

A&M Consolidated High School

**Annual Campus Improvement Plan
2023-2024**



Board Approval Date: September 19, 2023

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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 Strategic Design 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.

Evidence of Impact

As a result of implementing the strategies and action steps in the district improvement plan, we expect to see the following evidence of impact at the end of the 2023-24 school year:

- Improved academic outcomes as demonstrated through NWEA MAP Growth, STAAR/EOC, and locally-created assessments
- Improved college, career, and military readiness outcomes
- Reduction in discipline referrals, ISS placements, and DAEP placements
- Walk through data that indicates student-centered instruction through the implementation of the Framework for Success
- Increase in T-TESS evaluation performance for teachers

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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Review with all staff the teacher and learner protocols for the Engage and Reflect phases of the CSISD Framework for Success implemented in years one and two. This will occur during the August Campus Professional Development session. In order to expand on these phases we want to increase opportunities for reflection and goal setting for both staff and students through the 2023-2024 school year with progress monitoring every 3-6 weeks.	Administration, Teachers, and Staff	Time, Campus Funds	June 2023- June 2024	All				
Based on survey data and feedback from the campus leadership team we will implement the Connect phase as our 3rd phase of the CSISD Framework for Success into our professional learning plans to improve instructional practices.	Administration, Teachers, and Staff	Time, Campus Funds	June 2023- June 2024	All				
We will integrate the Connect phase of the Framework for Success into onboarding of new campus staff by communicating clear and concise learner and teacher protocols during August Professional Development. Mentor teachers will meet regularly with new campus staff to review, reteach, and encourage.	Administration, Teachers, Staff, and Mentor Teachers	Time, Campus Funds	June 2023- June 2024	All				
Campus-based professional learning regarding the instructional framework will be designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with supports provided by district Curriculum & Instruction staff	Administration, Teachers, and Staff	Time, Campus Funds	June 2023- June 2024	All				

<p>Carry out the Campus Instructional Implementation Plan (for Connect)</p> <p>Relationships</p> <ul style="list-style-type: none"> • Model and facilitate frequent and intentional collaboration • Empower learners to resolve interpersonal conflict • Recognize learners' lived experiences and how they impact relationships • Proactively and consistently communicate with others, including families and community stakeholders <p>Connecting Knowledge</p> <ul style="list-style-type: none"> • Highlight connections between prior content and new learning • Acknowledge diverse backgrounds through instruction • Collaborate with other educators at other levels and other content areas (vertical and horizontal teaming) • Provide opportunities for learners to develop deep understanding 								
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Evidence of Implementation:

- Campus Improvement Plan
- Campus Professional Development Sessions Documented in Professional Learning System
- Attendance Rate (Increase)
- Walk Through Data
- Discipline Data (Reduction)
- Formative Assessment Data (Increase)
- Xello Implementation
- Closing the Gap (EOC data)
- Practices of Equity: Meet them where they are as they are

√ =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	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Campus administrators will participate in foundational professional learning for district and campus administration on Professional Learning Communities in partnership with SolutionTree	Campus Principals, Executive Director of Secondary Education, Director of Leadership and Professional Learning	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Campus administrators will Implement supports for teachers in individual growth toward T-TESS instructional goals	Administration, Department Heads, Curriculum Coordinators, and Mentor Teachers	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Teachers will participate in content area professional learning provided by the district which will include differentiated learning experiences for teachers in their content areas	Director of Leadership and Professional Learning, Coordinators of ELAR, Math, Science, & Social Studies, Fine Arts and CTE	Time, Campus Funds	June 2023- June 2024	All				Title I Title II

Evidence of Implementation:

- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Increased Staff Retention
- Aligned Assessments
- Targeted Instruction
- Progress Monitoring
- Student Centered-Instruction
- Exemplars that represent:
 - Curated choices at campus level
 - Learning /doing model

◦ Instructional Coaching and Professional Learning Communities

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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	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 educators on effectively using data from different assessment types, such as MAP, state, and district assessments	Campus Principals, Executive Director of Secondary Education, Director of Leadership and Professional Learning, Director of Assessment and Accountability, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II

Evidence of Implementation:

- Campus Professional Development Sessions Documented in Professional Learning System
- Examples of student goals and progress monitoring every 3-6 weeks
- Examples of data-driven instructional adjustments
- Increased passing rates
- Improved GPAs

√ =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 1.4: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Train and implement instructional best practices of standards alignment and assessment	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning, Director of Assessment and Accountability, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
Implement Connect instructional best practices of Collaboration and Communication in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation	Campus Principals, Executive Director of Secondary Education	Time, Campus & District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Campus & District Professional Development Sessions Documented in Professional Learning System
- Exemplars
- Increased Student Engagement (Walk through data)
- Aligned Lesson Plans/Calendars
- Lessons showcasing Connect Theme
- Utilization of AVID Strategies (Walk through data)
- Utilization of GT Strategies (Walk through data)

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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 academic Multi-Tiered System of Supports (MTSS) Program

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Campus representatives will participate in feedback opportunities to align the 9-12 MTSS practices for reading and math based on stakeholder feedback through the revision of the CSISD MTSS Online Handbook	Campus Principals, Executive Director of Secondary Education, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Continue to train and provide ongoing support for 9-12 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction	Campus Principals, Executive Director of Secondary Education, Curriculum Coordinators, and Department Heads	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				

Evidence of Implementation:

- Campus Improvement Plan
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online
- Reduction (or increase based on need) of Counseling Referrals
- Evidence of Differentiation (walk through data)

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

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Specific Result 2.2: Increase student success of underperforming groups by establishing a calibrated, comprehensive behavioral Multi-Tiered System of Supports (MTSS) Program

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Campus representatives will participate in feedback opportunities to align the K-12 MTSS practices for behavior in Tier 1, 2, and 3 based on stakeholder feedback through the creation of behavioral processes in the CSISD MTSS Online Handbook	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS)	Administration, Counselors and Department Heads	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All, with emphasis on identified underperforming student groups				
Campus administration will participate in calibrating systems across the district for documenting student behavior infractions and processing discipline referrals every 6 weeks (Principal meetings)	Administration and Counselors	Time, Campus & District Funds	June 2023- June 2024	All, with emphasis on identified underperforming student groups				

Evidence of Implementation:

- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Intervention Plan/Truancy Measures in Kinolved
- Social Contract
- Usage of MTSS Handbook Online: Behavioral Section
- Reduction in Threats/Threat Assessments
- Reduction in Behavior Referrals/ISS Placements/DAEP Placements
- HERO Reports (PBIS System)
- eHallPass Reports
- Campus wide expectations (CHAMPS)
- Character Based Education

- Documentation of parent meetings prior to the school year (Behavior and Truancy)

√ =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 3.1: Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Train and implement character education curriculum pre-K-12 that promotes positive relationships among students, staff and families	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				

Evidence of Implementation:

- Exemplars from classroom usage of the program
- Reduction in Aggressive Behaviors by six weeks
- Increased Parent Involvement
- Reduction in Behavior Referrals by six weeks
- Reduction in Counselor Referrals by six weeks
- Increase in Positive Referrals
- Increase in Hero Points Accrued

√ =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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
AMCHS will participate in Tigerville Tailgates before home Football Games, Homecoming Carnival, Student Appreciation Week, Day of Service (Consol Cares), Halloween Carnival at the Lincoln Center, Game of Life partnerships, Relay for Life, MLK March, Fine Arts performances in the community, etc. Parent Night, Open House and Welcome to the Jungle provide opportunities for parental involvement	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, CTE	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
AMCHS will hold monthly faculty/student service projects including the Consol Cares service project in November, the Consol Beautification Project in March, and the Game of Life in April	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, CTE	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
Share campus-based community outreach activities and community service projects with the broader CSISD community via AMCHS website, Twitter, Facebook and Instagram	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus & District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Campus Artifacts
- Increase in Parent Involvement
- More Community Participation in School Events
- More Student/Staff Engagement
- Increase in Extracurricular Activity Participation (Student/Parent)

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

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	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Instructional coaches, campus technology facilitators, and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices.	Digital Learning Coordinator, Executive Director of Secondary Education	Time, District Funds	June 2023- June 2024	All				
Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	Campus Principals, Digital Learning Coordinator, Executive Director of Secondary Education	Time, District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Walk Through Data
- Increase WIFI Bandwidth
- Increased availability of devices to students

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

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	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
Collaborate with the Digital Learning Coach and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately.	Campus Principals, Digital Learning Coordinator, Executive Director of Secondary Education	Time, District Funds	June 2023- June 2024	All				

Evidence of Implementation:

- Artifacts from professional learning communities

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

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	Formative Reviews			Supported by State or Federal Funds
					Review 1 - Campus (Oct), DEIC (Nov) #1	Review 2 - Campus (Feb), DEIC (March) #2	Review 3 - Campus (May), DEIC (June) #3	
Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas Teachers 1-1 support in the following areas: Hero, Schoology, Gradebook (TAC) and e-hall pass	Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education, Campus Technology Facilitators	Time, District Funds	June 2023- June 2024	All				
Build instructional capacity surrounding purposeful usage of existing digital platforms. Lunch and learn Technology Sessions Share Fair Faculty Meetings	Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education							

Evidence of Implementation:

- Professional Learning sessions
- Teacher support
- Smart Panel/Digital Platform Training
- SAMR (Substitution, Augmentation, Modification, Redefinition)

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Appendix A: Executive Comprehensive Needs Assessment Summary

This year we completed a SWOT analysis with both our leadership team and CIP committee to address our strengths, needs and priorities for the upcoming year. Additionally, we used the data collected during the Panorama survey.

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 2,175 students. The population is comprised of 24.3 percent Hispanic, 16.4 percent African American, 53.5 percent Caucasian, 4 percent multi ethnic, 5 percent Asian, and .5 percent American Indian. The economically disadvantaged population accounts for 33.89 percent of our students and 44 percent of our students are at-risk. Our LEP population is 7.49 percent while our special education students comprise 9.38 percent of our population.</p> <p>Our students consistently outperform the state on the SAT and ACT exams. Moreover, 68 percent of AMCHS students are enrolled in Career & Technology education, 43 percent of AMCHS students are enrolled in a fine arts course for at least one semester during the school year, and approximately 66.1 percent of AMCHS students participate in one or more of the following extracurricular activities: sports,</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 23.6 percent of the faculty and staff population are composed of minority teachers and staff.</p> <p>Though gifted and talented students comprise 14 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 204 special education students, 9% of the population.</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</p>

	marching band, choir, orchestra, cheerleading, and dance team.	We would like to expand the number of students who are taking a CTE course in order to expose more students to career opportunities.	our increasing special education population. We will embed gifted and talented strategies in the core 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.
Curriculum and Instruction	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>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</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> <p>This year we will begin the data collection for the TIA allotment. Our teachers will collect data by utilizing different measures. Administrators will calibrate walkthroughs at the beginning of the school year. Those</p>

		<p>assessments, analyze data, and respond to student performance data.</p> <p>AMCHS teachers and students will set goals and self-monitor progress during each progress reporting and grading period.</p>	<p>teachers who qualify for TIA data collection are those teachers who teach at least 3 sections of Alg I, English I, English II, Biology and US History. A group of our CTE and Fine Arts teachers also qualify. This year both World Geography and World History teachers will have their students take BOY, MOY and EOY assessments. That data will be used on the TIA application for these subject areas.</p>
Culture and Climate	<p>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> <p>This year we have a second resource deputy assigned to our campus to assist in providing a safe environment for students and staff.</p> <p>AMCHS will continue to use e-hall pass as a monitoring program to manage hall pass situations.</p>	<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>Student surveys and the data collected will help to highlight needs and concerns of the students.</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 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. CHAMPS will be implemented campus-wide to establish classroom norms and expectations.</p> <p>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. Additionally, AMCHS teachers and staff will continue learning Restorative Practices strategies</p>

			throughout the school year to create positive connections within the AMCHS school community..
Staff Quality and Retention	AMCHS teachers have an average of 12 years of teaching experience with 7 years in CSISD. Thirty-five percent 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>AMCHS struggles with finding suitable teachers in hard to fill positions (i.e. CTE, LOTE, and in 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>AMCHS will work closely with CSISD Human Resources to recruit quality applicants and solicit campus leaders to attend job fairs.</p> <p>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>
Technology	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>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, SAMR was introduced at all campuses to assist teachers in the</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>

		incorporation of technology into instructional design.	Working closely with the district technology representatives to make sure the wifi is available and accessible daily during instruction and throughout the school day.
Family/Community Involvement	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>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 (Schoolology).</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> <p>Social media platforms will be used as a positive tool to promote and celebrate both the students and staff of AMCHS.</p>

Priorities

The Campus' priorities for leveraging strengths and addressing the identified needs are captured in the six goals identified:

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.

Data Used for Campus Comprehensive Needs Assessment

Data from the following sources was reviewed in creating the action steps for the Goals and Specific Results of the Campus Improvement Plan. The Student population is included in parenthesis:

- TAPR Report
- Demographic Data (All)
- TELPAS (Emergent Bilingual)
- Participation and Demographic Data for Gifted and Talented, Special Education, Career and Technical Education, Fine Arts, and Athletics
- College, Career, and Military Readiness Data: SAT/ACT, Industry-based Certification, TSIA

- Panorama Survey Feedback from Students, Teachers, Staff, and Families
- PEIMS Discipline Data
- District Benchmark Assessments (SS, Sci)
- TEA Accountability Report
- Professional Development Feedback
- Strategic Design Surveys, Community Forums, and Focus Groups facilitated by Engage2Learn

Feedback from the following sources was used in creating the action steps for the Goals and Specific Results of the Campus Improvement Plan.

- Campus Improvement Plan Committee
- Leadership Team
- Student Feedback through Survey data
- Panorama Survey Data
- SWOT Analysis-Leadership Team and Campus Improvement Plan Committee

Appendix B: AMCHS Professional Learning Plan 2023-2024

**A&M Consolidated High School
2023-2024 Professional Development Plan**

Content Area / Focus Area					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Campus Expectations and Procedures, Restorative Practices, CHAMPs, CSISD Strategic Design Framework-CONNECT Phrase, Threat Assessment, SPED and 504, HERO, eHall Pass, eSchool, Schoology PowerSchool data	Teachers and Staff Core Teachers	Handouts Slide Presentations August 8-15	Administration Campus Coordinator Nurses Special Education Dept Chair 504 Coordinator	Threat Assessment, SPED and 504, Nurse training with epi-pen etc.	Strategic Design Connect phase Integration of Technology to enhance students' experiences Goals 2.1., 2.2, 3.3, 5, and 6
e-Hall pass and Hero	Teachers and staff	Help sessions August 22	Campus Technology Facilitators		Goal 5
Complete the required State Training-- see PowerSchool	Teachers and Staff	Faculty Meeting September 7			Required State training
New referral process	Teachers	Faculty Meeting September 21	Administration		Goal 5

Share Fair Sessions Survey teachers to get input and including additional training on Teaching through the lens of Equity, Gifted and Talented Learners, Social Emotional Learning, Mental Health, Classroom Management, Display Panel technology training	Teachers and Instructional Assistants	Staff Development Campus Day Share Fair October 6	Teacher survey Teachers will facilitate		Educator Protocol- CONNECT Provide opportunities for teachers to reflect on their learning and make connections with others. Goals 1.1, 2.1, 3.3, and 5
District Day Staff Development	Teachers and Staff	Staff Development District Day October 9	District Coordinators and Directors to facilitate		
Technology Training	Teachers and Staff	Faculty meeting October 19	Administrators		Goal 5
Sexual Harrasment, Bullying Prevention and Suicide Awareness, Drug & Alcohol Awareness, Cybersecurity, Human Trafficking-- <i>due December 8</i>	Teachers and Staff	Faculty meeting November 2			Required State training
TBD Teacher survey	Teachers and Staff	Faculty meeting December 7			Goals 2.1. and 2.2

Staff Development (½ day virtual ½ day campus)	Teachers and Staff	Level Time January 2			Goals 2.1. , 2.2, 5
TBD--need to survey teachers and get feedback	Teachers and Staff	Faculty meeting January 18			Goals 1.1, 2.1. and 2.2, 3.3, 5
Campus ½ day (EOC test training, Share Fair) District ½ day	Teachers and Staff	Staff Development District Day February 19			Goals 1.1, 2.1. and 2.2, 3.3, 5
TBD--need to survey teachers and get feedback	Teachers and Staff	Faculty meeting March 21			Goals 1.1, 2.1. and 2.2, 3.3, 5
TBD--need to survey teachers and get feedback	Teachers and Staff	Staff Development April 1			Goals 1.1, 2.1. and 2.2, 3.3, 5
End of Course Test Training	Teachers	Faculty meeting April 18			
End of Year Reminders	Teachers and Staff	Faculty meeting May 2			

APPENDIX C: 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
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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 Board Policy FFG	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	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an ILA 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"> Provides a law enforcement presence at various 	<p>Space at campuses</p> <p>Funding</p>	<p>Board of Trustees</p> <p>Superintendent</p>	<p>Peace Officers on campuses and call</p>

<p>schools throughout the College Station Independent School District</p> <ul style="list-style-type: none">• 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 determined by the Board of Trustees• Participate in required training according to HB2195 and SB 11. <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.	Athletics Budget	Director of Athletics; 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 Athletics; 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 Athletics; SHAC Chairperson	Membership List

Discipline Management

Strategies	Resources	Staff Responsible	Evaluation
Campus administration will use the Student Code of Conduct to manage discipline practices.	Board Adopted Student Code of Conduct	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports
Campus administration will implement positive behavior intervention and support practices.	Campus Budget Title II for Training	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports

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 and provisions to improve services 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 data; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental	Title I Part A Plan	Director of Special Programs	Budget reports, Annual federal compliance report

funds to maximize student learning and achievement.			
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 Title II Part A Plan Title III Part A Plan Title IV Part A Plan	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, Xello, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services, resources, and staff, such as instructional coaches, interventionists, and tutors, will be provided for at-risk students to increase academic	State Comp Ed Funds	Executive Director of Secondary Education, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

achievement and reduce the dropout rate for these students			
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School Counseling Services

Strategies	Resources	Staff Responsible	Evaluation
All campus counselors will implement a comprehensive school counseling program under TEC 33.005	Campus Counselors	Director of Student Services, Campus counselors, Campus administration	Program Implementation
All campus counselors will provide students' parents information about higher education admissions and financial aid opportunities, the need for making informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid.	Campus Counselors, Financial Aid & College Admissions Resources	Director of Student Services, Campus counselors, Campus administration	Program Implementation

Career & Technical Education

Strategies	Resources	Staff Responsible	Evaluation
All students in middle and high school will have the opportunity to enroll in career and technical education courses to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities	Course Catalogs, Staffing , Perkins Grant Funding, P-TECH Grant for CVHS	Director of Career and Technical Education, Campus counselors, Campus administration	Program Enrollment, Industry-based Certifications Earned, Program Completion

APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2024

Harvey Cheshire	Community	2025
Chasity Love	Parent	2025
Zach Yeager	Community	2024
Aishia Bowers	English	2025
Wendy Hines	Physical Education	2025
Sam Krinhop	Social Studies	2025
Brian Alford	Fine Arts	2025
Kathy Fisher, Chairperson	Career & Technical Education	2024
Elizabeth Engelhardt	Special Education	2025
Cristian Grimaldo	Foreign Language	2024
Dusti See	Science	2025
Hayden Battle	Science (Admin Shadow)	2023
Angela Kerekes	Math	2025
Katie Hager	ARR	2025