

College Station ISD
A&M Consolidated High School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

Mission Statement

To Educate the Hearts and Minds of Students for Life.

Vision

AMCHS is dedicated to educating and empowering students to become confident, resourceful, lifelong learners who are prepared for challenges beyond high school. Students of AMCHS will know the value of giving more than they take, will be responsible for their own actions, and will know that they are an important part of our school community.

Value Statement

We will fulfill our fundamental purpose and become the school we describe in our vision statement; members of the staff commit to the following--

We will be positive, contributing members of our collaborative teams.

We will teach the foundational principles of our campus culture and encourage selfless service.

We will teach the essential standards of our agreed-upon curriculum, unit by unit.

We will work with our colleagues to create achievable SMART goals.

We will keep parents/guardians and stakeholders informed of student progress.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

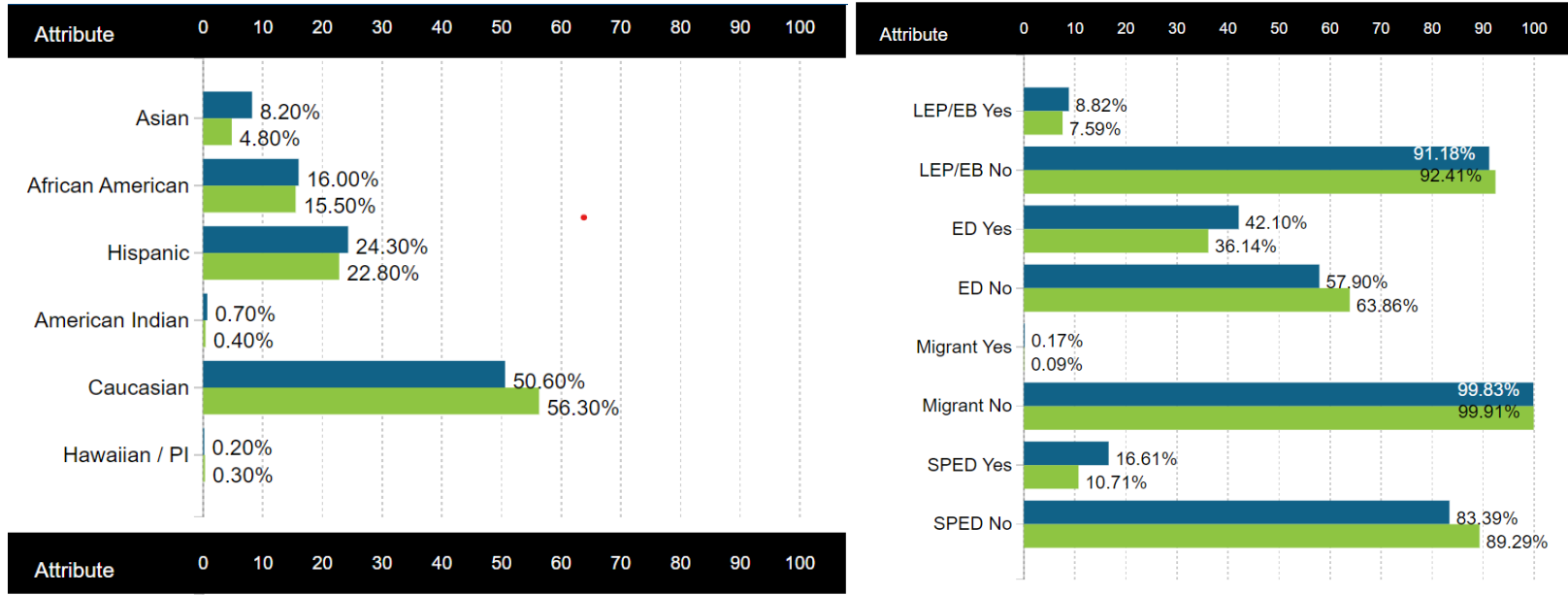
A&M Consolidated High School (AMCHS) is the oldest school in College Station ISD and first opened its doors 104 years. AMCHS currently serves 2,160 students with 127 teachers and support staff. AMCHS is unique in that 26 of the current employees graduated from AMCHS.

The student population is comprised of 23% Hispanic, 16% African American, 56% Caucasian, 4% percent multi-ethnic, 5% Asian, and 0.4 %American Indian. The economically disadvantaged population accounts for 36% percent of our students and 44% of our students are at-risk. Our LEP population is 8% while our special education students comprise 11 % of our student body.

Though gifted and talented students comprise 14.5% of the population at AMCHS, the enrollment of our gifted and talented students in advanced classes is not indicative of those demographics.

The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) across the district. We would also like to expand the number of students taking a Career Technical Education course to expose more students to career opportunities.

The chart below depicts the demographics for AMCHS. The darker color bars represent the district and the lighter ones represent AMCHS.



Demographics Strengths

Texas Education Agency
2022-23 Staff Information (TAPR)
 A AND M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	171.6	100.0%	100.0%	100.0%
Professional Staff:	152.1	88.6%	63.6%	64.1%
Teachers	132.5	77.2%	49.9%	48.7%
Professional Support	14.0	8.2%	10.8%	10.9%
Campus Administration (School Leadership)	5.6	3.3%	2.1%	3.3%
Educational Aides:	19.5	11.4%	14.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	7.0	4,258.0
Part-time Librarians	0.0	n/a	5.0	646.0
Full-time Counselors	4.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	40.7	23.7%	31.2%	53.2%
Teachers by Ethnicity:				
African American	9.2	7.0%	3.7%	11.8%
Hispanic	13.2	9.9%	14.2%	29.6%
White	109.1	82.3%	80.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	0.8%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	58.9	44.5%	21.0%	24.4%
Females	73.6	55.5%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	86.8	65.5%	70.4%	72.2%
Masters	45.7	34.5%	29.5%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.4	5.6%	5.2%	9.7%
1-5 Years Experience	37.6	28.4%	25.9%	26.3%
6-10 Years Experience	24.3	18.4%	20.2%	20.5%
11-20 Years Experience	33.1	24.9%	29.1%	27.2%
21-30 Years Experience	27.3	20.6%	16.5%	13.3%
Over 30 Years Experience	2.8	2.1%	3.0%	2.9%

TEA | Analytics, Assessment, and Reporting | Performance Reporting

AMCHS fosters a positive climate that is disciplined and maintains high expectations. The entire staff provides support to ensure all students can meet the demands. AMCHS teachers have an average of 12 years of teaching experience with 7 years in CSISD. Thirty-five percent of the AMCHS teachers have a master's degree or higher accomplishment compared to twenty-five percent at the state level. Also, AMCHS has approximately 26 former students who work as a teacher or in a support capacity.

Our campus' diversity allows our students to understand different perspectives and encourages learning and personal growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners. **Root Cause:** Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.

Problem Statement 2 (Prioritized): Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. **Root Cause:** Process for identifying and supporting children of color in advanced-level classes to reflect student population.

Student Learning

Student Learning Summary

Sixty-seven percent of AMCHS students are enrolled in Career & Technology Education, 38 %of AMCHS students are enrolled in a fine arts course for at least one semester during the school year, and approximately 57% of AMCHS students participate in one or more of the following extracurricular activities: sports, marching band, choir, orchestra, cheerleading, and dance team.

Additionally, 88% of our students scored a 3 or higher on their AP Exam with 1156 exams taken by 517 students. The class of 2021, 2022, and 2023 have maintained a 97% graduation rate, but our African American, SPED, and economically disadvantaged students are below the campus average on state assessments. The College, Career, and Military readiness score increased by 10 points from the previous year to 76%. As a campus, we intentionally provided multiple opportunities for students to demonstrate their college readiness by enrolling them in a college prep course if students had not earned sufficient scores. Also, these graduating classes have had approximately 87% of students attend post-secondary educational institutions while military/work/vocational 13%.

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Dyslexia	156	7.22%
Gifted and Talented	305	14.12%
Regional Day School Program for the Deaf	1	0.05%
Section 504	379	17.55%
Special Education (SPED)	219	10.14%
Bilingual/ESL		
Emergent Bilingual (EB)	99	4.58%
Bilingual	0	0.00%
English as a Second Language (ESL)	70	3.24%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	26	1.20%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

SAT Participation and Performance									
Data reflect SAT test activity for students who graduated high school in 2023. If a student took the SAT more than once, the most recent score is summarized.									
Total	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	303		1140	570	571	61%	81%	63%	17%
Took Essay'	2	1%							
Race / Ethnicity									
	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	1	0%							
Asian	28	9%	1316	634	682	86%	89%	89%	7%
Black/African American	29	10%	946	475	471	24%	55%	24%	45%
Hispanic/Latino	72	24%	1062	531	531	47%	72%	49%	26%
Native Hawaiian/Other Pacific Islander	3	1%							
White	157	52%	1180	593	587	70%	89%	72%	9%
Two or More Races	12	4%	1220	618	602	75%	92%	75%	8%
No Response	1	0%							
Gender									
	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	150	50%	1105	556	549	55%	79%	57%	19%
Male	153	50%	1175	583	592	67%	82%	69%	16%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 A AND M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
End of Course English I																		
At Approaches Grade Level or Above	2023	72%	80%	81%	59%	73%	91%	* 87%	*	92%	49%	83%	82%	75%	61%	47%		
	2022	65%	76%	75%	49%	67%	89%	* 100%	*	72%	22%	71%	77%	68%	57%	42%		
At Meets Grade Level or Above	2023	52%	65%	65%	33%	54%	81%	* 80%	*	72%	38%	67%	66%	63%	41%	29%		
	2022	47%	62%	63%	34%	52%	80%	* 88%	*	60%	17%	71%	66%	53%	40%	19%		
At Masters Grade Level	2023	13%	22%	20%	2%	16%	27%	* 53%	*	24%	8%	8%	20%	20%	5%	8%		
	2022	11%	16%	18%	2%	8%	26%	* 58%	*	28%	1%	14%	21%	9%	5%	2%		
End of Course English II																		
At Approaches Grade Level or Above	2023	74%	83%	83%	60%	78%	95%	* 95%	*	82%	39%	*	85%	79%	68%	44%		
	2022	72%	80%	81%	54%	74%	90%	* 97%	*	79%	33%	100%	82%	78%	64%	48%		
At Meets Grade Level or Above	2023	54%	68%	67%	36%	56%	84%	* 90%	*	73%	22%	*	67%	67%	43%	23%		
	2022	55%	67%	68%	36%	60%	80%	* 88%	*	68%	26%	80%	69%	66%	45%	24%		
At Masters Grade Level	2023	9%	16%	16%	2%	8%	23%	* 62%	*	23%	6%	*	17%	14%	4%	5%		
	2022	9%	14%	13%	0%	8%	18%	* 35%	*	11%	3%	30%	16%	7%	3%	3%		
End of Course Algebra I																		
At Approaches Grade Level or Above	2023	79%	88%	81%	73%	79%	88%	* 80%	*	79%	59%	100%	83%	79%	76%	76%		
	2022	76%	87%	79%	73%	74%	88%	* *	*	57%	47%	100%	82%	73%	73%	73%		
At Meets Grade Level or Above	2023	43%	62%	37%	23%	32%	50%	* 40%	*	26%	24%	50%	39%	32%	24%	19%		
	2022	43%	65%	41%	30%	31%	54%	* *	*	43%	23%	50%	40%	42%	32%	33%		
At Masters Grade Level	2023	23%	40%	13%	2%	10%	22%	* 0%	*	5%	3%	13%	12%	15%	6%	5%		
	2022	27%	50%	19%	9%	16%	27%	* *	*	21%	3%	33%	19%	21%	15%	20%		
End of Course Biology																		
At Approaches Grade Level or Above	2023	88%	92%	93%	85%	85%	98%	* 100%	*	96%	79%	83%	94%	90%	85%	73%		
	2022	83%	89%	89%	79%	83%	97%	* 100%	*	84%	65%	86%	91%	86%	80%	65%		
At Meets Grade Level or Above	2023	56%	70%	68%	35%	54%	82%	* 92%	*	72%	40%	58%	70%	65%	41%	27%		
	2022	55%	72%	68%	38%	58%	84%	* 100%	*	64%	25%	71%	71%	60%	49%	40%		
At Masters Grade Level	2023	21%	33%	29%	6%	18%	41%	* 46%	*	24%	11%	25%	29%	29%	10%	10%		
	2022	21%	35%	31%	7%	20%	44%	* 80%	*	36%	6%	29%	33%	26%	13%	6%		
End of Course U.S. History																		

Texas Education Agency
2022-23 STAAR Performance (TAPR)
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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
SAT/ACT All Subjects																		
At Approaches Grade Level or Above	2023	90%	99%	99%	100%	97%	99%	- 100%	-	100%	100%	*	99%	100%	93%	*		
	2022	92%	98%	97%	89%	97%	98%	- 96%	-	100%	*	-	97%	100%	94%	*		
At Meets Grade Level or Above	2023	61%	86%	84%	63%	69%	86%	- 96%	-	100%	80%	*	84%	80%	68%	*		
	2022	64%	84%	78%	44%	66%	83%	- 89%	-	40%	*	-	79%	64%	63%	*		
At Masters Grade Level	2023	12%	26%	27%	13%	9%	24%	- 64%	-	40%	0%	*	27%	30%	11%	*		
	2022	13%	27%	26%	11%	9%	23%	- 64%	-	20%	*	-	26%	18%	9%	*		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	82%	88%	71%	82%	95%	90%	96%	70%	90%	62%	89%	89%	83%	75%	61%	
	2022	74%	82%	85%	66%	79%	93%	50%	99%	100%	79%	44%	91%	86%	80%	72%	60%	
At Meets Grade Level or Above	2023	49%	60%	67%	35%	56%	81%	50%	91%	50%	66%	34%	65%	68%	63%	42%	28%	
	2022	48%	61%	67%	37%	56%	80%	38%	91%	63%	63%	25%	70%	69%	60%	45%	29%	
At Masters Grade Level	2023	20%	30%	27%	5%	19%	36%	20%	63%	10%	25%	8%	28%	28%	25%	10%	9%	
	2022	23%	35%	28%	7%	19%	37%	13%	65%	0%	30%	5%	30%	30%	23%	13%	9%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	82%	59%	75%	93%	* 92%	80%	87%	44%	80%	83%	77%	65%	46%		
	2022	75%	82%	78%	51%	70%	90%	* 98%	*	75%	28%	88%	79%	73%	60%	45%		
At Meets Grade Level or Above	2023	53%	61%	66%	34%	55%	82%	* 86%	60%	72%	30%	60%	67%	65%	42%	27%		
	2022	53%	62%	65%	34%	55%	80%	* 88%	*	64%	22%	76%	68%	59%	42%	21%		
At Masters Grade Level	2023	20%	27%	18%	2%	12%	25%	* 58%	0%	23%	7%	7%	19%	17%	5%	7%		
	2022	25%	33%	16%	1%	8%	22%	* 45%	*	20%	2%	24%	18%	8%	4%	2%		
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	82%	88%	76%	83%	93%	* 97%	*	83%	62%	100%	90%	80%	78%	77%		
	2022	72%	82%	85%	74%	79%	92%	* 97%	*	68%	48%	100%	88%	75%	76%	74%		

* Confidential *

Calculation Report

Graduation Rate	All Students
Class of 2023, 4-year	97.3
Class of 2022, 5-year	97.7
Class of 2021, 6-year	97.3
Annual Dropout*	
Component Score	97.7

* Used only if 4-, 5-, or 6-year value is not available.

Data Table

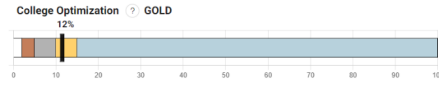
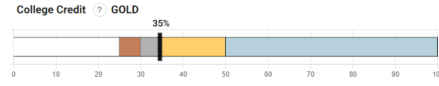
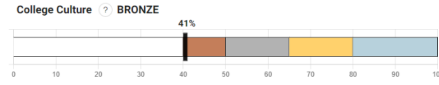
	Accountability Groups										Additional Student Groups							
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus*	Econ Disadv	Non-Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile	Foster	Homeless	Migrant	
4-Year Graduation Rate (Gr 9-12): Class of 2023																		
% Graduated	97.3%	93.8%	96.8%	97.8%	-	100.0%	100.0%	100.0%	93.5%	94.5%	98.4%	100.0%	89.5%	80.0%	-	80.0%	-	
# Graduated	496	61	120	267	-	35	1	12	157	137	359	21	34	4	-	4	-	
Total in Class	510	65	124	273	-	35	1	12	168	145	365	21	38	5	-	5	-	
5-Year Extended Graduation Rate (Gr 9-12): Class of 2022																		
% Graduated	97.7%	98.3%	96.0%	97.9%	100.0%	100.0%	100.0%	95.9%	95.4%	98.8%	95.7%	97.3%	0.0%	-	0.0%	-	0.0%	
# Graduated	460	57	120	233	1	36	2	11	165	144	316	22	36	0	-	0	-	
Total in Class	471	58	125	238	1	36	2	11	172	151	320	23	37	1	-	1	-	
6-Year Extended Graduation Rate (Gr 9-12): Class of 2021																		
% Graduated	97.3%	92.5%	97.7%	98.1%	100.0%	100.0%	-	94.4%	93.6%	92.5%	99.6%	91.7%	93.9%	100.0%	-	100.0%	-	
# Graduated	398	49	84	208	1	39	-	17	146	123	275	11	31	5	-	5	-	
Total in Class	409	53	86	212	1	39	-	18	156	133	276	12	33	5	-	5	-	
Annual Dropout Rate (Gr 9-12): SY 2022-23																		
% Dropped Out	0.3%	0.0%	0.6%	0.3%	0.0%	0.0%	0.0%	0.7%	0.6%	0.1%	0.0%	0.4%	5.0%	0.0%	5.6%	-	-	
% Dropped Out - Conversion	97.0%																	
# Dropped Out	7	0	3	4	0	0	0	6	5	2	0	1	1	0	1	1	-	
# of Students	2,256	346	539	1,174	4	106	7	80	898	780	1,476	85	242	20	2	18	-	

AP Score Reports for Educators

Progress Summary Honor Roll Criteria

Congratulations! A And M Consolidated High School has earned Bronze recognition on the 2023 AP School Honor Roll.

Class of 2023



[View a table version of this information on the next tab.](#)



BRONZE
 AP 2023 School Honor Roll
 A And M Consolidated High School

Your school achieved all criteria to be listed on this year's AP School Honor Roll as a **Bronze** school!

For planning and goal-setting, the three criteria for **SILVER** schools are:

- Expand your school's college culture by enabling **50% of your Class of 2024** to experience 1 AP course before graduating.
- Assist with college affordability by enabling **30% of your Class of 2024** to earn college credit by earning an AP Exam score of 3.
- Optimize student's college readiness by creating opportunities for **5% of your Class of 2024** to take a total of 5 APs across their high school years, with at least 1 taken in 9th or 10th grade.

Student Learning Strengths

In our advanced academics, our students consistently outperform students on standardized testing. Our AP scores increased and the number of students testing has improved each year. AMCHS passing rate for AP tests was 88% which is above the state and national averages. Also, AMCHS has made the AP Honor Roll for the last 5 years. AMCHS was selected based on how they welcome more students into AP courses and support them on the path to college success. This data indicates that our students who are enrolled in advanced-level class are self-motivated and do well in this setting.

Our graduation rate has consistently been 97%, above the state and national averages. Earning 76% on our CCMR criteria is the highest its been for the last decade. Our student involvement (57%) in an UIL event is to be applauded and demonstrates student engagement at AMCHS.

Finally, the diversity at AMCHS offers students the valuable opportunity to collaborate with peers from different backgrounds, allowing them to gain a range of perspectives and develop essential skills for working alongside others.

SAT Participation and Performance Open with ▾

Data reflect SAT test activity for students who graduated high school in 2023. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	303		1140	570	571	61%	81%	63%	17%
Took Essay ¹	2	1%							

Race / Ethnicity	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	1	0%							
Asian	28	9%	1316	634	682	86%	89%	89%	7%
Black/African American	29	10%	946	475	471	24%	55%	24%	45%
Hispanic/Latino	72	24%	1062	531	531	47%	72%	49%	26%
Native Hawaiian/Other Pacific Islander	3	1%							
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Two or More Races	12	4%	1220	618	602	75%	92%	75%	8%
No Response	1	0%							

Gender	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	150	50%	1105	556	549	55%	79%	57%	19%
Male	153	50%	1175	583	592	67%	82%	69%	16%

Dear Gwen,

Congratulations again on your school, **A And M Consolidated High School**, earning a place on the AP[®] School **Honor Roll** for the 2022-23 school year! The AP School **Honor Roll** recognizes schools that have done outstanding work to welcome more students into AP courses and support them on the path to college success.

Subject	Score Level	2020	2021	2022	2023	2024
2-D Art and Design	Total Exams	1	2	2	3	13
2-D Art and Design	Mean Score	3	4	2.5	4	3.85
Art History	Total Exams	3		14		12
Art History	Mean Score	3.67		3.29		3.83
						1
Biology	Total Exams	16	21	22	27	59
Biology	Mean Score	3.94	3.67	3.86	3.67	3.81
Calculus AB	Total Exams	63	96	105	79	94
Calculus AB	Mean Score	4.06	4.21	3.97	4.18	4.26
Calculus BC	Total Exams	26	32	25	34	28
Calculus BC	Mean Score	4.08	4.38	4.2	4.15	4.86
Calculus BC: AB Subscore	Total Exams		32	25	34	28
Calculus BC: AB Subscore	Mean Score		4.56	4.64	4.41	4.86
Chemistry	Total Exams	56	40	42	43	23
Chemistry	Mean Score	3.46	3.63	3.93	4.21	4.39
Chinese Language and Culture	Total Exams	2		3		3
Chinese Language and Culture	Mean Score	4.5		3.67		5
Computer Science A	Total Exams	11	15	19	19	25
Computer Science A	Mean Score	4.09	3.93	3.79	3.89	3.48
Drawing	Total Exams	5		8	1	
Drawing	Mean Score	4		3.25	2	

Subject	Score Level	2020	2021	2022	2023	2024
English Language and Composition	Total Exams	73	85	50	109	144
English Language and Composition	Mean Score	3.88	3.88	3.92	3.72	3.4
English Literature and Composition	Total Exams	51	38	52	35	70
English Literature and Composition	Mean Score	3.41	3.37	4.35	4.17	4.16
French Language and Culture	Total Exams	5	1	1	3	
French Language and Culture	Mean Score	3.6	4	4	3	
					1	
German Language and Culture	Total Exams	1		2	1	1
German Language and Culture	Mean Score	4		2	1	5
Human Geography	Total Exams	23	38	30	39	46
Human Geography	Mean Score	3.61	3.95	4.03	3.21	3.87
Macroeconomics	Total Exams			67	86	87
Macroeconomics	Mean Score			2.7	3.08	3.11
Microeconomics	Total Exams	49	53			
Microeconomics	Mean Score	3.55	3.04			
Music Aural Subscore	Total Exams					1
Music Aural Subscore	Mean Score					5
Music Non-Aural Subscore	Total Exams					1
Music Non-Aural Subscore	Mean Score					5

Subject	Score Level	2020	2021	2022	2023	2024
Music Theory	Total Exams					1
Music Theory	Mean Score					5
Physics 1	Total Exams	58	50	69	93	39
Physics 1	Mean Score	3.38	3.12	3.04	3.27	3.51
Physics 2	Total Exams	9	20	12	18	11
Physics 2	Mean Score	3.33	3.3	3.33	3.11	3.73
Physics C: Electricity and Magnetism	Total Exams	14	20	16	20	23
Physics C: Electricity and Magnetism	Mean Score	4.36	3.75	3.19	3.8	3.61
Physics C: Mechanics	Total Exams	14	22	16	20	23
Physics C: Mechanics	Mean Score	4.79	3.91	4	4.25	4.35
Psychology	Total Exams	53	66	61	65	81
Psychology	Mean Score	3.26	3.39	3.21	3.49	3.88
Spanish Language and Culture	Total Exams	31	26	18	27	46
Spanish Language and Culture	Mean Score	3.45	3.42	4	3.7	3.48
Spanish Literature and Culture	Total Exams	15	10	7	10	12
Spanish Literature and Culture	Mean Score	3.27	2.8	3.29	3.2	3.58
Statistics	Total Exams	37	66	73	76	50
Statistics	Mean Score	3	3.12	3.49	4.12	4.12
		1	2	8	9	4

Subject	Score Level	2020	2021	2022	2023	2024
United States Government and Politics	Total Exams	64	70	78	85	91
United States Government and Politics	Mean Score	3.64	3.37	2.73	3.26	3.69
United States History	Total Exams	105	118	110	88	120
United States History	Mean Score	3.91	3.42	3.63	3.15	3.88
World History: Modern	Total Exams	55	47	51	65	70
World History: Modern	Mean Score	3.31	3.72	3.82	3.85	3.63

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): AMCHS will close the achievement gap with our students from poverty and African American groups. **Root Cause:** Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).

Problem Statement 2 (Prioritized): AMCHS will have 82% of the senior class meet CCMR (college, career or military ready) designation. **Root Cause:** Process to address the students who have not met the requirement. Train teachers to support students to work through Texas College Bridge software.

Problem Statement 3 (Prioritized): AMCHS will increase the graduation rate of our African American and Special Education populations by 3%. **Root Cause:** Assign mentors to students (as needed).

School Processes & Programs

School Processes & Programs Summary

AMCHS values collaboration in making major decisions that impact the campus, working closely with the Leadership Team, which is comprised of department heads from various content areas. This team meets weekly to maintain a cohesive school vision and focus on student achievement. The counseling department collaborates with administration and department heads to gather feedback for class offerings and teacher assignments. Additionally, our Special Education Department is a key partner in the decision-making process, ensuring their needs are considered in relevant decisions.

The administration has an open-door policy and works with various stakeholders to ensure the campus is safe and supportive. Weekly communication is provided in the *Consol Connection* newsletter which highlights successes, areas of growth, and teacher motivation for the next week. Faculty meetings are scheduled twice a month and are used for professional development.

Many teachers at AMCHS also serve as athletic coaches, sponsors, or directors providing students with numerous avenues for involvement. Currently, 57% of our students participate in UIL events, not including those engaged in other clubs or organizations such as Student Council, FFA, and SkillsUSA. Moreover, AMCHS annually host Consol Cares, a day of service where the student body provides service local to nonprofits around the community. Last year, 500 students (25%) of the student body participated. AMCHS is committed to supporting student involvement, as we believe that students who are connected to their school community perform better academically and socially.

Over the past several years, the district has been devoted to systematically developing curricula framework in core areas that align with research-based practices; however, documents that are needed to support teachers who are new to CSISD and AMCHS are not currently accessible in non-core areas (curriculum writing in these non-core areas began fall 2018.) New staff members must depend upon existing staff members to provide them with the needed curriculum documents. The non-core departments are working to produce and revise the score, sequence, and curriculum calendars.

AMCHS created professional learning communities for the core subjects and teachers meet at least twice a week to focus on instruction and improve learning outcomes. Teachers create formative assessments, analyze data, and respond to student performance data. MTSS resources for progress monitoring need to be defined for ELAR and math.

AMCHS has several teams (i.e. Leadership, Behavior, and Guiding Coalition) that the administration utilizes for professional development. Staff development is based on state/district requirements and campus needs. Before finalizing each staff development session, department heads provide input on agendas before the schedule is complete. Additionally, surveys are distributed to gather staff feedback, and teachers are encouraged to lead their peers in areas where their expertise is needed.

The district passed a bond in the fall of 2023 that provided additional technological devices. Teachers now have more access to COWs (Computers on Wheels), traditional computer labs, iPads, and other resources to enhance the learning of all students. Furthermore, training is provided during the year for teachers to refine their skills. If there is a technology need, our district is committed to meeting that need!

School Processes & Programs Strengths

This past year, AMCHS implemented collaborative PLC teams for core-departments. Each core team have a common planning to examine student learning and to examine what their next steps should be if the students are not learning or how to extend the learning for students who are already proficient.

AMCHS has several teams (i.e. Leadership, Behavior, and Guiding Coalition) that the administration utilizes for professional development. Staff development is based on state/district requirements and campus needs. Before finalizing each staff development session, department heads provide input on agendas before the schedule is complete. Additionally, surveys are distributed to gather staff feedback, and teachers are encouraged to lead their colleagues in areas where their expertise is necessary.

Many teachers at AMCHS also serve as athletic coaches, sponsors, or directors, providing students with numerous avenues for involvement. Currently, 57% of our students participate in UIL events, not including those engaged in other clubs or organizations such as Student Council, FFA, and SkillsUSA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. **Root Cause:** Embed targeted time for intervention and extension within the school day (Success Time-PSAT, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware and Study Island). Continue to train and provide ongoing support for AMCHS teachers on how to use student data in Performance Matters to differentiate instruction.

Problem Statement 2 (Prioritized): Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups. Target a 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation. **Root Cause:** Provide Solution Tree's Behavior Solutions training for the district Guiding Coalition team and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS). Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus level

Perceptions

Perceptions Summary

Parent participation and support in the AMCHS PTO, Booster Clubs, athletic event attendance, fine arts event participation, family night events such as open house, student clubs, Realtor's showcase, College 101, and Tigerville Tailgate, illustrate a positive connection to the AMCHS community.

Support that is reflective of our student body is inconsistent. Many volunteers and supporters often come from the same neighborhoods within the AMCHS zone. Partnerships need to be expanded to support internships for students in our CTE program. We would like more service and reciprocal partnerships between our schools and the community.

AMCHS annually hosts Consol Cares, a day of service where the student body provides service to nonprofits. Last year, 500 students (25%) of the student body participated. AMCHS is committed to supporting student involvement, as we believe that students who are connected to their school community perform better academically and socially.

Approximately, 81% of educators return each year, which is aligned with the district's retention rate.

Staff Retention Rate for All Campuses, All Program-Intent Codes, All Population-Served Codes for Role ID: 087 - Teacher for All Years of Experience for Year 2024

087 Retention Rates ⓘ	
2023 - 2024	
Campus	[-] = No Data
021901 - District Rates	81.12%
021901001 - A & M Cons H S	81.12%

Perceptions Strengths

Our families are supportive of extra-curricular activities and competitive events.

AMCHS annually hosts Consol Cares, a day of service where the student body provides service to nonprofits. Last year, 500 students (25%) of the student body participated.

We are consistently a high performing school on standardized testing which indicates that we prepare students for high school and collegiate success as well.

Approximately, 81% of educators return each year, which is aligned with the district's retention rate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We will promote an engaging relationship between the school district and the community by hosting various events and activities, starting in July 2024, aiming for 70% community participation and 90% satisfaction rate. Success will be measured through attendance records and post-event surveys, with the goal of achieving these targets by June 2025. **Root Cause:** Share campus-based community outreach activities and community service projects with the broader CSISD community via AMCHS website, X (formally known as Twitter), Facebook, Instagram and partnerships with news personnel.

Priority Problem Statements

Problem Statement 1: AMCHS will increase the graduation rate of our African American and Special Education populations by 3%.

Root Cause 1: Assign mentors to students (as needed).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: AMCHS will have 82% of the senior class meet CCMR (college, career or military ready) designation.

Root Cause 2: Process to address the students who have not met the requirement. Train teachers to support students to work through Texas College Bridge software.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: AMCHS will close the achievement gap with our students from poverty and African American groups.

Root Cause 3: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.

Root Cause 4: Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

Root Cause 5: Process for identifying and supporting children of color in advanced-level classes to reflect student population.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

Root Cause 6: Embed targeted time for intervention and extension within the school day (Success Time-PSAT, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware and Study Island). Continue to train and provide ongoing support for AMCHS teachers on how to use student data in Performance Matters to differentiate instruction.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups. Target a 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation.

Root Cause 7: Provide Solution Tree's Behavior Solutions training for the district Guiding Coalition team and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS). Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus level

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Goals


Revised/Approved: April 16, 2024


Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.


Performance Objective 1: By the end of the academic year, implement a diverse curriculum that addresses individual learning needs, interests, aspirations, and cultural backgrounds. Measure success through student engagement and representation, aiming for an 85% satisfaction rate. Collaborate with stakeholders for input, make adjustments quarterly, and ensure completion of revisions by the end of the semester.


Evaluation Data Sources: PLC Implementation and Meeting Agendas
 Formative Assessment Data increase
 Reduction in discipline data
 Student surveys
 Walk-through data

Strategy 1 Details	Reviews			
<p>Strategy 1: Using a variety of data sources (end of year surveys, MAP data, etc), the Inspire phase will be integrated into the school community to improve instructional practices and design engaging learning experiences for students.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement</p> <p>Staff Responsible for Monitoring: Admin team, PLCs, Executive Director of Secondary Education</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and African American groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).</p>
<p>Problem Statement 2: AMCHS will have 82% of the senior class meet CCMR (college, career or military ready) designation. Root Cause: Process to address the students who have not met the requirement. Train teachers to support students to work through Texas College Bridge software.</p>

School Processes & Programs





Problem Statement 1: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. **Root Cause:** Embed targeted time for intervention and extension within the school day (Success Time-PSAT, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware and Study Island). Continue to train and provide ongoing support for AMCHS teachers on how to use student data in Performance Matters to differentiate instruction.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 2: Implement personalized learning for all educators by the end of the school year. Assess individual needs, provide tailored opportunities, and ensure 100% participation. Monitor progress monthly and adjust as necessary.

High Priority

Evaluation Data Sources: Aligned assessments
 Increased staff retention
 Targeted instruction
 Professional Development Sessions documented in PowerSchool

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the implementation of PLCs with fidelity through monthly monitoring of professional learning and leveraging department chairs and the guiding coalition.</p> <p>Strategy's Expected Result/Impact: Aligned Assessments Targeted Instruction Campus development sessions documented in PowerSchool PLC agendas</p> <p>Staff Responsible for Monitoring: Admin team Department Chairs Guiding Coalition</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning Communities will meet twice a week to examine instructional practices and to assess what students are learning.</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners. **Root Cause:** Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.

Student Learning

Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and African American groups. **Root Cause:** Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).

Problem Statement 3: AMCHS will increase the graduation rate of our African American and Special Education populations by 3%. **Root Cause:** Assign mentors to students (as needed).

School Processes & Programs

Problem Statement 2: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups. Target a 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation. **Root Cause:** Provide Solution Tree's Behavior Solutions training for the district Guiding Coalition team and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS). Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus level


Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.


Performance Objective 3: Implement research-based Tier I instructional practices to increase student achievement. Aim for a 5%-10% improvement in standardized test scores by the end of the academic year. Provide professional development, collaboration opportunities, and ongoing support.


High Priority


Evaluation Data Sources: Aligned Lesson Plans/Calendars
 Lessons showcasing Inspire Theme
 Utilization of AVID Strategies (Walk-through data)
 Utilization of GT Strategies (Walk-through data)
 Depth and Complexity Icons

Strategy 1 Details	Reviews			
<p>Strategy 1: Align expectation regarding curriculum implementation and instructional design across the district through collaborative team protocols and structures.</p> <p>Strategy's Expected Result/Impact: Lessons showcasing the Inspire theme Walk-through data (utilization of AVID and GT strategies) Campus & district professional development sessions in PowerSchool</p> <p>Staff Responsible for Monitoring: Admin team Department heads Assistant Principals Executive Direction of Secondary Education</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners. Root Cause: Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.</p>

Student Learning

Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and African American groups. **Root Cause:** Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).





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

Performance Objective 1: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

High Priority

- Evaluation Data Sources:** Campus Improvement Plans
 Intervention Plans in Performance Matters
 Usage of MTSS Handbook Online
 Reduction (or increase based on need) of Counseling Referrals
 Evidence of Differentiation (walk through data)
 Student need-based scheduling during AS time: AP, CCMR, PSAT, HB 1416

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed targeted time for intervention and extension within the school day (i.e. Success Time PSAT, CCMR, HB1416, yearbook athletics). We will use the Edmentum platform (Exact Path, Texas College Bridge, Study Island)</p> <p>Strategy's Expected Result/Impact: Increase in CCMR passing rates Increase in EOC passing rates Increase passing rates for PSAT</p> <p>Staff Responsible for Monitoring: Principal Counselors Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners. Root Cause: Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.</p>

Student Learning

Problem Statement 2: AMCHS will have 82% of the senior class meet CCMR (college, career or military ready) designation. **Root Cause:** Process to address the students who have not met the requirement. Train teachers to support students to work through Texas College Bridge software.

Problem Statement 3: AMCHS will increase the graduation rate of our African American and Special Education populations by 3%. **Root Cause:** Assign mentors to students (as needed).

School Processes & Programs

Problem Statement 1: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. **Root Cause:** Embed targeted time for intervention and extension within the school day (Success Time-PSAT, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware and Study Island). Continue to train and provide ongoing support for AMCHS teachers on how to use student data in Performance Matters to differentiate instruction.

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

Performance Objective 2: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups. Target a 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation.

High Priority

- Evaluation Data Sources:** Intervention Plan/Truancy Prevention Measures
 Social Contract
 Reduction in Threats/Threat Assessments
 Reduction in Behavior Referrals/ISS Placements/DAEP Placements
 HERO Reports (PBIS System)
 eHall Pass Reports
 Campus wide expectations (CHAMPS)
 Character Strong Weekly Implementation
 Restorative Practices
 Documentation of parent meetings prior to the school year (Behavior and Truancy)

Strategy 1 Details	Reviews			
<p>Strategy 1: 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).</p> <p>Strategy's Expected Result/Impact: Reduction in behavior incidents</p> <p>Staff Responsible for Monitoring: Principal Executive Director of Secondary Education Director of Student Services Director of Special Education</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor behavior trends, including type, frequency, and times of day of incidents at six weeks intervals with campus teams.</p> <p>Strategy's Expected Result/Impact: Reduction in behavior incidents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners. **Root Cause:** Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.

School Processes & Programs

Problem Statement 2: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups. Target a 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation. **Root Cause:** Provide Solution Tree's Behavior Solutions training for the district Guiding Coalition team and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS). Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus level


Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.


Performance Objective 1: We will monitor the implementation of the CharacterStrong character education curriculum to promote positive relationships among students, staff, and families, starting in September 2024, with quarterly reviews beginning December 2024. The goal is to achieve a 95% adherence rate and 85% positive feedback by June 2025.


High Priority


- Evaluation Data Sources:** Campus Improvement Plans
 Exemplars from classroom usage of the program
 Reduction in Aggressive Behaviors by six weeks
 Increased Parent Involvement
 Reduction in Behavior Referrals by six weeks
 Reduction in Counselor Referrals by six weeks
 Increase in positive PBIS points (HERO)-House points bar graph in cafeteria
 Positive note cards to students
 Increase in HERO Points Accrued

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor implementation of character education curriculum that promotes positive relationships among students, staff, and families.</p> <p>Strategy's Expected Result/Impact: Reduction in behavior referrals by six weeks Reduction in counselor referrals by six weeks Increase in positive PBIS points Increase in HERO points accrued</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. **Root Cause:** Process for identifying and supporting children of color in advanced-level classes to reflect student population.

School Processes & Programs





Problem Statement 2: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups. Target a 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation. **Root Cause:** Provide Solution Tree's Behavior Solutions training for the district Guiding Coalition team and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS). Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus level

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: We will promote an engaging relationship between the school district and the community by hosting various events and activities, starting in July 2024, aiming for 70% community participation and 90% satisfaction rate. Success will be measured through attendance records and post-event surveys, with the goal of achieving these targets by June 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: AMCHS will be responsible for leading two service projects. One will address students' mental wellness (Consol Game of Life)/ or align with our Tiger core value of Service (Consol Cares), and the other will allow teachers/ students to work alongside each other, Consol Beautification.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement Increase in student involvement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners. Root Cause: Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students. Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.</p>

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: We will establish and utilize a comprehensive instructional technology plan for teachers and staff by developing and implementing the plan by September 2024, ensuring 100% of teachers receive training and support. Success will be measured by achieving a 90% satisfaction rate in post-training surveys and observing a 20% increase in technology integration in classrooms by June 2025.





Evaluation Data Sources: Walk-Through Data
 Increase WIFI Bandwidth
 Increased availability of devices to students
 Artifacts from Professional Learning Communities

Strategy 1 Details	Reviews			
<p>Strategy 1: District and campus professional learning will model purposely use of technology and digital resources during adult learning.</p> <p>Strategy's Expected Result/Impact: Increase in technology participation.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Digital Learning Coordinator Executive Director of Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 2: We will create and implement a comprehensive instructional technology plan for students at all levels by September 2024, ensuring 100% student access and integration into the curriculum. Success will be measured by a 20% increase in technology-based assignments and a 90% satisfaction rate in student feedback surveys by June 2025.

Evaluation Data Sources: Artifacts from Professional Learning Communities
Curriculum documents with embedded technology TEKS
Digital citizenship implementation evaluation

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with core content coordinators to embed digital learning best practices into core content professional learning and classroom expectations for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Increase student engagement</p> <p>Staff Responsible for Monitoring: Principal Digital Learning Coordinator Executive Director of Secondary Education</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and African American groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).</p>
<p>Problem Statement 2: AMCHS will have 82% of the senior class meet CCMR (college, career or military ready) designation. Root Cause: Process to address the students who have not met the requirement. Train teachers to support students to work through Texas College Bridge software.</p>
<p>Problem Statement 3: AMCHS will increase the graduation rate of our African American and Special Education populations by 3%. Root Cause: Assign mentors to students (as needed).</p>

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 3: We will provide sufficient instructional technology resources and support by equipping all classrooms with necessary technology and offering comprehensive training to staff by October 2024. Success will be measured by a 95% utilization rate and an 85% satisfaction rate in staff surveys by June 2025.

Evaluation Data Sources: Professional Learning sessions
 Teacher support
 Smart Panel/Digital Platform Training

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas.</p> <p>Strategy's Expected Result/Impact: Increase student engagement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Technology Facilitators</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. Root Cause: Process for identifying and supporting children of color in advanced-level classes to reflect student population.</p>
Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and African American groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Utilize teacher feedback and seek out students who need to enroll in advanced level courses. Establish partnerships with families and regularly communicate with parents/guardians. Encourage involvement in extra-curriculars. Assign mentors to students (as needed).</p>

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 4: We will create a system designed to receive and respond to the comprehensive instructional technology plan by developing an online platform for feedback submission and establishing a review committee by September 2024. Success will be measured by 100% implementation of submitted recommendations and a 90% satisfaction rate in stakeholder surveys by June 2025.

Evaluation Data Sources: Project completion
Professional Learning sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a consistent campus technology inventory system developed by a committee of various district stakeholders that will better communicate device assignment and repair status to minimize student learning disruptions.</p> <p>Strategy's Expected Result/Impact: Reduction in computer disruptions</p> <p>Staff Responsible for Monitoring: Director of Technology Computer Technician Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Improvement Team

Committee Role	Name	Position
Member	Byron Johnson	Assistant Principal
Member	Anne Scott	Assistant Principal
Member	Craig Velez	Assistant Principal
Member	Seth Gallion	Assistant Principal
Member	KeKe Johnson	Assistant Principal
Member	Gwen Elder	Principal
Member	Katie Hager	ARR Teacher
Member	Angela Kerekes	Math Teacher
Member	Dusti See	Science Teacher
Member	Cristian Grimaldo	LOTE Teacher
Member	Elizabeth Engelhardt	SPED Teacher
Chairperson	Kathy Fisher	CTE Teacher
Member	Brian Alford	Speech/Social Studies Teacher
Member	Sam Krinhop	Social Studies Teacher
Member	Wendy Hines	PE Teacher
Member	Aishia Bowers	English Teacher
Member	Zach Yeager	Former Student
Member	Harvey Cheshire	Fire Chief

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024