

# College Station High School

Annual Campus Improvement Plan  
2022-2023



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Board Approval Date: September 20, 2022

## **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 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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<u>Executive Comprehensive Needs Assessment Summary</u>	

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for CSHS?)
<p><b>Demographics</b></p>	<p>College Station High School ended the 2021-2022 school year with a total student enrollment of 2183, up from 2072 as reflected in the fall snapshot data.</p> <p>We project that we will have 570 9th graders, 518 10th graders, 490 11th graders, and 502 12th graders which totals 2081 for the 2021-2022 school year.</p> <p>The ethnic makeup of CSHS mirrored that of the district with 52% (1136) of our students identifying as White, 23.8% (519) as Hispanic, 12.6% (274) as African American, 8.9% (192) as Asian/Pacific Islander, and 2.8% (62) as belonging to Two or more races.</p> <p>There are currently 336 (15.4%) identified gifted learners.</p>	<p>The economically disadvantaged population accounts for 30.5% (665) of CSHS students for the 2021-2022 school year.</p> <p>Our LEP population accounts for roughly 7.7% (167) 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). We currently have around 209 students receiving support through our continuum of special education services with 7.6% of these students receiving services for an identified speech impairment, 30.3% are primarily identified as having a “Specific Learning Disability,” 22.2% are primarily identified as having an “Other Health Impairment,” 11.4% are primarily identified as having an “Intellectual Disability,” 7.6% are primarily identified and receive support for an “Emotional Disturbance,” and 18.4% are primarily identified as being a student with Autism.</p> <p>In addition, we had 297 (13.6%) of our students identified as needing additional health or educational accommodations through Section 504.</p>	<p>Our demographic priorities for the 2022-23 year are to focus on closing the achievement gap through strong Tier I instruction and to incorporate more individualized learning opportunities for students.</p> <p>We will continue to develop a strong, calibrated MTSS program across 9th-12th grades to address the academic needs of our students and improve timely intervention/support for our growing ELL and special education populations.</p> <p>Improve Tier I, II, and III instruction to better meet the needs of all students.</p> <p>We will embed gifted and talented strategies in the core curriculum for grades 9th-12th so that all students have the opportunity to learn through their interest, experience performance-based assessments, and academic rigor throughout their day.</p> <p>CTE completer pathways will continue to be implemented and monitored.</p>

		We continue to work to increase our CCMR percentages.	
<b>Student Achievement</b>	<p>On the Spring 2022 EOCs, CSHS FTT testers in US History passed at 96%, Biology I at 92%, Algebra I at 86%, English I at 80%, and English II at 84%.</p> <p>Career and Technology Education (CTE) participation is strong and certifications are being earned.</p> <p>Our students are successful in completing high school with a graduation rate of 94.2% for the 2021 Cohort.</p> <p>CSHS has a robust Rtl program for Tier 2 instruction in Algebra I and in Reading for 9th graders. Students have the opportunity to fill gaps in knowledge and understanding before falling irrevocably behind through our Recovery of Credits (ROC) programs for on-level 9th and 10th grade classes.</p> <p>CSHS students compete with high levels of success at the region and state levels in academic and extracurricular areas.</p>	<p>As we look at individual groups of students, our African American and Hispanic students did not perform as well as their campus peers on the Algebra I, Biology I, English I, and English II EOCs in spring 2022, and our ESL and SpEd students did not perform as well as their campus peers on each of the spring 2022 EOC exams.</p> <p>We would like to reduce the achievement gap for student groups with a gap of more than 5-10%.</p> <p>Our success rates for EOC retesters are significantly lower than first time testers, and anecdotally low performance by retesters on Algebra I, Biology, and U.S. History is linked to low reading levels of students.</p> <p>Relative to our population, we would like for students to earn more CTE certifications and for more girls to participate in CTE classes.</p> <p>Our Response to Intervention programs are currently limited to our freshman classes.</p>	<p>The core departments will utilize district curriculum resources and documents to provide equitable access for all students (Tier I instruction). Campus-based professional development will focus on continuing to develop our Tier I instructional strategies for reading and on cultural capital to provide recommended strategies to embed in lessons to address cultural gaps in learning. Tier 2 intervention opportunities need to be expanded to all on-level courses.</p>
<b>Curriculum and Instruction</b>	<p>Curriculum documents in the English Language Arts, Math, and Science K-12 are at a point of refinement and Social Studies will be at that point after curriculum writing the summer of 2021. This summer additional performance assessments will be added to the documents and Stage 3 of the curriculum</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for use PK-12, and writing training for consistency and we need consistency with teachers teaching small guided reading and math groups across the district; resources for GT at the secondary level need to be embedded in the curriculum, and</p>	<p>Administer CBM,'s for US History; target 50% of the AVID students to take an AP or dual credit class; provide professional learning on levels of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use MAP data to ensure instruction is adjusted</p>

	<p>will be refined with ensuring all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency was used to drive instruction at most of our campuses this past year with targeted instruction for students happening as a result. 5-12 science teachers were trained in inquiry practices and Argument Drive Inquiry; the curriculum team completed the Virtual Schools Network Virtual Learning Training to learn how to write quality curriculum to support our teachers teaching virtually and the curriculum team took a Quality Matters Rubric class to learn how to evaluate virtual curriculum for quality. 98% of our AVID senior class met four year entrance requirements for college readiness; the SAMR (Substitution, Augmentation, Modification and Redefinition) model was introduced to all 19 campuses this year; we added summer school programs for K-12 students to help close the gaps as a result of students missing six weeks of instruction this past spring. Our curriculum coordinators for math and ELAR have prepared targeted curriculum for teachers to implement during summer school to maximize their instructional time with students. We grew from 70 to 80% on CIRCLE math.</p>	<p>implementation of inquiry strategies in science need to be strengthened; data indicates that many of our students are not growing at the rate projected on MAP assessments; we need to increase CTE courses at the 7th and 8th grade levels and the number of “completers” as per the new state emphasis on CTE programming; walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers’ and administrators’ capacity in the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction</p>	<p>for student success; write curriculum for newly defined “Advanced” courses; write stage 3 for non-core classes; train students, counselors, and parents on CTE “completer” criteria; ensure CTE students take certification tests during the school year; continue to build capacity in using our LMS (Schoology) throughout the district and build capacity of staff in using instructional technology; continue implementation of the Instructional Framework.</p>
<p><b>Culture and Climate</b></p>	<p>College Station High School chose to focus on the Connect phase of the CSISD Framework of Success in 21-22. As a result our campus focused on connecting in the form of relationships and content (prior knowledge). We have been deliberately working on Social Emotional</p>	<p>More and more of our students and staff are showing issues of concern with mental health, behavior, attendance, and social and emotional needs.</p>	<p>We will reteach the Cougar Qualities, and the CSISD Profiles with all students and teachers throughout the year as we leverage our HERO initiative system.</p> <p>We will reinforce and monitor our Restorative Practices strategies with all staff throughout</p>

	<p>Learning since opening, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. Our campus SEL team is an outlet for teacher feedback to help address Social Emotional Learning at our campus and is pivotal in maintaining the common expectations established throughout our campus. We have established the Cougar Qualities and they are posted and referred to often. A large majority of students meet the behavioral expectations of CSHS, and we have 50+ clubs and organizations on campus to get students involved in our school community outside of class.</p> <p>As we move into 22-23, we will focus on the Inspire phase of the framework. This phase focuses on culture, environment, and professional ethics.</p>		<p>the year.</p> <p>We will leverage WIN Wednesdays to provide SEL lessons, pulse check with our staff, and build community amongst all members in the school.</p>
<b>Staff Quality and Retention</b>	<p>Our Panorama Teacher Survey data indicated that we scored the highest ratings in staff-leadership relationships and belonging.</p>	<p>Our Panorama Teacher Survey data indicated that teachers want more feedback and professional learning opportunities throughout the year.</p> <p>We lost staff solely based on CSISD compensation compared with other districts.</p> <p>A shortage of substitutes has also been a problem, which requires teachers to be pulled on their conference periods.</p>	<p>We will incorporate the use of WIN Wednesday time to create extended opportunities for planning, PD, coaching feedback, and self care.</p> <p>We will utilize the 22-23 CSISD Secondary Walk Through form to provide meaningful feedback / dialogue with staff.</p>
<b>Technology</b>	<p>CSHS utilizes the “bring your own device” program to allow for more students to have access to technology for their learning throughout the day. Teachers and students</p>	<p>Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms in parts of our building. A lack of devices for classroom use and limited computer</p>	<p>We will leverage incoming bond monies to increase student and staff technology in the form of student / teacher laptops and SMART screens for classrooms.</p>




	use a variety of technologies to support learning.	lab space will limit the use of our Learning Management System and its benefits for students, teachers, and parents.	We will monitor technology implementation with the new CSISD Secondary Walkthrough form related to SAMR.
<b>Family/Community Involvement</b>	School events are well-attended by CSHS families. We have a wide variety of opportunities for parents and community members to engage with our school both during the day and in the evenings. Businesses actively seek to partner with us to support educational and extracurricular opportunities for students.	The majority of our parent volunteers tend to come from specific neighborhoods in the district leaving some schools with a strong volunteer workforce and financial support, while other neighborhoods are not as involved.	Utilize the features in Schoology that support parent involvement in classroom learning. Examine opportunities for volunteering and communicate them clearly to parents. Schedule multiple opportunities for family members to attend campus events and schedule outreach activities that target our underrepresented communities.  Encourage staff to enrich our learning opportunities by leveraging our local professionals with real-world applications / experiences.

**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	• ACT	• SAT
• AP	• District Benchmark Assessments(SS, Sci)	• TELPAS
• RDA Report	• TAPR	• Accountability Report
• Failure Rates	• CTE Participation and Certifications Earned	• Administrator Input
• Community and Business Partner Input (DEIC)	• CSISD Vision	• CSISD Portrait of an Educator
• Technology Input from Stakeholders	• HERO reports	• Educator Evaluations
• Attendance	• PEIMS Discipline	• Rtl Data
• Teacher Retention	• 504 Data	• Dual Credit
• Technology Help Tickets	• Counselor Input on Mental Health	• GT Demographics and Performance
• Special Education Data	• Extra Funding Request	• MAP Data
• Curriculum Documents	• Professional Development Feedback	• New Teacher Survey
• Dyslexia Data	• HR Complaints and Grievance data	• PAC Data
• District Survey	• T-TESS	• CSISD Portrait of a Learner
• CSISD Portrait of a Leader	• CSISD Strategic Plan	• Schoology Participation Data
• CSISD Parent Survey		

<b>Goal: 1</b>	<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>								
<b>Specific Result 1.1</b>	<b>Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.</b>								
<b>Strategies and Action Steps</b>  	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1            #2            #3</b>		<b>Supported by State or Federal Funds</b>	
<p>Using a variety of data (campus comprehensive needs assessment, end of year surveys, etc.) CSHS will focus on the INSPIRE phase of the CSISD Framework for Success by carrying out the Campus Instructional Implementation Plan based on best practices towards a synergistic culture.</p> <ul style="list-style-type: none"> <li>• Designs learning environments for engaged, collaborative, autonomous learning</li> <li>• Designs systems and tools that support students as autonomous learners</li> </ul>	Administration, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021 - June 2022	All	Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; agendas from Leadership Team collaboratives; Improved learning outcomes				

<p>Using a variety of data (campus comprehensive needs assessment, end of year surveys, etc.) CSHS will continue work on the CONNECT phase for year 2 of the CSISD Framework for Success by carrying out the Campus Instructional Implementation Plan based on best practices towards a synergistic culture.</p> <p>Collaboration</p> <ul style="list-style-type: none"> <li>• Designs opportunities and tools for learners to collaborate effectively, respectfully and in diverse teams regularly</li> <li>• Facilitates learners routinely utilizing the tools that support team roles and norms, shared responsibilities, and conflict resolution</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Designs opportunities and tools for learners to articulate learning, ideas, reflections and feedback effectively as a regular part of the learning experience</li> <li>• Facilitates learners effectively communicating</li> </ul>	<p>Administration, Leadership Teams, &amp; Teachers</p>	<p>Campus Instructional Implementation Plan</p>	<p>August 2021 - June 2022</p>	<p>All</p>	<p>Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; agendas from Leadership Team collaboratives; Improved learning outcomes</p>				
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amongst peers and professionals in a variety of forms and contexts									
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√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue  
 Summative Evaluation (to be filled in by June 2023 by administration)

<b>Goal: 1</b>	<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>								
<b>Specific Result 1.2</b>	<b>Create a system of personalized professional learning for all educators</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) <b>#1            #2            #3</b>			<b>Supported by State or Federal Funds</b>
									
Build understanding of what it means to create personalized learning to grow, develop, and INSPIRE educators.	Administration, Leadership Teams, Teachers	Articles; Books; Campus Admin, Department meetings Level meetings Peer to peer coaching Common planning time PLC's	August 2022 - June 2023	All	Planning meetings, coaching feedback, Individual conferences BOY and EOY goals, WIN Wednesdays				

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, Leadership Teams, & Teachers	Power School Professional Learning System,  Campus Admin, Department meetings Level meetings Peer to peer coaching Common planning time PLC's	August 2022 - June 2023	All	Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				
Provide supports for teachers in individual growth toward T-TESS instructional goals	Administration, Leadership Teams, & Teachers	Campus Admin, Department meetings Level meetings Peer to peer coaching Common planning time PLC's, T-Tess Documentation	August 2022 - June 2023	All	Walkthrough data, BOY conferences,EOY conferences, Improved learning outcomes				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue  
Summative Evaluation (to be filled in by June 2023 by administration)


<b>Goal: 1</b>	<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>								
<b>Specific Result 1.3</b>	<b>Engage in a process for student individual goal setting and progress monitoring</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>



<p>Build understanding with staff on effectively using data from different assessment types found in Performance Matters so Teachers will have relevant data to engage in meaningful conversations with students about their educational goals and choices.</p> <p>Connecting Knowledge and Igniting Action</p> <ul style="list-style-type: none"> <li>• Highlight connections between prior learning and new learning</li> <li>• Acknowledge diverse backgrounds through instruction</li> <li>• Collaborate with other educators at other levels and other content areas (vertical and horizontal teaming)</li> <li>• Provide opportunities for learners to</li> </ul>	<p>Administration, Leadership Teams, &amp; Teachers</p>	<p>C&amp;I Department, Campus Admin., Department meetings, Level meetings, Peer to peer coaching, Common planning time</p>	<p>August 2022 - May 2023</p>	<p>All</p>	<p>Teachers utilizing Performance Matters and make decisions based on the data reported</p> <p>Improved learning outcomes</p> <p>Student growth measures</p> <p>Progress Checks</p> <p>District &amp; State Assessments</p> <p>WIN Wednesdays</p>				



develop deep understanding <ul style="list-style-type: none"> <li>Inspire and motivate by connecting learning experiences to a variety of real life people and stories</li> <li>Plan intentional learning experiences that INSPIRE learners through inquiry</li> </ul>									
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√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue  
 Summative Evaluation (to be filled in by June 2023 by administration)

<b>Goal: 2</b>	<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>								
<b>Specific Result 2.1</b>	<b>Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.</b>								
<b>Strategies and Action Steps</b>  	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1            #2            #3</b>			<b>Supported by State or Federal Funds</b>
Provide feedback to staff as the campus participates in the revision process of the CSISD MTSS Handbook.	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August October February May	All at-risk	Handbook implementation				





Focus on Tier 1 instruction across all classrooms and monitor for alignment to CSISD MTSS Handbook.	Campus Principals; Leadership Team; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August October February May	All at-risk	Walkthrough / Observation data, assessment data, Performance Matters data, WIN Wednesdays				
Provide training on using student data from Performance Matters to differentiate instruction for targeted groups.	Campus Principals; Leadership Team; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	Performance Matters	August October February May	All at-risk	Walkthrough / Observation data, assessment data, Performance Matters data, WIN Wednesdays				

<b>Goal: 2</b>	<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>							
<b>Specific Result 2.2</b>	<b>Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.</b>							
<b>Strategies and Action Steps</b>   	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1            #2            #3</b>		<b>Supported by State or Federal Funds</b>


Principals will look for creating positive & engaging classroom culture and environment, while maintaining professional ethical standards as best practice focus area(s) in conjunction with the INSPIRE Framework for Success based on instructional needs for students (at-risk, eco-dis, etc.)	CSISD C&I Dept., Campus Principals, Teachers	Campus Admin, Department meetings Level meetings Peer to peer coaching Common planning time PLC's WIN Wednesdays	August 2022-June 2023	All	Walkthrough data analysis, Lesson Plans, Observation data				
Implement professional learning community protocols and practices on campus through level meetings, department meetings, and common planning times to INSPIRE student motivation, engagement, and comprehension of content knowledge.	Campus administrators, counselors, department heads, level leaders	Articles; Books; Campus Admin, Department meetings Level meetings Peer to peer coaching Common planning time PLC's WIN Wednesdays	August 2022-June 2023	All	Campus instructional focuses; walkthrough data; observation data Improved learning outcomes, WIN Wednesdays				

<b>Goal: 3</b>	<b>CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.</b>								
<b>Specific Result 3.3</b>	<b>Promote an engaging relationship between the school district and community</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                      #2                      #3</b>			<b>Supported by State or Federal Funds</b>


 									
<p>Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.</p>	<p>Counselors, Admin team, teachers, Clubs and organization leaders</p>	<p>Service opportunities</p>	<p>August 2022- May 2023</p>	<p>All</p>	<p>Campus artifact and reports of outreach activity and stakeholder attendance</p>				
<p>Each campus will identify and participate in one community service project.</p>	<p>Counselors, Admin team, teachers, Clubs and organization leaders</p>	<p>Service Learning information</p>	<p>August 2022- May 2023</p>	<p>All</p>	<p>Campus artifact and reports of community service project and stakeholder attendance</p>				
<p>Share campus-based community outreach activities and community service projects with the broader CSISD community</p>	<p>SELT Team, Counselors, Admin team, teachers, Clubs and organization leaders</p>	<p>Service data collected, testimonials, video/media documentation</p>	<p>August 2022- May 2023</p>	<p>All</p>	<p>Campus artifact and reports of outreach activity as well as community service project, EOY Survey Data</p>				
<p>CSSH will continue implementation of Restorative Practices into the everyday culture of the campus and classrooms to empower learners to resolve interpersonal conflict, to recognize learners' lived experiences and how they impact relationships, and to INSPIRE an environment of safe, meaningful dialogue amongst students and teachers</p>	<p>SELT Team, Counselors, Admin team, teachers</p>	<p>Restorative Practices Advocate lessons Grade level assemblies</p>	<p>Aug. 2022 - May 2023</p>	<p>All</p>	<p>EOY Survey Data, Referral Data, Walk-through Data, Individual parent, student, and teacher conferences, lesson plans, WIN Wednesdays</p>				

CSHS will invite and welcome community members into the school setting to proactively and consistently communicate, CONNECT, and INSPIRE family and community stakeholders, to bring real life experiences and perspectives, and to foster an environment of open dialogue and inquiry.	Admin team, Teachers, Clubs & organization leaders	Guest speakers First Responders Leadership Brazos Leadership CSISD Clubs and organizations Welcome to the Pride Open House PTO Meetings Fine Arts events Social media	Aug. 2022 - May 2023	All	Community attendance at events, Improved learning outcomes, EOY Survey Data				
CSHS will provide opportunities for teachers to model and facilitate intentional inquiry-based collaboration, provide constructive feedback, and build positive relationships with each other.	Admin team, Department heads, Departmental level leaders	Department meetings Level meetings Peer to peer coaching Common planning time PLC's WIN Wednesdays	Aug. 2022 - May 2023	All	EOY Survey Data, Admin attendance at level meetings. Walk and talk sessions. WIN Wednesdays				

<b>Goal 6:</b>	<b>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</b>
<b>Specific Result: 6.1</b>	<b>Establish and utilize a comprehensive instructional technology plan for teachers and staff.</b>

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
									
<p>Administrators, Digital Learning Coordinator, Campus Technology Facilitators, and Leadership Team will continue to conduct walkthroughs utilizing new CSISD W/T forms to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model.</p>	<p>Campus Principals, Executive Director of Secondary Education, Digital Learning Coordinator, CTF, and Leadership Team.</p>	<p>New CSISD Walkthrough Form for 2022-2023.</p>	<p>August October February May</p>	<p>All At-Risk</p>	<p>Walkthrough / Observation Data</p>				
<p>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue Summative Evaluation (to be filled in by June 2023 by administration)</p>									

<p><b>Goal 6:</b></p>	<p>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</p>								
<p><b>Specific Result: 6.2</b></p>	<p>Create and implement a comprehensive instructional technology plan for students at all levels.</p>								
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

									
<p>Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year</p>	<p>Administrators &amp; Teachers</p>	<p>Intentional time dedicated to digital citizenship lessons</p>	<p>Once a month</p>	<p>All</p>	<p>Successful completion of digital citizenship lessons and student engagement</p>				
<p>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.</p>	<p>Campus Technology Facilitators  Campus Admin</p>	<p>Weekly bulletins  District created Digital Citizenship lessons</p>	<p>As needed or requested</p>	<p>All</p>	<p>Classroom observations  Lesson plans  SAMR walkthrough data</p>				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue  
 Summative Evaluation (to be filled in by June 2023 by administration)

<p><b>Goal 6:</b></p>	<p>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</p>								
<p><b>Specific Result: 6.3</b></p>	<p>Provide sufficient instructional technology resources and support.</p>								
<p><b>Strategies and Action Steps</b></p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Timelines</p>	<p>Special Populations</p>	<p>Evidence of Success</p>	<p><b>Formative Reviews</b>  <i>Review 1 - Campus (Oct), DEIC (Nov)</i>  <i>Review 2 - Campus (Feb), DEIC (March)</i>  <i>Review 3 - Campus (May), DEIC (June)</i>  <b>#1            #2            #3</b></p>			<p><b>Supported by State or Federal Funds</b></p>



<p>Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas.</p>	<p>Campus Principals, Executive Director of Secondary Education, Digital Learning Coordinator, &amp; CTF.</p>	<p>Strategic Design Framework</p>	<p>August October February May</p>	<p>All At-Risk</p>	<p>Implementat ion of tools / strategies</p>				

√ = Accomplished  
 C = Considerable  
 S = Some Progress  
 N = No Progress  
 X = Discontinue  
 Summative Evaluation (to be filled in by June 2023 by administration)

## **CSISD Professional Learning Plan 2022-2023**

[Click HERE for CSHS Professional Learning Plan 2022-2023](#)

### **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 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**

<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	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports



bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)			
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 of the year.	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero
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 Officer(s) 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 officers to perform the following duties:</p> <ul style="list-style-type: none"> <li>Provides a law enforcement presence at various schools throughout the College Station Independent</li> </ul>	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>School District</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>• Performs all other duties as authorized to “Texas Peace Officer” as determined by the Board of Trustees</li> <li>• Participate in required training according to HB2195 and SB 11.</li> </ul> <p>SROs 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
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### 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
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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; Mizuni 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, Title IV, Perkins, 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	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

<p>parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.</p>			
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

**APPENDIX B: Campus Improvement Plan MEMBERS 2022-2023**

Ahmed, Maryam	Counselor
Ayala, Patty	Administration
Hodges, Susan	Office Staff
Cashion, Joy	Parent
Cashion, Shannon	Parent
Wellmann, Courtney	English
Costenbader, Randi	Extra Curricular
Crayton-Haliburton, Maria	Counselor
Creel, Beth	Fine Arts
DeWitt, Shelley	Parent
Dorsett, Paul	Community
Foster, Judy	ESL
Gibson, Brandi	Administration
Glenwinkel, Chuck	Central Office Administration
Clinkscales, Sheridan	CTE
Grimes, Justin	Administration
Hill, Rick	Community

Lechler, Shane	Parent
Wettermann, Ed	Social Studies

Knox, Melissa	Technology
LePage, Stacie	Counselor
Munson, Josh	Science
Parkerson, Tiffany	Central Office Administration
Pekar, Matt	Administration
Reed, Valarie	Counselor
Rhine, Josh	Administration
Rinn, Jennifer	Math
Ross, Kevin	CTE Administration
Sizemore, Tiffany	Community
Holtkamp, Virginia	SPED
Doles, Deanna	AVID/Athletics/PE
Vizquerra, Michelle	LOTE
Wootan, Darla	Community
Yates, Kelly	Community