also been a problem this year and campuses have had to cover classes when they are short substitutes.</p>	<p>to attend job fairs. AMCHS will be deliberate in establishing a new teacher mentor program to support the needs of our teachers with two or fewer years of experience.</p> <p>Ongoing support at the district level to provide competitive salary packages and benefits to recruit and retain quality teachers and staff.</p>
<p>Technology</p>	<p>AMCHS supports the CSISD Bring Your Own Device Policy. This policy provides students an 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, two class sets of laptops 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 is sometimes delayed.</p> <p>A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for the infrastructure to be more robust as more and more devices are using the network. As a result, SAMAR was introduced at all campuses to assist teachers in the incorporation of technology into instructional design.</p>	<p>AMCHS administration will continue to work with the Technology Department to ensure access points are installed to remedy network issues and provide resources to improve instructional practices.</p> <p>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.</p> <p>Also, AMCHS will assess their needs and communicate with teachers to address technology issues.</p> <p>Working closely with the district technology representatives to make sure the wifi is available and accessible daily during instruction and throughout the school day.</p>

<p>Family/Community Involvement</p>	<p>Parent participation and support in the campus PTO, Booster Clubs, athletic event attendance, fine arts event participation, family night events such as open house, student club, realtors showcase, College 101, Tigerville Tailgate and activity events as well as college/military recruitment opportunities illustrate a positive connection to the AMCHS community.</p>	<p>Support that is reflective of our student body is inconsistent. Often, family volunteers and supporters are from the same neighborhoods across the AMCHS zone.</p> <p>Partnerships need to be expanded to support internships for students in our CTE program; we would like more service and reciprocal partnerships between our schools and the community.</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> <p>Furthermore, input from Career & Technical advisory committees will be utilized to solicit input from businesses and industry.</p> <p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.</p>
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Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

- STAAR
- AP
- PBMAS Report
- Failure Rates
- Community and Business Partner Input (DEIC)
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Stakeholder Survey Results
- Special Education Data
- Curriculum Documents
- CSISD Portrait of a Learner
- Demographics
- New Teacher Survey
- CSISD Parent Survey
- ACT
- District Benchmark Assessments(SS, Sci)
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- Counselor Input on Mental Health
- Discipline Data
- Extra Funding Request
- Professional Development Feedback
- Dyslexia Data
- District Survey
- CSISD Portrait of a Leader
- 504 Data
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- Rtl Data
- Dual Credit
- GT Demographics and Performance
- AVID Data
- Southern Association Accreditation Report
- MAP Data
- T-TESS
- CSISD Strategic Plan

Goal: 1				CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1				Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Each campus will identify and implement next steps of the instructional phase of the CSISD Framework for Success implemented in year one to enhance depth and complexity of staffs' understanding (CIP) REFLECT.	Administration	CSISD Framework Engage 2 Learn documents	August 2022	All	Perform Unified Talent Agendas				
Using a variety of data sources (end of year surveys, MAP data, etc.), campus principals will identify and implement their second phase of the CSISD Framework for Success to implement into their professional learning plans to improve instructional practices (CIP) REFLECT.	Administration	CSISD Framework Engage 2 Learn Powerschool	August 2022	All	Perform Unified Talent Agendas				
Integrate clear and concise behavior expectations for all stakeholders.	Administration Teachers Staff	HERO PBIS flowchart Staff development	August 2022-May 2023	All	HERO reports E-hall pass Agendas Discipline reports Teacher made				

					assignments				
<p>Integrate clear and concise academic expectations for all stakeholders.</p> <ul style="list-style-type: none"> Schoology, calendars etc all the same way Parent Fish Camp- HAC and useful way to use HAC, ie. How to High School, Parent 101 Event 	Administration Teachers Staff	Engage2 Learn	August 2022 -May 2023	All	Lessons walk-through data Lesson plans/calendars Testing data	August 11, 2022 (Parent Meeting)			
Provide a refresher to staff and teachers on the basic foundation of restorative practices.	Administration SELT Team	NEDRP Trauma Informed Care	August 2022-May 2023	All	Perform Unified Talent Agendas	August 11, 2022			
Review with teachers and staff on the CSISD Framework for success (ENGAGE to REFLECT).	Administration Leadership team	Strategic Plan	August 10th-12th, 2022	All	Perform Unified Talent; Training module	August 11, 2022			Title II Funds
Using a variety of data sources (end of year surveys, EOC data, etc.) focus on REFLECT component focus from the CSISD Framework for Success and plan for implementation (REFLECT).	Administration Teachers Staff	Campus Instructional Implementation Plan	August 2022-May 2023	All	Campus instructional focuses; walkthrough data	End of year survey Principal's weekly newsletter			
<p>Carry out the Campus Instructional Implementation Plan (for REFLECT)</p> <ul style="list-style-type: none"> Create opportunities for reflection and goal setting Enhance campus culture by 	Administration, Leadership Teams, Teachers, Students	<p>Campus Instructional Implementation Plan</p> <p>Monthly Level meetings, Weekly Leadership Meetings</p>	August 2022- May 2023	All	<p>T-TESS and artifacts; walkthrough data</p> <p>Goals-progress monitoring (Student/Teacher)</p> <p>Lumio T (Lum.io) raining and</p>				

<p>intentionally focusing on growth mindset</p> <ul style="list-style-type: none"> Engage in reflective practices, including assessment for learning and how it informs teaching practices and content delivery. Seek out and engage in coaching conversations Offer a variety of choices and opportunities on how to learn Give and receive formative feedback Pose open-ended questions to support learner reflection 		<p>Monthly Technology Training and Tips</p> <p>District Training Dates (October)</p> <p>Thrivers Character Traits</p>			<p>Implementation</p> <p>Reflective Writing (2 per six weeks)</p> <p>Improved learning outcomes</p> <p>Southern Association of Accreditation</p> <p>Social Emotional Check in</p> <p>Game of Life</p> <p>Mega Lunch</p> <p>Integrate specific curriculum for grade level Success classes</p> <p>Collaborate with curriculum coordinators to develop open-ended questions</p> <p>Coaching conversation pilot program (2 per department by conference period)</p> <p>Day of Service</p>				
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Meeting Notes:

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

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.2	Create a system of personalized professional learning for all educators								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Build understanding of what it means to create personalized learning to grow and develop educators.	Administration Digital Learning Coordinator	Performance Matters PowerSchool SMART Panel	August 2022-May 2023	All	Perform Unified Talent (PowerSchool/ Performance Matters Training)				
Using the Power School Professional Learning system, include varied learning opportunities such as: -Curated choices at campus level -Learning /doing model -Coaching and Professional Learning Communities	Administration Digital Learning Coordinator	PowerSchool	August 2022-May 2023	All	Reports on Workshops Attended				
Provide support for teachers in individual growth toward T-TESS instructional goals.	Administration Department Head Mentor Teacher	Walkthrough form	August 2022-May 2023	All	Walkthrough form data TTESS rating				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.3	Engage in a process for student individual goal setting and progress monitoring								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Build understanding with campus administrators on effectively using data from different assessment types, such as MAP, state, and district assessments (CIP - personalize based on needs and next steps, such as student-led conferences and student goal setting).	Administration Teachers Counselors	Thrivets EOC data Teacher Made resources assessments	August 2022-May 2023	All	Integrate specific curriculum for grade level Success classes Integration of the 7 Qualities of Thrivers Strategic grouping of students in need of targeted instruction for HB4545				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2023 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Provide feedback and participate in the revision process of the CSISD MTSS Handbook (CIP).	Administration	MTSS Handbook	August 2022-May 2023	All	MTSS Handbook				
Implement MTSS processes aligned to the CSISD MTSS Handbook (CIP).	Administration	MTSS Handbook	August 2022-May 2023	All	MTSS Handbook				
Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district (CIP).	Stephanie Ryon Leah Fletcher	Stephanie Ryon Leah Fletcher Performance Matters	August 2022-May 2023	All	Perform Unified Talent				
Identify students who are underperforming and invite them to Roar Camp. Integrate parent training on How to High School-Parent Roar	Administration Roar Camp staff	Teacher made curriculum	July 2022	At-risk students	Perform Unified Talent	Roar Camp On going Parent Meeting (August			Compensatory Education

Camp.						11, 2022)			
Identify students who are underperforming and invite them to participate in Tigers Needing Tigers Mentoring Program. <ul style="list-style-type: none"> 9th-12th grade, Mentoring Monday Parents on campus include How to Tech lessons, specialists to help parents learn/use apps. 	Administration Teachers Staff	Grade and behavior data	August 2022-May 2023	At-risk students	Grade data	TNT Mentors assigned and meetings			
Clearly define the district Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook. Continued from Year 1 English and Math	Administration, Executive Director of Secondary Education; Coordinators for ELAR and Math	Training Administration TBD Teachers TBD Performance Matters	TBD	At-risk students	MTSS Handbook				
Train secondary teachers on small group instruction for Tier II intervention time. Continued from Year 1 English and Math	Region VI; Executive Director of Secondary Education	Training (Monthly-Curriculum Coordinators meeting)	TBD	All	Agendas; Training Perform Unified Talent				
Communicate expectations for use of MTSS software. Continued from Year 1 English and Math	Administration, Executive Director of Secondary Education; Coordinators for ELAR and Math	MTSS Handbook with processes Performance Matters	TBD October 2022	All at-risk					

Implement and monitor for calibration across the district. Year 1 English and Math	Administration, Executive Director of Secondary Education; Coordinators for ELAR and Math	MTSS Handbook with processes	Sept. 2022-May 2023	All at-risk					
Analyze data to make curriculum adjustments in instructional practices (i.e. TNT, Targeted Students). Year 1 English and Math	Administrators Department Heads Teachers	Performance Matters	June 2022 - May 2023	All	Curriculum based measures Walkthroughs T-TESS evaluations	MTSS Form Mock EOC Eng I/II			Instructional Materials Allotment
Analyze data to address gaps in performance of underperforming populations (i.e. TNT, Targeted Students). Year 1 English and Math	Administrators Department Heads Teachers	Assessment data	June 2022- May 2023	Hispanic, African American, Economically Disadvantaged, ELLs, SPED, two or more races	Data reports by student populations from PBMAS, TELPAS, STARR Analysis of data	MTSS Form Mock EOC Eng I/II			
Monitor students' progress to meet LEP exit criteria.	Director Special Programs	ESL Specialist State Exit Criteria ARD committee	September 2022-May 2023	LEP	Documents showing monitoring in LPAC, State exit data, PBMAS, TELPAS				

Meeting Notes:

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Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2				Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 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
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i> #1	<i>Review 2 - Campus (Feb), DEIC (March)</i> #2	<i>Review 3 - Campus (May), DEIC (June)</i> #3	
Principals will choose an instructional best practice focus area(s) in conjunction with the phase of the Framework for Success based on instructional needs for students and monitor walk through data for implementation (CIP) REFLECT.	Administration	Walkthrough data	August 2022-May 2023	All	Walkthrough data				
Implement professional learning community protocols and practices on campus (CIP).	Administration	CSISD Framework: Reflect Educator and Learner Protocols Principal Newsletter	August 2022-May 2023	All	Walkthrough data				
AMCHS will focus on growth mindset, reflection, and instructional needs for all students and target it for 40% implementation in walkthroughs and	Administration	Training materials for principals and staff	September 2022-May 2023	All	Walkthrough data analysis, Lesson Plans, Observation data Teacher survey data Mindfulness				

<p>observations.</p> <ul style="list-style-type: none"> • Material that is relatable to them. Make sure that they know how to apply what they are learning and how it applies to the real world. • Emotional Support and developing relationships. 					<p>Thrivers Book Study Implementation</p> <p>Scotty's House Training</p> <p>Hero Room</p> <p>Quiet Time</p>				
<p>Provide walkthrough training for teachers considering best practices and the Teacher Incentive Allotment</p> <ul style="list-style-type: none"> • Check the class climate and classroom management. • Teacher training on Cultural diversity • Positive contact with parents not always negative, emails and character notes etc. • One size does not fit all. Make sure that the Material and/or presentations reach all 	Administration	Walkthrough Training	September 2022	All	Perform Unified Talent				Title II Funds

learners. <ul style="list-style-type: none"> • Positive behavior system. 									
Utilize classroom grades to assess the performance of students. <ul style="list-style-type: none"> • Focus on the achievement of academic success • Not just quizzes and tests, project based to gain actual success. • Reflect and self-evaluate is it the instruction or student? 	Principal Assistant Principal Department heads Specialist Faculty	Classroom Grades Student work	August 2022 -May 2023	All Staff	Passing rates of students for classes Passing rates of students on formative/summative assessments Data shared at level meetings E-hall pass				
Meeting Notes:									
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 3				CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3				Promote an engaging relationship between the school district and community					
Summative Evaluation (to be filled in by June 2022 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Administration Club Sponsors Fine Arts Directors	Service opportunities (beyond existing projects)	August 2022 - January 2023	All	Campus artifact and reports of outreach activity and stakeholder attendance Homecoming Carnival Student Appreciation Week Day of Service				
Each campus will identify and participate in one community service project.	Administration Club Sponsors Fine Arts Directors	Service Learning information	August 2022 - May 2023	All	Campus artifact and reports of community service projects Consol Beautification Game of Life Day of Service				
Share campus-based community outreach activities and community service projects with the	Administration Club Sponsors Fine Arts Directors	Service Learning information	August 2022 - May 2023	All					

broader CSISD community Share on social media to get the word out to get involved.									
AMCHS will host music concerts to highlight fine arts and host the district events such as UIL Academic meet and CSISD Art Show.	Administration Counselors Teachers		August 2022 - May 2023	All					
AMCHS will host PTO meetings, Open House, and Booster Club meetings to provide opportunities for our parents to be involved in our campus community.	Administration Counselors Teachers		August 2022 - May 2023	All					
AMCHS will host Welcome to the Jungle, Open House, Tigerville Tailgates, AVID Family Night, Senior Salute, Tiger Awards, Career & Technical Education Advisory committees throughout the year.	Administration Counselors Teachers		August 2022 - May 2023	All					

Meeting Notes:

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Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.1	Establish and utilize a comprehensive instructional technology plan for teachers and staff.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Administrators and Digital Learning Coordinator Continue to conduct walkthroughs with campus administration to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model.	Administration Digital Coordinator	SAMR Model Technology Walkthrough Lumio (Lum.io)	August 2022-May 2023	All	Walkthrough data				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.2	Create and implement a comprehensive instructional technology plan for students at all levels.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year.	Campus Technology Facilitators	Schoology Technology	Ongoing	All	Perform Unified Talent				
Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus Professional Learning Communities to plan digital learning experiences for students, purposefully and appropriately.	Campus Technology Facilitators	Schoology Technology	Ongoing	All	Perform Unified Talent				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.3	Provide sufficient instructional technology resources and support.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Principals Campus Technology Facilitators	Technology Research-based Practices Schoology	Ongoing	All	Perform Unified Talent				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue Summative Evaluation (to be filled in by June 2023 by administration)									

A&M Consolidated High School Professional Learning Plan 2022-2023

<u>Date</u>	<u>Training</u>	<u>Staff Responsible</u>	<u>Resources Needed</u>	<u>Required State Training</u>	<u>When</u>	<u>Correlation to DIP/Strategic Design</u>
August 10-15	Campus Expectations and Procedures, Restorative Practices, CSISD Strategic Design Framework- REFLECT Phrase Smart Panel Display training	Teachers and Staff	Smart Panel Display	No	August 10-15	Strategic Design Reflect phase and review the Engage phase. Integration of Technology to enhance students' experiences
	ADI Training-Science, Writing workshop - English Best Practices/ Collaboration -Math Integrating Economic Thinking into Social Studies Instruction - Social Studies	Core Teachers			Staff Development District Day	
September 1	Threat Assessment Training (required state training)	Teachers and Staff		Yes	Faculty meeting	
September 15	Performance Matter Training	Teachers			Lunch & Learn	

October 7	Share Fair Sessions Survey teachers to get input and including additional training on Culturally Relevant Teaching, Growth Mindset, Gifted and Talented Learners, Social Emotional Learning, Mental Health	Teachers and Instructional Assistants			Staff Development Campus Day	Educator Protocol--Provide opportunities for teachers to reflect on their learning
October 20	Performance Matter Training	Teachers			Lunch & Learn meeting	Learn the ins and outs of the Performance Matter software that includes a component to track student data and progress monitor.
November 3	Bullying Prevention and Suicide Awareness, Drug & Alcohol Awareness, Cybersecurity, Human Trafficking-- <i>due December 10</i>	Teachers and Staff		Yes	Faculty meeting	
November 17	Using Technology to Enhance Instruction	Teachers			Faculty meeting	Strategies to meet the top level of SAMR, display panel training.

December 1	TBD	Teachers and Staff		Yes	Faculty meeting	
January 19	Using Technology to Enhance Instruction	Teachers			Faculty meeting	Strategies to meet the top level of SAMR.
February 2	TBD--need to survey teachers and get feedback.	Teachers and Staff		Yes	Faculty meeting	
February 20	TBD--need to survey teachers and get feedback.	Teachers and Staff			Staff Development District Day	
March 2	End of Course Test Training	Teachers and Staff		Yes	Faculty meeting	
April 10	TBD--need to survey teachers and get feedback.				Staff Development	
April 20	TBD--need to survey teachers and get feedback.	Teachers			Faculty meeting	
May 4	End of Course Test Training	Teachers and Staff		Yes	Faculty meeting	

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse).	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students.	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

of the year.			
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Deputy Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource deputies to perform the following duties:</p> <ul style="list-style-type: none"> • Provides a law enforcement presence at various schools throughout the College Station Independent School District • Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law • Maintains appropriate forms necessary such as juvenile referral forms, etc. • Performs all other duties as authorized to “Texas Peace Officer” as 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and on call

<p>determined by the Board of Trustees</p> <ul style="list-style-type: none"> Participate in required training according to HB2195 and SB 11. <p>SRD's will not have any administrative duties, nor will they address classroom discipline issues.</p>			
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Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year.	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	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, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Performance Matters Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification 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: AMCHS CAMPUS IMPROVEMENT COMMITTEE MEMBERS 2022-2023

Harvey Cheshire	Community	2022
Chasitdy Love	Parent	2022
Aron Collins	Business	2022
DeAnn Aalbers	English	2022
Jodi Smith	English	2022
Wendy Hines	Physical Education	2022
Samatha Krinhop	Social Studies	2022
Brian Alford	Fine Arts	2022
Kathy Fisher	Career & Technical Education	2024
Rachel Richmond	Special Education	2022
Tonya Foster	Foreign Language	2024
Paula Downie, Chairperson	Science	2022
Michael Slaughter	Math	2022
Grace Stanford	ARR	2022
Zach Yaeger	Community	2024