College Station 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
The next steps in implementing the instructional phases of the CSISD Framework for Success implemented in years one and two to enhance the depth and complexity of staffs' understanding are listed below: Create real-world connections with school community ● Design meaningful learning experiences ● Create bridge between content and learners' lives ● Individualize to include every learning ● Bring content to life ● Honor diversity of learners in the classroom	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2023- June 2024	All				
Based on Panorama data, SWOT, leadership team needs assessment, we will implement the Engage phase as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices. Learners will: ●Actively work towards understanding of content and its connection to their lives ●Construct meaning from content, process and applies it to other contexts ●Ask questions and communicate to make meaning ●Participate in collaborative partnerships with educators ●Effectively solve problems ●Develop high expectations for themselves ●View setbacks as opportunities to grow ●Consider the perspectives of others Educators will:	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2023- June 2024	All				

●Create real-world connections within the school community ●Design meaningful learning experiences ●Create a bridge between the content and learners' lives ●Individualize to include every learner ●Bring content to life ●Honor diversity of learners in the classroom Actively influencing the why behind our instruction, in order to create buy-in.									
We will integrate the Framework for Success into onboarding of new campus staff by… ● Training of the strategic design model ● Review of first two phases ● Review T-TESS to know expectations ● Alignment between administrators and admin and teachers	Campus Principals, Executive Directors of Elementary and Secondary Education	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	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2023- June 2024	All					

Evidence of Implementation:
- Campus Improvement Plans
- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Survey data from EOY
- Leadership team needs assessment

√ =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 Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
					#1	#2	#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 Directors of Elementary and 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**
Include only if you are in PLC Cohort 1: campus-level guiding coalitions participate in foundational learning and implement Professional Learning Communities on campuses designated as Cohort 1	Campus Principals, Executive Directors of Elementary and 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	Campus Principals, Executive Directors of Elementary and Secondary Education	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, Title I Instructional Coaches	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
- 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1 #3	**#2**		
Build understanding with educators on effectively using data from different assessment types, such as MAP, state, and district assessments - EOC courses completed goal setting during boot camps before state testing (ranking up) - CTE - certifications completed - SPED - progress monitoring of IEP goals	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**

Evidence of Implementation:
- Campus Professional Development Sessions Documented in Professional Learning System
- Examples of student goals and progress monitoring
- Examples of data-driven instructional adjustments

√ **=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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#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 Implement Tier 1 instructional best practice(s) in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation ● Co-teaching model ● Scaffolding ● Differentiation Tier 2 instructional best practice: ● ROC - Algebra, biology, US History (small group instruction) ● After School Tutorials - Algebra, biology, US History	Campus Principals, Executive Directors of Elementary and 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

√ **=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 2.1: 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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#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 Handbook not in place: Gather feedback from campus representatives to review and finalize the 9-12 MTSS practices for reading and math. Handbook in place: Implement aligned 9-12 MTSS practices for reading and math in the CSISD MTSS Handbook.	Campus Principals, Executive Directors of Elementary and 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 K-12 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction	Campus Principals, Executive Directors of Elementary and Secondary Education	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
- Usage of MTSS Handbook Online
- Performance Matters, ESchool, Specific PD to support data, leadership meetings

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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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#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)	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				
Campus administration will participate in calibrating systems across the district for documenting student behavior infractions and processing discipline referrals	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	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
- Usage of MTSS Handbook Online: Behavioral Section
- ESchool, HERO, admin and leadership meetings, staff PD

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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 Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
					#1	#2	#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, Campus administration, teachers, and staff	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
- Advocate/WIN Wednesday exemplars

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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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
CSHS has several organizations that volunteer at the Aggie football game, park clean-ups, retirement center visits, volunteer activities at County Livestock Show and provide meals for first responders, These events ENGAGE our students into the community	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services Counselors, Admin team, teachers, clubs, organization leaders	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
CSHS participates in the following service projects that ENGAGE the students, parents, community members and stakeholders: ○ Food Pantry ○ Cougar Family Tailgate ○ Conectado con Cougars ○ Cougar Commitment Carnival	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services SELT Team, Counselors, Admin team, teachers,Clubs and organization leaders	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
CSHS participates in the following service projects that ENGAGE the students, parents, community members and stakeholders: ○ Food Pantry ○ Cougar Family Tailgate ○ Conectado con Cougars ○ Cougar Commitment Carnival	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus & District Funds	June 2023- June 2024	All				

CSHS will invite and welcome community members into the school setting to proactively and consistently communicate, CONNECT, INSPIRE, and ENGAGE 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	June 2023- June 2024	All				

Evidence of Implementation:
- Campus Artifacts
- Community attendance at events
- Improved learning outcomes
- EOY Survey Data

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Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Specific Result 6.1: Establish and utilize a comprehensive instructional technology plan for teachers and staff

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	#2	#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 Directors of Elementary and Secondary Education CTF's, Campus Leadership Team	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 Directors of Elementary and Secondary Education CTF's, Campus Leadership Team	Time, District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- Walk Through Data(SAMR data)
- WIN PD agendas to include evidence of classroom implementation
- CSHS Weekly Bulletin to include Tech Tips and exemplars of classroom implementation

√ =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 *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
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 Directors of Elementary and Secondary Education CTF's, Campus Leadership Team	Time, District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- Artifacts from professional learning communities
- Walk Through Data (SAMR data)
- CSHS Weekly Bulletin to include exemplars of classroom implementation
- Cougar Family Newsletter to include exemplars of classroom implementation

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Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Specific Result 6.3: Provide sufficient instructional technology resources and support

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	#2	#3	
Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas

Create real-world connections within the school community
Design meaningful learning experiences
Bring content to life | Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education, Campus Technology Facilitators CTF's, Campus Leadership Team | Time, District Funds | June 2023-June 2024 | All | | | | |
| Build instructional capacity surrounding purposeful usage of existing digital platforms.

Design meaningful learning experiences
Bring content to life
Honor diversity of learners in the classroom | Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education CTF's, Campus Leadership Team | | | | | | | |

Evidence of Implementation:
- Professional Learning sessions
- Walk Through Data (SAMR data)
- CSHS Weekly Bulletin to include exemplars of classroom implementation

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Appendix A: Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for CSHS?)
Demographics	College Station High School started the 2023-2024 school year with a total student enrollment of 2199, up from 2072 as reflected in the fall snapshot data of 2022. We started the year with 616 9th graders, 589 10th graders, 534 11th graders, and 460 12th graders which totals 2199 for the 2022-2023 school year. The ethnic makeup of CSHS: 72% (1599) White, 24.7% (549) as Hispanic, 14.5% (323) as Black, 10.4% (232) as Asian/Pacific Islander, and 2.8% (62) as belonging to Two or more races. There are currently 298 (13.4%) identified as gifted learners.	The economically disadvantaged population accounts for 34.5% (767) of CSHS. Our LEP population accounts for roughly 8.6% (184) of our student body. 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 257 students (12%) receiving support through our continuum of special education services with 3% of these students receiving services for an identified speech impairment,. 5% are primarily identified as having a "Specific Learning Disability," 3% are primarily identified as having an "Other Health Impairment," 2% are primarily identified as having an "Intellectual Disability," 3% are primarily identified and receive support for an "Emotional Disturbance," and 2% are primarily identified as being a student with Autism. In addition, we have 314 (14.3%) of our students identified as needing additional health	Our demographic priorities for the 2023-24 year are to focus on closing the achievement gap through strong Tier I instruction and to incorporate more individualized learning opportunities for students. We will continue to develop a strong, calibrated MTSS program (Forty-02) across 9th-12th grades to address the academic, behavioral, and emotional/social needs of our students and improve timely intervention/support for all students (focusing on ELL and special populations). Improve Tier I, II, and III instruction to better meet the needs of all students. We will achieve this through Forty-02 meetings to provide support for our students. We will embed gifted and talented strategies in the core curriculum for

		or educational accommodations through Section 504. We continue to work to increase our CCMR percentages.	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. CTE completer pathways will continue to be implemented and monitored.
Student Achievement	On the Spring 2023 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%. Career and Technology Education (CTE) participation is strong and certifications are being earned. Our students are successful in completing high school with a graduation rate of 94% for the 2022 Cohort. CSHS has a robust RtI 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. CSHS students compete with high levels of success at the region and state levels in academic and extracurricular areas.	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 2023, but did make progress. Our ESL and SpEd students did not perform as well as their campus peers on each of the spring 2023 EOC exams, but did make progress. We would like to reduce the achievement gap for student groups with a gap of more than 5-10%. 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. Relative to our population, we would like for students to earn more CTE certifications and for more girls to participate in CTE classes. Our Response to Intervention programs are currently limited to our freshman classes.	The core departments will utilize district curriculum resources and documents to provide equitable access for all students (Tier I instruction). Campus-based professional development (Forty-02) 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.

Curriculum and Instruction	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 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.	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 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	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 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.

Culture and Climate	College Station High School chose to focus on the Inspire phase of the CSISD Framework of Success in 22-23. As a result our campus focused on sparking motivation to ignite action. We have been deliberately working on Social Emotional Learning since opening. 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. As we move into 23-24, we will focus on the Engage phase of the framework. This phase focuses on Relevance and Authenticity.	More and more of our students and staff are showing issues of concern with mental health, behavior, attendance, and social and emotional needs.	We will continue to teach the Cougar Qualities,and the CSISD Profiles with all students and teachers throughout the year as we leverage our HERO initiative system. We will reinforce and monitor our Restorative Practices strategies with all staff throughout the year. We will leverage WIN Wednesdays to provide SEL lessons, pulse check with our staff, and build community amongst all members in the school.
Staff Quality and Retention	Our Panorama Teacher Survey data indicated that we scored the highest ratings in Belonging and Teaching Efficacy. We made our largest gains in Professional Learning.	Our Panorama Teacher Survey data indicated that teachers felt growth, but still want more feedback and coaching opportunities throughout the year. We lost staff solely based on CSISD compensation compared with other districts. A shortage of substitutes has also been a problem, which requires teachers to be pulled on their conference periods.	We will incorporate the use of WIN Wednesday time to create extended opportunities for planning, PD, Forty-02 meetings (PLCs), coaching feedback, and self care. We will utilize the 23-24 CSISD Secondary Walk Through form to provide meaningful feedback / dialogue with staff.
Technology	CSHS utilizes the "bring your own device" program to allow for more students to have	Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the	We will leverage incoming bond monies to increase student and staff technology in the

	access to technology for their learning throughout the day. Teachers and students use a variety of technologies to support learning.	classrooms in parts of our building. A lack of devices for classroom use and limited computer lab space will limit the use of our Learning Management System and its benefits for students, teachers, and parents.	form of student / teacher laptops and SMART screens for classrooms. We will monitor technology implementation with the new CSISD Secondary Walkthrough form related to SAMR.
Family/Community Involvement	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

• STAAR	• ACT	• SAT

- AP
- RDA Report
- Failure Rates
- Community and Business Partner Input (DEIC)
- Technology Input from Stakeholders
- Attendance
- Teacher Retention

- Technology Help Tickets
- Special Education Data
- Curriculum Documents
- Dyslexia Data
- District Survey
- CSISD Portrait of a Leader
- CSISD Parent Survey

- District Benchmark Assessments(SS, Sci)
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- HERO reports
- PEIMS Discipline
- 504 Data

- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development Feedback
- HR Complaints and Grievance data
- T-TESS
- CSISD Strategic Plan

- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- RtI Data
- Dual Credit

- GT Demographics and Performance
- MAP Data
- New Teacher Survey
- PAC Data
- CSISD Portrait of a Learner
- Schoology Participation Data

Appendix B: College Station ISD Professional Learning Plan 2023-2024

📄 **CSHS LT PD Plan for CIP 2023-2024**

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 |

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
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: ● Provides a law enforcement presence at various	Space at campuses Funding	Board of Trustees Superintendent	Peace Officers on campuses and call

schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. SROs will not have any administrative duties, nor will they address classroom discipline issues.			

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 funds to maximize student learning and achievement.	Title I Part A Plan	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head	Director of Purchasing, Director of Business Services, Directors	Budget reports, Annual federal compliance report

compliance with Education Department General Administrative Regulations (EDGAR) .	Start [Title II Part A Plan](#) [Title III Part A Plan](#) [Title IV Part A Plan](#)	over federal funds	

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 achievement and reduce the dropout rate for these students	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

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	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

for a broad range of career opportunities			

APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2024

Ahmed, Maryam	Counselor
Emmons, Jill	Administration
DeBerry, Shae	Office Staff
Cashion, Joy	Parent
Cashion, Shannon	Parent
Wellmann, Courtney	English
Costenbader, Randi	Extra Curricular
Gutierrez, Brandee	Counselor
Erskine, Stacey	Fine Arts
Sharp, Holly	Parent
Foster, Judy	Community
Dang, Yvonne	ESL
Rice, Blake	Administration
Clinkscales, Sheridan	Central Office Administration
Summers, Jay	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
Banker, Kelly	Administration
Rinn, Jennifer	Math
Ross, Kevin	CTE Administration
Sizemore, Tiffany	Community
Holtkamp, Virginia	SPED
Reese, Jerron	AVID/Athletics/PE
Vizquerra, Michelle	LOTE
Wootan, Darla	Community
Pickett, Rhonda	Community