

A&M Consolidated High School College Station Independent School District



Annual Campus Improvement Plan 2015-16



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Executive Summary

In considering the campus goals for AMCHS, the CIP team and the Campus Leadership Team chose to adopt the district goals as our campus goals for the 2015-2016 school year. Representatives from each department met to review, update, and address the needs of each of the students on our campus.

CSISD School Board established the following priorities:

- Actively communicate to the community, staff, and students the district's strengths and challenges in an environment that promotes trust;
- Provide a safe learning environment that results in academic, social, and emotional success while promoting a healthy lifestyle for each student; and
- Maximize resources in order to create highly successful students.

At the district level, the following goals have been adopted:

- All students will successfully complete rigorous and relevant coursework that will prepare them for their future
- Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking
- Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships
- Empower families and the community to be full partners in students' educational success
- Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets

The district goals, also adopted by AMCHS, are in line with our campus vision statement:

- A&M Consolidated High School 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.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<p>1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace.</p> <p>2. Support the needs of diverse learners as they engage in rigorous coursework.</p> <p>3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.</p>
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Activities	Person(s) Resp	Resources	Timeline
A. Continue the alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas.	- Department heads, classroom teachers	- Staff Time - Local funds	July-August
B. Provide staff development for teachers that focuses on best instructional practices (such as UDL, Principles of Learning, the Workshop Approach, AVID, READ180, and differentiated instruction models) with an emphasis on student learning/ effective teaching (especially when teaching students who live in poverty and students who are English Language Learners--SAFEGUARD).	-C&I Directors -Administrators, Instructional Coaches, AVID teachers	-Title II Part A - Local funds -Title III -State ESL/Bilingual - SCE funds	July-June Staff dev days
C. Support teachers as they continue to refine and create content to keep their courses rigorous, challenging, and supportive. Provide opportunities for special education teachers to collaborate, plan, evaluate with their counterparts in general education--SAFEGUARD).	- Administrators, department heads	- Staff time - Local funds	Year-round
D. Support campus staff in the SIT & RTI processes	- Administrators, counselors, SPED staff	- Staff Time - SCE funds	Year-round
E. Identify students with AP potential and encourage their inclusion in rigorous courses on our campus	- Testing coordinator, counselors, administrators	- Staff Time	December - February
F. Provide SAT prep support	- Testing coordinator, teacher leaders	- Staff Time - Local funds	August - October; spring sem
G. Integrate technology that significantly modifies or redefines students' classroom experiences	- Technology facilitators	- Staff Time - Local funds	August PD, staff dev
H. Explore creative ways to make the most of early release day schedules for students	- Campus leadership team	- Staff Time	November 11, January 27, April 6
I. Provide college and career exploration opportunities for all AMCHS students.	- Counselors, SPED contact teachers	- Staff time	Year-round

Evaluation	<p>Community-Based Accountability items (below) at the following (2014-15 link, 2015-16 HS link):</p> <ul style="list-style-type: none"> - Graduation rates - SAT/ACT scores for college readiness - Advance placement and dual credit - Certification and licenses for students - Achievement and passing rates on state and local assessments - State Compensatory Education funding report
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Goal 2	Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.
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Objective(s)	<p>1. Provide opportunities for students to become fluent in and adapt to a variety of technologies.</p> <p>2. Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce.</p> <p>3. Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student.</p>
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Activities	Person(s) Resp	Resources	Timeline
A. Provide staff development for teachers that focuses on best instructional & learning practices including but not limited to: UDL, Principles of Learning, technology, the Workshop Approach, AVID, differentiated instruction models.	- Administrators, Instructional Coaches, Teacher leaders	- Staff Time - Local funds - SCE funds	August PD, Staff dev days
B. Support teachers as they continue to refine and create content to keep their courses rigorous, challenging, and supportive.	- Counseling	- Staff Time - Local funds	Year round; focused time w seniors
C. AMCHS will provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities, technical schools and the military.	- Administrators, department heads	- Staff time - Local funds	Year-round
D. Place importance on the use of instructional technology by providing all teachers with technology training.	- District trainers, campus tech facilitators	- Staff Time	August; sessions offered year-round
E. AMCHS will provide access to the TEKS in a variety of ways: online learning, flipped learning, project based learning	- Administrators, counseling, teacher leaders	- Staff Time - Local funds - SCE funds	Year-round
F. Identify ways to create interest in new methods of course delivery.	- Administrators, counseling, teacher leaders	- Staff Time - Local funds	Fall sem. promotion; registration push
G. AMCHS will provide opportunities for students to participate in a variety of extra-curricular, co-curricular, and enrichment opportunities.	- Administrators, teachers, coaches, and club sponsors	- Staff Time - Local funds	Year-round

Evaluation	<ul style="list-style-type: none"> - Students participating in extra- and co-curricular activities - Endorsements, certifications, etc. - Enrollment in PBL & Flipped courses, clubs and organizations - Other CBA measures - State Compensatory Education funding report
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Goal 3	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all CSISD employees meet the social/emotional needs of our students. 2. Ensure that the school environment is safe and conducive to learning. 3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally. 4. Nurture relationships among staff to promote personal and professional growth. 5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.
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Activities	Person(s) Resp	Resources	Timeline
PHYSICAL SAFETY			
A. AMCHS will continue to update the district crisis management plan to comply with <u>NIMS (National Incident Management System) guidelines</u>	- Administrators	- Staff Time	June-Aug
B. Review and change (if needed) its Emergency Operations Plan at least annually	- Administrators	- Staff Time	June-Aug
C. Review Safety Audit recommendations and implement as appropriate	- Administrators	- Staff Time	June-Aug; post 2015-16 audit
SOCIAL-EMOTIONAL SAFETY			
D. Develop and implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	- SEL team, administrators, counselors	- Staff Time - Training cost; local funds	Year-round; focus in Feb.
E. AMCHS teachers & staff will understand how brain states impact decision making	- SEL team	- Staff Time	Year-round (focus TBD)
F. AMCHS teachers and staff will celebrate each other and our students with special effort to recognize groups often at the fringes of our campus	- SEL team	- Staff Time - local funds	Year-round (focus TBD)
G. AMCHS teachers and staff will maintain a positive campus and learning environment	- SEL team, instructional coaches	- Staff Time	Year-round (focus TBD)
H. Continue to develop and/or implement positive behavior intervention and supports [PBIS] (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals and to address behavioral RTI needs	- SEL team, administrators, classroom teachers	- Staff time	Year-round (focus TBD)
DISCIPLINE			
I. AMCHS administrators will review data (both reasons and number of occurrences) at the end of each six weeks based on types of offenses, intervention, gender, ethnicity and disability in the following areas: suspensions, discipline referrals, expulsions, placements at Venture Center, and physical restraints	- Administrators	- Admin time	Aug before school; monthly year-round
J. AMCHS will be consistent in applying disciplinary consequences at all levels			
DROP OUT PREVENTION			
K. AMCHS will provide support for the students at risk of dropping out of school	- Administrators	- Staff time	Year-round
L. AMCHS will actively intervene with students we know will struggle to be successful in the general ed population (Tiger Kickoff program, Tigers Needing Tigers Mentoring Program, 9th grade team, 10th grade team, School Within a School, Credit Recovery--SAFEGUARDS).	- Administrators, counselors - Administrators, counselors, team teachers, Tiger Kickoff teachers,	- Staff time - SCE funds - Staff time, staff for teams and programs, SCE funds	Year-round August focus; year-round

Evaluation

- Effectiveness of safety and security measures
- Discipline and referral data
- Graduation rates
- Participation rates (fish camp, summer bridge program, 9th and 10th grade teams)
- Credits earned by students in 9th grade team, 10th grade team, and SWIS
- Tiger Kickoff (participation rate, resulting academic and behavioral success on campus)
- State Compensatory Education funding report

The following data was used to outline the activities in Goal 3.

Six-weeks leading indicator data focusing on grades, attendance, and discipline.

Discipline concerns: Truancy, Violation of Code of Conduct--i.e. disrespect

Average daily attendance: 95.7%

Content concerns: English and math classes

9th TEAMING FAILURE DATA

	AMCMS Fall 2013	AMCMS Spring 2014	AMCHS Fall 2014	AMCHS Spring 2015
English	3	7	3	4
Math	12	10	4	6
US History	3	5	0	1
Science	0	0	0	0
Foreign Language	--	--	2	3
Elective	7	12	2	3
Total Classes Failed	25	34	11	17

2014-2015 STAAR results

[Texas Academic Performance Report](#)

AP test scores

Twenty-five percent of our students took at least one AP exam. Of the 858 exams given, 86% of the exams had scores high enough to earn college credit.

Compensatory Education Report

District Improvement Plan

Community Based Accountability

Survey results (parents, students, and teachers)

Conversations with A&M Consolidated Middle School Administrators

Goal 4 Empower families and the community to be full partners in students' educational success.

- Objective(s)**
1. Provide opportunities for families to support their children in the learning process.
 2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.

Activities	Person(s) Resp	Resources	Timeline
A. Connect families and the community to opportunities to expand their involvement.	- Administrators, counselors,	- Staff Time	July-June
B. The AMCHS website, SchoolMessenger and AMCHS social media outlets will be used to actively communicate with parents and community members.	-Administrators, teachers	- Staff Time	Year round
C. Campuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members.	- Administrators, teachers	- Staff Time	Year round
D. Maintain parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress.	- Dean of Students	- Staff Time	August
E. Maintain a student advisory committee that is representative of our student body	- Principal	- Staff Time	Year round
F. Invite community members to be part of students' campus experiences (guest speaker opportunities)	- Administrators, teachers	- staff time	Year round

- Evaluation**
- Number of volunteers
 - Usage statistics (24/7, CSISD Connect, Twitter, Facebook, HAC)
 - Customer engagement and feedback
 - Family engagement and involvement in student success
 - Community/business engagement
 - Participation in Leadership CSISD
 - Methods of communication, see CBA (Twitter, FB, Instagram, website, school messenger, PTO, PTO smore, teacher created communication, Remind, HAC, marquee)
 - Number of opportunities for families/community to join us on campus (College 101, College night, Welcome to the Jungle, Open House, Athletic/Fine Arts activities etc.)
 - Number of opportunities for staff to engage families in their community
 - Use 2015-2016 numbers to determine baseline performance for guest speakers on campus

Goal 5	Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.
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Objective(s)	<ol style="list-style-type: none"> 1. Employ multiple measures of accountability, ensure measured progress over time, and provide public access to the results. 2. Comply with all state and federal requirements.
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Activities	Person(s) Resp	Resources	Timeline
A. AMCHS recognizes the value of producing graduates our community is proud of. With that in mind, AMCHS aims to score exemplary or recognized in all the areas assessed by the community based accountability measure (CBAM).	- Principal, admin team, teachers	- Staff Time	Year round
B. Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	- Administrators	- Staff time	Year round

Evaluation	<ul style="list-style-type: none"> - Community-based assessment results - State and local assessment results. - Graduation rate
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All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff, and instructional paraprofessionals. College Station ISD has scheduled 10 inservice days during the school year for all instructional staff members.

Specific days are designated as District days and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are noted on the [district calendar](#).

New Teacher Induction

- College Station ISD conducts a three day New Teacher Induction (NTI) professional development each August prior to district-wide days. NTI is for all teachers new to the district and in-district teachers who have completed their first year of teaching. It is recommended that new administrators attend specifically identified sessions of NTI. Additional days of training (2-4) occur during the school year. For these trainings teachers are assigned to groups based on their years of teaching experience. Instructional Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff who are in their first year of teaching.

New Employee Orientation

- New Employee Orientation is for all new instructional employees and instructional support personnel, including instructional paraprofessionals. Please contact Human Resources at 979-764-5411 for more information.

Gifted and Talented

- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of employment.
- The District also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

Bilingual/ESL

- All Bilingual/ESL teachers must have training in Language Proficiency Assessment Committee (LPAC) procedures.
- All Bilingual/ESL teachers must have training in the Texas English Language Proficiency Assessment system (TELPAS).
- All Bilingual/ESL teachers must have training in the English Language Proficiency Standards (ELPS).

Special Education

- State Law requires that every instructional staff member receives Special Education training annually. District inservice meets this requirement. Staff certified in Crisis Prevention Intervention (CPI) must recertify every two years. All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Contact the Director of Special Services for specific training requirements.

Dyslexia Specialists

- Contact the Coordinator of Special Services for specific training requirements.

Extra-Curricular Activity Sponsors and Staff

- Teachers who are responsible for extra-curricular activities are required to complete Cardio-Pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training every other year.

For a more detailed list of district professional development sessions, please click link [here](#).

AMCHS Professional Development Overview

Activities	Dates	Rigorous, relevant coursework prepares students for the future	Choice and customized learning opportunities meet the needs of all learners	Safe, supportive environments set students up for success	Required training
	August professional development days	- Grit and Growth Mindset -Technology	- Poverty simulation - Share from You Matter - Lesson design	- Teach to expectations - Celebrations - Brain states - Anti-bullying	- GT (3 hours) - Bullying, sex abuse - Suicide prevention
	September faculty meeting	- 3 min model		- SEL focus: Bullying - Celebrations	
	October faculty meeting		- 3 min model	- SEL focus: Brain States - Celebrations	
	October 15th professional development day			- Outside speaker/motivational - Positive and proactive	
	November faculty meeting	- 3 min model		- SEL focus: Positive & proactive - Celebrations	
	November 11th early release day	- Models accelerate learning	- Conversation: lesson design, differentiated instruction, positive/proactive	- Celebrations	- GT (2 hours)
	December faculty meeting		- 3 min model	- SEL focus: Celebrations	
	January faculty meeting	- 3 min model		- SEL focus: Brain States - Celebrations	
	January 27th early release day	- 10 expectations	- 3 Cs & 3 Rs		
	February faculty meeting		- 3 min model	- SEL focus: Positive & proactive - Celebrations	
	February 15th professional development day	- Grit and Growth Mindset	-Differentiated instruction	- SEL focus: Brain States - Celebrations	- GT (1 hour) - Dating violence
	March faculty meeting	- 3 min model		- SEL focus: Bullying - Celebrations	
	April 6th early release day			- Day of Celebration!	
	April faculty meeting		- 3 min model	- SEL focus: Positive & proactive - Celebrations	
	May faculty meeting	- 3 min model		- SEL focus: Celebrations	

2015-2016 Campus Improvement Committee

Name	Serving on behalf of...	Term expires
Gina Malavé	Parents, community	2015
Tori Hunter	Parents, local businesses	2016
Freda Carraway	English	2015
Samantha Krinhop	Social Studies	2015
Randal Williamson	Fine Arts	2016
Chelsea Smith	Special Education	2015
Linda Salvato	Foreign Language	2015
Charlotte Wiggins	Science	2015
John Yeary	Math	2015
Kristen Keogh	ARR	2016
Gwen Elder	Principal (Ex-officio member)	ongoing
Debbie Lange	Data Coordinator (Ex-officio member)	ongoing
Omar Espitia	Assistant principal (Ex-officio member)	ongoing
Ke-Ke Johnson	Assistant principal (Ex-officio member)	ongoing
Aaron Hogan	Assistant principal (Ex-officio member)	ongoing
Christi Cheshire	Dean of Students (Ex-officio member)	ongoing
Paul Hord	Counseling (Ex-officio member)	ongoing
Chrissy Hester	Central office administrator (Ex-officio member)	ongoing

SAFEGUARDS

Due to our federal accountability rating, we had safeguards in the following areas:

1. Performance ratings for English Language Learners (ELL) and special education students in Reading
2. Graduation percentage of African American students

We are addressing the needs of our ELLs by providing continuous staff development that targets the English Language Proficiency standards and addresses the needs of our ELLs.

Although our Special Education students were tested at a higher level and their disabilities were not fully considered, the SPED teachers work closely on curriculum, lessons design, and student engagement with their counterparts in the general education.

Due to the percentage of African American students who were court ordered GED, our African American graduation percentage was skewed. More than half of the students who were considered “drop outs,” were court ordered GED. We have interventions in place to help reduce this number in the future.