

# BOBCAT COUNTRY - AMCMS

## Annual Campus Improvement Plan 2023-2024



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Board Approval Date: September 19, 2023

## Table of Contents

<b>Mission, Vision , &amp; Board Commitments</b>	<b>4</b>
<b>Strategic Design Goals &amp; Evidence of Impact</b>	<b>6</b>
<b>Goals, Specific Results, Strategies, and Action Steps</b>	<b>7</b>
<a href="#"><u>Goal 1, Specific Result 1.1</u></a>	<b>7</b>
<a href="#"><u>Goal 1, Specific Result 1.2</u></a>	<b>8</b>
<a href="#"><u>Goal 1, Specific Result 1.3</u></a>	<b>10</b>
<a href="#"><u>Goal 1, Specific Result 1.4</u></a>	<b>11</b>
<a href="#"><u>Goal 2, Specific Result 2.1</u></a>	<b>12</b>
<a href="#"><u>Goal 2, Specific Result 2.2</u></a>	<b>13</b>
<a href="#"><u>Goal 3, Specific Result 3.1</u></a>	<b>14</b>
<a href="#"><u>Goal 3, Specific Result 3.3</u></a>	<b>15</b>
<a href="#"><u>Goal 6, Specific Result 6.1</u></a>	<b>16</b>
<a href="#"><u>Goal 6, Specific Result 6.2</u></a>	<b>17</b>

<u>Goal 6, Specific Result 6.3</u>	18
<u>Appendix A: Executive Comprehensive Needs Assessment Summary</u>	19
<u>Appendix B: District Professional Learning Plan</u>	24
<u>Appendix C: Federal and State Requirements</u>	25
<u>Appendix D: District Educational Improvement Council Members 2022-2023</u>	34

## **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
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**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	
Each campus will identify and implement next steps of the instructional phase of the CSISD Framework for Success (Explore for AMCMS) implemented in year three to enhance depth and complexity of staffs' understanding (CIP) through small group instruction and differentiation using the MTSS model.	Principal, Campus Admin. Leadership Team	MAP data , Panorama Survey, Teacher and campus stakeholder feedback	June 2023- June 2024	All				ESSER FUNDS
Using a variety of data sources (end of year surveys, MAP data, etc.), we will implement the Explore phase as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices and student success.	Principal, Campus Admin. Leadership Team	MAP data , Panorama Survey, Teacher and campus stakeholder feedback	June 2023- June 2024	All				ESSER FUNDS
We will integrate the EXPLORE piece and Framework for Success into onboarding of new campus staff by modeling the expectations in NTU, mentoring, and check-ins after monthly faculty meetings.	Principal, Campus Admin. Leadership Team, mentors	Mentor logs and books, NTU resources, PLC	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
- Mentoring logs
- Faculty meeting agendas

√ =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 Principal	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II
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	Principal, Campus Admin. ICs	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				Title II



<p>Teachers will participate in content area professional learning provided by the district which will include differentiated learning experiences for teachers in their content areas</p>	<p>Director of Leadership and Professional Learning, Coordinators of ELAR, Math, Science, &amp; Social Studies, Title I Instructional Coaches</p>	<p>Time, Campus Funds</p>	<p>June 2023- June 2024</p>	<p>All</p>				<p>Title I Title II</p>
<p><b>Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li>• Campus Professional Development Sessions Documented in Professional Learning System</li> <li>• Walk Through Data</li> <li>• Exemplars that represent: <ul style="list-style-type: none"> <li>○ Curated choices at campus level</li> <li>○ -Learning /doing model</li> <li>○ -Instructional Coaching and Professional Learning Communities</li> </ul> </li> </ul>								
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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
Develop common structures for individual student goal setting and progress monitoring	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
Build understanding with educators on effectively using data from different assessment types, such as MAP, state, and district assessments	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

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**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 Explore instructional best practice(s) in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation which includes differentiation, small group instruction, and scaffolding.	Campus Principals, Executive Directors of Elementary and Secondary Education, campus admin, Leadership Team, PD Team, and ICs	Time, Campus & District Funds	June 2023- June 2024	All				

**Evidence of Implementation:**

- Campus & District Professional Development Sessions Documented in Professional Learning System
- Exemplars

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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	
Implement aligned K-8 MTSS practices for reading and math in the CSISD MTSS Handbook	Campus Principals, Executive Directors of Elementary and Secondary Education, C&I Department, campus admin team, leadership team, ICs	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

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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			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, campus admin, ICs	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, campus admin, ICs	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, campus admin, ICs	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

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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			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, SEL team, campus admin and counseling	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

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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			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	
AMCMS campus community will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting <b>-Tailgate, Trivia Night, Movie Night, Bingo Night, Multicultural Night</b>	Campus Principals, Staff, Leadership Team	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023- June 2024	All				
AMCMS campus community will identify and participate in one community service project	Campus Principals, Staff, Leadership Team	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	Campus Principals, Leadership Team	Time, Campus & District Funds	June 2023- June 2024	All				

**Evidence of Implementation:**

- Campus Artifacts

√ =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 Directors of Elementary and 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 Directors of Elementary and Secondary Education	Time, District Funds	June 2023- June 2024	All				

**Evidence of Implementation:**

- Walk Through 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 6.2: 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> <b>#1                      #2                      #3</b>			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 Directors of Elementary and 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 through lunch and learns and PD opportunities throughout the 2023-24 school year	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.	Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education							

**Evidence of Implementation:**

- Professional Learning sessions

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

**Appendix A: Executive Comprehensive Needs Assessment Summary**

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the district?)
<b>Demographics</b>	<p>AMCMS has approximately 725 students and a diverse student population with 45.1% of the population being White, 29.10% being Hispanic, 19% African-American, 5.40% Asian, 0.6% Pacific Islander, and 0.9% American Indian.</p> <p>The economically disadvantaged population accounts for 46.861% of our students, while 46.49% of the students are designated at-risk. Our LEP population is consistent with around 16.23% of our students accounting for that demographic.</p> <p>Our campus culture is enriched by the diversity of our student body and the support of community stakeholders as well as our very involved parent community that work in concert with our faculty and staff in order to realize the potential of our students.</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) at AMCMS. We have 16.09% of our population that receive services through our special education department. We house the campus middle school level Adaptive Behavior program and CASL program. These programs continue to see growth and provides challenges for our campus to accommodate the growing population of students.</p>	<p>Our priorities for demographics this year is to address closing the achievement gap with our students that historically underperform. One priority includes establishing a strong, calibrated, and collaborative MTSS program that works in tandem with PLC as we are in Cohort 1. We will continue to focus on our campus goal of connecting to students by emphasizing relationships as being the key to growing and success for students. CTE courses will continue to be added to 7th and 8th grade to encourage more students to explore career choices.</p>
<b>Student Achievement</b>	<p>Students continue to be highly involved in extracurricular activities to include after school clubs, sports and fine arts. We saw students complete and win superior ratings in band, orchestra and choir competitions. AMCMS students consistently outperform state averages in reading, writing, math, and science at all grades on STAAR, with the exception of social studies.</p>	<p>Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.</p> <p>As we look at individual student groups such as: economically disadvantaged, African American, Hispanic, and special education, they are not performing as well, according to MAP projected proficiency</p>	<p>Tier II interventions for the MTSS system will be conducted primarily in the regular classroom in order to limit the amount of time students are pulled away from the general instructional environment. We are in Cohort 1 of PLC for the district which will equip our guiding coalition to roll out PLC effectively. Within the PLC structure we will have time for MTSS.</p> <p>In the 2023-2024 school year we will add Principles of Audio and Visual (PAAV) to our CTE selection to help prepare students for</p>

		<p>data to meet the state assessment measures. These same trends continue once the students take STAAR.</p>	<p>advances into high school and beyond.</p> <p>We will continue data talks and training with training teachers for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2023-2024 school year; continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners</p>
<p><b>Curriculum and Instruction</b></p>	<p>Curriculum documents in the English Language Arts, Math, Science, and Social Studies are at a point of refinement. The Advanced English Language Arts curriculum was differentiated to include new TEKS. We will continue to include performance assessments to the scope and sequence for each core content area to gauge student achievement. 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 was used to drive instruction at AMCMS this past year with targeted instruction for students happening as a result. Science teachers were trained in inquiry practices and Argument Drive Inquiry; the SAMR (Substitution, Augmentation, Modification and Redefinition).</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software has been purchased and staff need to be trained in its proper implementation and use at PK-12; 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</p>	<p>Administer CBM,’s for 5th, 6th, and 7th grade social studies and US History; complete a district math inventory and use IMA funds to establish a base inventory of math manipulatives for each campus; continue to monitor implementation of a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades through walkthroughs and lesson plans;; 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</p>

		the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction	certification tests during the school year; build capacity of teachers to design virtual instruction to supplement classroom instruction; continue to build capacity in using our LMS (Schoology) throughout the district and build capacity of staff in using instructional technology.
<b>Culture and Climate</b>	In reviewing the campus culture and climate it is very evident that our student body is a very diverse community. We strive to foster an inclusive and respectful population of students and faculty. The campus leadership team works with the staff overall to foster connections with our students. This is evidenced by reduction of serious incidents of behavior on campus which is a continuing trend here at AMCMS.	Our campus survey data indicates a need to further continue our overall goal of building relationships amongst campus stakeholders. This is a moving target and one that will require constant tending to continue to see the benefits.	We will continue to use Panorama Survey data to monitor and respond to staff input on climate and culture as well as systems and support throughout the district. We have a multicultural community event planned to help all cultures feel included and celebrated at AMCMS.
<b>Staff Quality and Retention</b>	The staff and faculty have seen turnover from year to year. The leadership team has been able to recruit highly qualified and effective instructors. AMCMS prides itself on providing a team oriented environment.	Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. We utilize the surveys in order to give us insight into the culture and climate of the campus overall. It is notable that the AMCMS survey had increases in nearly all categories.	We have utilized the feedback gathered from the Panorama surveys and in response will continue to utilize our professional development committee. The committee's sole purpose is to support teachers through relevant and engaging professional development for teachers which they will continue to do. We also will ensure that our climate committee also helps to contribute to planning celebrations and community amongst our staff. We are also focusing on strategic design of explore and specifically targeting differentiation and communication.
<b>Technology</b>	Our teachers utilize technology in various ways in order to help engage students.	A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for	In November of 2021, the CSISD community voted and passed a bond for more technology devices and infrastructure within

	Schoology, the Learning Management System for CSISD is utilized throughout the campus. We were able to also redistribute our technology to create more labs on campus for teachers to utilize and to include in our CTE classes.	the infrastructure to be more robust as more and more devices are using the network. Our strategic plan with input across the community and school district indicates we need to work in these two areas as well. While we introduced SAMR at campuses, teachers do not understand how to incorporate it into instructional design.	the campus. This will help us continue to grow in our technology goals. This increase of devices across the district to better support instructional integration of technology into instruction; establish a comprehensive technology plan for staff and begin implementation.
<b>Family/Community Involvement</b>	The AMCMS campus community is fortunate to have strong involvement from our parents. Our PTO is supportive of the campus and all its endeavors. Through their support we are able to better realize the goals of the campus and the success of our student body. We have a strong partnership with Walmart that helps to support our Bobcat market. The market helps supplement food and basic needs for over 40 of our campus families.	Partnerships need to be expanded to enable our campus to better serve the community and to be a better neighbor to the community. We would like to see more of a presence through our NJHS and Student Council.	We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses, community organizations, higher education agencies, and community events held on our campus. Our goal is to have at least three community events this year.

### Priorities

The District's 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 District Comprehensive Needs Assessment**

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

- NWEA - MAP(Math, Reading, Sci)
- Professional Development Plan
- Teacher/Parent Relationships
- Student Behavior Incidents
- Demographic Breakdown
- Staff Retention
- Panorama
- Parent Engagement
- Evaluation Data

[Appendix B: College Station ISD Professional Learning Plan 2023-2024](#)

**A&M Consolidated Middle 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
<b>Systems:</b> Triage of Behavior Responses	Staff	<b>Duration:</b> 1.0 hours during August staff development. Then, review monthly to assess discipline data at the monthly leadership team meetings.	APs	Eschool	3.1 Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents  3.2 Establish support programs for historically underperforming and at-risk students.
<b>Instruction:</b> T-TESS Process and Dimension Calibration presentation review	Instructional Staff	Presentation at October PD	AP	Talent Ed documents	1.2 Create a system of personalized professional learning for all educators
<b>Instruction:</b> Meeting behavioral needs of escalated students	Instructional Staff	Slide Deck-De-escalation strategies presentation at	Special services coordinators	Discipline Data	2.3 Provide campus flexibility for implementing student intervention



		August PD			
<b>Instruction :</b> Differentiation in the classroom in alignment with our campus strategic design goal of explore	PD committee	Presentation at January PD	Various presenters-share fair	Google form-Survey	Specific Result 1.4: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms

**APPENDIX C: STATE AND FEDERAL REQUIREMENTS**

**Community Based Accountability System**

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

**Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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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
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<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"> <li>• Provides a law enforcement presence at various schools throughout the College Station Independent School District</li> <li>• Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law</li> <li>• Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>• Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees</li> </ul>	<p>Space at campuses</p> <p>Funding</p>	<p>Board of Trustees</p> <p>Superintendent</p>	<p>Peace Officers on campuses and call</p>
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<ul style="list-style-type: none"> <li>Participate in required training according to HB2195 and SB 11.</li> </ul> <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>			
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### Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	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
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### Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

### Suicide Prevention

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

### Trauma-Informed Care

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

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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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	MAP software; Performance Matters data; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Education and students in at risk situations.			
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	<a href="#">Title I Part A Plan</a>	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start <a href="#">Title II Part A Plan</a> <a href="#">Title III Part A Plan</a> <a href="#">Title IV Part A Plan</a>	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

### Student Achievement

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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,	State Comp Ed Funds	Executive Director of Secondary Education, Director	State Comp Ed Reports, Annual district report to school board,

interventionists, and tutors, will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students		for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	School board agenda
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### School Counseling Services

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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	Campus Counselors, Financial Aid & College Admissions Resources	Director of Student Services, Campus counselors, Campus administration	Program Implementation



education admissions and financial aid.			
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**Career & Technical Education**

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

Omar Espitia, Principal

Ashley Stephens, 8th AP

Katie Abalos, 7th AP

Alex Cockrell, Counselor

Jessica Wilkinson, Counselor

Emily Swanson, SPED Dept. Head

Roxy Garcia, Math Dept. Head

Sara Lopez, ELA Dept. Head

Meghan Ullmann, Science Dept Head

David Espinosa, Social Studies Dept. Head

Jennifer Verdugo, PE/Athletics Dept. Head

Lesley Zorn, Fine Arts Dept. Head

Matthew Bywater, CTE Dept. Head

Jana Barrett, Instructional Coach/Interventionist

Brittany Gwinner, Instructional Coach/Interventionist

Victoria Hunter, Secretary to the Principal

Lara Clark, Parent Representative

Jeff Horak, Community Business Representative