

# College Station High School



## Annual Campus Improvement Plan 2015-16

**Table of Contents**

<b>Executive Summary</b>	.	.	.	.	.	.	.	.	.	3
<b>Goal 1</b>	.	.	.	.	.	.	.	.	.	4
Objectives										
Activity Statements										
<b>Goal 2</b>	.	.	.	.	.	.	.	.	.	5
Objectives										
Activity Statements										
<b>Goal 3</b>	.	.	.	.	.	.	.	.	.	7
Objectives										
Activity Statements										
<b>Goal 4</b>	.	.	.	.	.	.	.	.	.	9
Objectives										
Activity Statements										
<b>Goal 5</b>	.	.	.	.	.	.	.	.	.	10
Objectives										
Activity Statements										
<b>Campus Professional Development Plan</b>	.	.	.	.	.	.	.	.	.	11

**Executive Summary**

The College Station High School Leadership Team considered 2014-2015 student performance data and all other relevant data as we developed the 2015-2016 Campus Improvement Plan for CSHS. The team looked at the EOC performance of all students by subpopulations. We also examined the CSISD Community Based Accountability [system](#) which looks at data beyond standardized scores.

When we compared CSHS performance with our peers across the state, we surpassed the state on nearly every standard with the exception of African American scores in Biology and African American and Economically Disadvantaged In US History. In addition to this, there is a need to monitor the performance of our Special Education students in the area of ELA.

Students in grades 9-12 are assessed on the STAAR in the following subjects: English I, English II, Biology, U.S. History, and Algebra I. CSHS students outperformed their peers at the state level in the All Students, Hispanic, White, and Special Education student groups. CSHS economically disadvantaged students outscored economically disadvantaged students statewide on all subjects except US History. However, African American students at CSHS scored lower than their peers across the state in Biology and US History; CSHS African American students scored higher than their peers in English I, English II, and Algebra I.

Another area of focus for CSHS, which is also articulated in the CSISD District Improvement Plan, is ensuring that no particular student group is overrepresented or underrepresented in many of our educational programs. To monitor and evaluate our effectiveness in these areas we will watch the percentage of students in each student group (1) enrolled in advanced courses, (2) nominated for gifted and talented testing, (3) referred for and receiving special education services, (4) percentage of cumulative discipline referral counts, and (5) attendance rates. Data from these areas, in conjunction with student performance data on state mandated assessments, will provide our campus baseline data for decision-making associated with effective instructional practices and will force reflection on areas that need to be addressed and adjusted.

2014-2015 EOC Math & Science						
	Algebra I			Biology		
	CSHS	CSISD	State	CSHS	CSISD	State
<b>All Students</b>	93	93	81	98	95	92
<b>Hispanic</b>	91	91	77	99	95	89
<b>Af. Amer.</b>	77	79	77	85	85	87
<b>White</b>	97	97	89	99	97	96
<b>EDA</b>	85	85	74	93	88	88
<b>SPED</b>	50	43	41	94	69	65

2014-2015 EOC English & Social Studies									
	English I			English II			US History		
	CSHS	CSISD	State	CSHS	CSISD	State	CSHS	CSISD	State
<b>All Students</b>	84	82	63	86	81	66	96	94	91
<b>Hispanic</b>	73	72	55	74	68	58	92	90	88
<b>Af. Amer.</b>	59	63	52	68	56	54	77	83	86
<b>White</b>	90	90	80	91	90	83	99	97	86
<b>EDA</b>	59	64	51	70	61	55	85	84	86
<b>SPED</b>	38	28	18	27	27	21	67	61	63

<b>Goal 1</b>	<b>All students will successfully complete rigorous and relevant coursework that will prepare them for their future.</b>
---------------	--

<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>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</li> <li>2. Support the needs of diverse learners as they engage in rigorous coursework</li> <li>3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses</li> <li>4. Represent the CSHS student population through all special programs: Gifted &amp; Talented, Advanced Placement/Honors, CTE, etc.</li> </ol>
---------------------	---

<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> Continue the alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas	- Campus Administration - Leadership Team - Campus Teachers	- Staff Time - Local funds	July-August
<b>B.</b> Provide staff development for teachers that focuses on best instructional practices (such as the UDL, Principles of Learning, 3 Cs/3 Rs, the Workshop Approach, instructional coaching, AVID and differentiated instruction models) with an emphasis on student learning/ effective teaching	-Campus Administration -Campus Teachers	-Title II Part A - Local funds -Title III -State ESL/Bilingual	July-June
<b>C.</b> Support campus staff in the SIT & RTI processes	-Campus Administration	- Staff Time -State Comp Ed Funds	July-June
<b>D.</b> Utilize the online student data repository and reporting system to support Response-to-Intervention and differentiate instruction	-Campus Admin -Campus RTI Team	- Staff Time	August-May
<b>E.</b> Evaluate student achievement in the following programs: ESL, LEP, Special Education, Career & Technology and students in at-risk situations	-Campus Admin -Campus Teachers	-Staff Time	July-June
<b>F.</b> Provide support for the students at risk of dropping out of school by providing supplemental instruction providing immediate remediation through resources and staff development	-Campus Admin -Campus Counselors -Campus Teachers	-Staff Time -State Comp Ed Funds	July-June
<b>G.</b> Implement dual credit opportunities in Economics, Government, and English and continue to consider other opportunities for dual credit courses	-Campus Leadership Team	-Staff Time	July-June
<b>H.</b> Include underrepresented student group in activities leading to advanced academic opportunities	-Campus Admin -Campus Teachers	-Staff Time	July-June

I. Provide additional opportunities for instruction outside of the classroom to build reading fluency and comprehension skills in students under special services.	-Campus Admin -SPED ELA Teachers	-Staff Time	Aug-March
--	--	-------------	-----------

<b>Evaluation</b>	<p>Community-Based Accountability items (below) at the following <a href="#">link</a>:</p> <ul style="list-style-type: none"> <li>● Reduced achievement gaps between white students and African American, Hispanic, and economically disadvantaged students.</li> <li>● Graduation rates</li> <li>● SAT/ACT scores for college readiness</li> <li>● Advance placement and dual credit</li> <li>● Certification and licensures for students</li> <li>● Achievement and passing rates on state and local assessments</li> </ul>
-------------------	---

<b>Goal 2</b>	<b>Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.</b>
---------------	---

<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for students to become fluent in and adapt to a variety of technologies</li> <li>2. Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce</li> <li>3. Ensure that CSHS promotes extra-curricular, co-curricular, and enrichment opportunities for every student</li> <li>4. Create opportunities for dialogue and discussion among teachers and administrators regarding the role that relationships, expectations, and school culture play in student performance</li> </ol>
---------------------	--

<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>
<b>A.</b> 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, 3 Cs/3 Rs, instructional coaching, AVID and differentiated instruction models	-Campus Admin -Campus Teachers	- Staff Time - Local funds -Bilingual/ESL Allotment -IDEA Part B Funds -Title II, III Funds	July-August
<b>B.</b> Provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities and technical schools	- AVID Teacher - Campus Admin - Campus Teachers	- Staff Time - Local funds	July-June
<b>C.</b> Provide students with the flexibility to customize their learning and maximize opportunities and options by offering the Foundation Plan with endorsements	-Campus Counselors	- Staff Time - Local funds	July-June
<b>D.</b> Place importance on the use of instructional technology by providing all teachers with technology training (professional development in August)	-Campus Tech Coordinators -Campus Admin	-Local funds -Staff Time	August; additional sessions offered year-round
<b>E.</b> Continue focusing on lesson design, student learning, and student support through Professional Learning Communities by utilizing department time, cross curricular teams, promoting campus-wide instructional coaching	-Campus Teachers -Campus Admin	-Staff Time	July-June
<b>F.</b> Collaborate with the district to expand online learning support services through CSISD's Success 24/7 in Algebra I, Geometry, Biology, and Chemistry courses along with several ELA courses	-Campus Admin -Campus Teachers	-Staff Time -Local Funds	July-June

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>● Students participating in extra- and co-curricular activities</li> <li>● Number and variety of endorsements offered and student certifications earned</li> <li>● Enrollment in PBL &amp; Flipped courses, clubs and organizations</li> <li>● Implementation of the workshop model for ELA and Math instruction</li> <li>● Number and variety of professional development opportunities for staff</li> </ul>
-------------------	--

<b>Goal 3</b>	<b>Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.</b>
---------------	--

**Objective(s)**

1. Ensure that all CSHS employees are trained to meet the social/emotional needs of our students
2. Ensure that the school environment is safe and conducive to learning
3. Maintain consistency in management of student behavior with our sister school, AMCHS
4. Nurture relationships among staff to promote personal and professional growth
5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff
6. Maintain compliance with District Emergency Operations Plan
7. Ensure a Coordinated School Health Program is implemented at CSHS in conjunction with child nutrition services, physical education teachers, classroom teachers, nurses, counselors, and family facilitators

**Activities**

	Person(s) Resp	Resources	Timeline
<p><b>A.</b> Create/update a campus crisis management plan to comply with NIMS (National Incident Management System) guidelines</p>	<ul style="list-style-type: none"> <li>- Campus Admin</li> <li>- CSHS SELT Team</li> <li>- Campus Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Time</li> </ul>	<ul style="list-style-type: none"> <li>July-August</li> </ul>
<p><b>B.</b> Support social-emotional learning through campus teams, training, and resources.</p>	<ul style="list-style-type: none"> <li>- CSHS SELT Team</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Time,</li> <li>Title 2</li> <li>Funds</li> </ul>	<ul style="list-style-type: none"> <li>August-June</li> </ul>
<p><b>C.</b> Review and change (if needed) its Emergency Operations Plan at least annually</p>	<ul style="list-style-type: none"> <li>-Campus Admin</li> <li>-Campus Safety Team</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Time</li> </ul>	<ul style="list-style-type: none"> <li>July-June</li> </ul>
<p><b>D.</b> Review Safety Audit recommendations and implement as appropriate</p>	<ul style="list-style-type: none"> <li>- Campus Admin</li> <li>- CSHS SELT Team</li> <li>- Campus Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Time</li> </ul>	<ul style="list-style-type: none"> <li>July-June</li> </ul>
<p><b>E.</b> Review data at the end of each six weeks based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, and number of physical restraints</p>	<ul style="list-style-type: none"> <li>- Campus Admin</li> <li>- Dir. of Special Services</li> <li>- Campus Teachers</li> <li>- CSHS SELT Team</li> </ul>	<ul style="list-style-type: none"> <li>-Title II Part A</li> </ul>	<ul style="list-style-type: none"> <li>September - May</li> </ul>
<p><b>F.</b> Maintain consistency in applying disciplinary consequences across campuses and grade levels, especially as compared to our sister school, AMCHS</p>	<ul style="list-style-type: none"> <li>- Campus Admin</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Time</li> </ul>	<ul style="list-style-type: none"> <li>July-June</li> </ul>
<p><b>G.</b> 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</p>	<ul style="list-style-type: none"> <li>- Campus Admin</li> <li>- CSHS SELT Team</li> </ul>	<ul style="list-style-type: none"> <li>-Title II Part A</li> </ul>	<ul style="list-style-type: none"> <li>July-June</li> </ul>
<p><b>H.</b> Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse) for teachers and students</p>	<ul style="list-style-type: none"> <li>-Campus Admin</li> <li>-CSHS SELT Team</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Time</li> <li>-Staff Develop. Time</li> </ul>	<ul style="list-style-type: none"> <li>July June</li> </ul>

<p>I. Provide staff development on the relationship between student behavior and staff understanding of social, cultural and developmental differences</p>	<p>-Campus Admin -CSHS SELT Team -Campus Teachers</p>	<p>-\$5,000 Local Funds -Title II Part A</p>	<p>July-June</p>
<p>L. Review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs</p>	<p>-Campus Admin -CSHS SELT Team</p>	<p>-Staff Time</p>	<p>July-June</p>
<p>M. Ensure a CSHS representative serves on the School Health Advisory Council in an effort to meet and evaluate the campus' health needs/practices</p>	<p>- Campus Admin</p>	<p>-Staff Time</p>	<p>July-June</p>
<p>N. Work collaboratively with the district to explore the possibility of offering teen parent support services</p>	<p>-Campus Admin -Campus Counselors - Campus Teachers</p>	<p>-SCE \$15,000 -Local Funds</p>	<p>July-June</p>
<p>O. The district will provide support for the students at risk of dropping out of school by providing supplemental instruction through instructional resources and staff development resources, including through an alternative education program</p>	<p>-Campus Admin</p>	<p>-Staff Time</p>	<p>July-June</p>

<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>● Safety and security processes are established</li> <li>● Discipline and referral data will be reflective of student population with no significant disproportionalities noted</li> <li>● Evidence of Conscious Discipline and Foundations implementation</li> <li>● Resources provided related to SEL campus teams</li> <li>● Staff survey data</li> </ul>
--------------------------	---

<p><b>Goal 4</b></p>	<p><b>Empower families and the community to be full partners in students' educational success.</b></p>
----------------------	--

<p><b>Objective(s)</b></p>	<ol style="list-style-type: none"> <li>1. Provide opportunities for families to support their children in the learning process.</li> <li>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities</li> <li>3. Parents will be informed of career and higher education opportunities for their children</li> </ol>
----------------------------	---



4. Training and resources for parents and volunteers will be provided

Activities		Person(s) Resp	Resources	Timeline
	<p><b>A.</b> Connect families and the community with opportunities to expand their involvement through programming and donations to support the educational efforts of CSHS</p>	<p>-Campus Admin -Campus Teachers</p>	<p>- Staff Time - Local funds - Federal funds: Title I, Title III</p>	<p>July-August</p>
	<p><b>B.</b> Mirror Campus Improvement Committees membership with campus demographic</p>	<p>-Campus Admin -Campus Teachers</p>	<p>- Staff Time</p>	<p>July-June</p>
	<p><b>C.</b> Provide outreach initiatives through community centers to partner with parents and community members</p>	<p>-Campus Admin -Campus Teachers</p>	<p>- Staff Time - Local funds</p>	<p>July-June</p>
	<p><b>D.</b> Maintain parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress</p>	<p>-Campus Admin -Campus Teachers</p>	<p>- Staff Time - Local funds</p>	<p>July-June</p>
	<p><b>E.</b> Use the campus website, SchoolMessenger and campus social media outlets to actively communicate with families and community members</p>	<p>-Campus Admin -Campus Tech Coordinators</p>	<p>- Staff Time - Local funds</p>	<p>July-June</p>

Evaluation	<ul style="list-style-type: none"> <li>● Usage statistics (24/7, CSISD Connect, Twitter, Facebook, HAC, Number of volunteers) show evidence of use</li> <li>● Number and variety of opportunities for community and family engagement and involvement in student success</li> <li>● Participation in Leadership CSISD and other district level committees</li> <li>● CSHS use of methods to communicate with families</li> <li>● Campus Survey results</li> </ul>
------------	---

<b>Goal 5</b>	<b>Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.</b>
---------------	--

<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results</li> <li>2. Comply with all state and federal requirements</li> </ol>
---------------------	---

<b>Activities</b>	Person(s) Resp	Resources	Timeline
<b>A. Continue to address the Community-Based Accountability System components:</b> <ul style="list-style-type: none"> <li>● Fine arts</li> <li>● Wellness and PE</li> <li>● Community and parent involvement</li> <li>● 21st century workforce development</li> <li>● Second language acquisition</li> <li>● Digital learning environment</li> <li>● Dropout prevention strategies</li> <li>● Gifted and talented programs</li> <li>● Reporting and policy requirements</li> <li>● Qualified staff</li> <li>● Scope &amp; sequence</li> <li>● Choice in learning</li> <li>● Literacy and mathematics</li> <li>● College ready</li> <li>● Financial resources</li> </ul>	-Campus Admin -Campus Leadership Team	- Staff Time	July-August
<b>B. Evaluate student achievement in the following programs: ESL, LEP, Special Education, Career and Technology Education, Advanced Placement and students in at-risk situations</b>	-Campus Admin -Campus Leadership Team	-Staff Time	July-August
<b>C. Provide services for at-risk students to increase academic achievement and reduce the dropout rate for these students.</b>	-Campus Admin -Campus Counselors -Campus Leadership Team	-State Comp Ed Funds	July-August
<b>D. Collaborate with the human resources office to insure that all teachers meet highly qualified status as defined in NCLB</b>	-Campus Admin	-Staff Time	July-August
<b>E. Maintain compliance with all programs which receive federal funding will and the Education Department General Administrative Regulations (EDGAR)</b>	-Campus Admin	-IDEA -CTE -TITLE I -TITLE II -TITLE III	July-August

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>● Community-based assessment results</li> <li>● State and federal accountability system results</li> <li>● State and local assessment results.</li> </ul>
-------------------	--

## CSHS Staff Development '15-'16: Be Bold.

Our theme this year is inspired by the first line of the CSHS Alma Mater: We are the Cougars, Proud & Bold. Our staff and students have embraced this as part of our campus culture. Our teachers **BOLDLY** take instructional risks; **BOLDLY** work in cross-curricular teams; **BOLDLY** strive to meet the social and emotional needs of our students and one another; and **BOLDLY** compete to be one of the best high schools in Texas.

Based on our STAAR EOC Data, we will strive to improve performance of our students in our subpopulations and to increase commended performance of all populations. Staff survey feedback demonstrates a desire to continue the Principles of Learning coaching initiative and a need to build on the brain-based learning theory and technology integration of '14-'15. Therefore, CSHS Staff Development will focus on building on our **BOLD** instructional approach by supporting the 3 Cs and 3 Rs through technology integration, differentiating instruction/Universal Design for Learning, and Social/Emotional teams.

<p><b>August 2015</b></p>	<ul style="list-style-type: none"> <li>● continue cross-curricular teams and build these relationships through ice breakers and Cougar Cup challenges</li> <li>● review how to design lessons to reach all parts of the brain to facilitate higher order thinking and review how to use the principles of UDL to differentiate instruction (6 hour GT update integrated)</li> <li>● evaluate expectations for classroom and campus (social/emotional and physical)</li> <li>● complete emergency operations training</li> <li>● integrate next steps of coaching exchange and practice use of SWIVLs</li> <li>● work in both cross-curricular and departmental PLCs</li> <li>● review how to implement accommodations for SPED students with IEPs, 504 students, Rtl, and ESOL</li> <li>● Required Flipped Instruction: Staff will complete Sexual Harassment , Child Abuse/Neglect &amp; Sexual Abuse of Children, and Bloodborne Pathogens training for 3 hours of comp time by August 21. FERPA is required for new staff only.</li> </ul>
<p><b>September 16/17</b> Faculty Meeting</p>	<ul style="list-style-type: none"> <li>● share successes and struggles first round of coaching exchange and SWIVLs (using technology)</li> <li>● reiterate how to meet the needs of our diverse student population, focus on ESOL</li> </ul>
<p><b>October 12, 2015</b></p>	<ul style="list-style-type: none"> <li>● continue collegial dialogue through the Cougar Consultant Circle</li> <li>● plan for second round of team coaching exchange</li> <li>● bullying prevention training, focusing on Cyberbullying and social media usage (social/emotional learning team &amp; counselors)</li> <li>● review first six weeks data: grade distribution, discipline, attendance</li> </ul>
<p><b>October 21/22</b> Faculty Meeting</p>	<ul style="list-style-type: none"> <li>● selected teachers share DI/UDL, coaching, and/or technology tips</li> <li>● Suicide Prevention Monitoring &amp; Substance Abuse Intervention</li> </ul>
<p><b>November 11</b> (Early Release)</p>	<ul style="list-style-type: none"> <li>● follow-up on coaching initiative and plan next steps</li> <li>● continue brain-based learning strategies and instructional focus</li> <li>● review second six weeks data: grade distribution, discipline, attendance</li> </ul>
<p><b>December 9/10</b> Faculty Meeting</p>	<ul style="list-style-type: none"> <li>● Virtual Faculty Meeting:</li> <li>● Dyslexia training</li> <li>● meet with teams to reflect on coaching implementation</li> </ul>
<p><b>January 21/22</b> Faculty Meeting</p>	<ul style="list-style-type: none"> <li>● make appointments for 3rd round of coaching exchange</li> <li>● reiterate how to meet the needs of our diverse student population, focus on SPED/504</li> </ul>

	<ul style="list-style-type: none"> <li>● review first semester data: grade distribution, discipline, attendance</li> </ul>
<b>January 27</b> (Early Release)	<ul style="list-style-type: none"> <li>● departmental intervention planning and reflection</li> <li>● follow-up on coaching initiative and plan next steps</li> </ul>
<b>February 15</b>	<ul style="list-style-type: none"> <li>● revisit Student for a Day concept OR share fair, depending on staff needs</li> <li>● reiterate how to meet the needs of our diverse student population, focus on RtI</li> <li>● 3 rotations: sessions on technology, DI/UDL, Foundations</li> </ul>
<b>March 9/10</b> Faculty Meeting	<ul style="list-style-type: none"> <li>● selected teachers share DI/UDL and/or technology tips</li> <li>● review fourth six weeks data: grade distribution, discipline, attendance</li> </ul>
<b>April 16</b> (Early Release)	<ul style="list-style-type: none"> <li>● review fifth six weeks data: grade distribution, discipline, attendance</li> <li>● departmental intervention planning and reflection</li> <li>● follow-up on coaching initiative and plan next steps</li> </ul>
<b>April 22/23</b> Faculty Meeting	<ul style="list-style-type: none"> <li>● selected teachers share DI/UDL and/or technology tips</li> <li>● selected teachers share coaching exchange experiences</li> </ul>