

College Station High School

Annual Campus Improvement Plan
2021-2022



Board Approval Date: TBD

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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Executive Comprehensive Needs Assessment Summary

<p>Areas Examined</p>	<p>Summary of Strengths (What Strengths were identified?)</p>	<p>Summary of Needs (What needs were identified?)</p>	<p>Priorities (What are the priorities for CSHS?)</p>
<p>Demographics</p>	<p>College Station High School maintained an average student enrollment of 2050 for the 2020-2021 school year.</p> <p>We project that we will have 570 9th graders, 518 10th graders, 490 11th graders, and 502 12th graders which totals 2081 for the 2021-2022 school year.</p> <p>The ethnic makeup of CSHS mirrored that of the district with 52% of our students identifying as White, 23% as Hispanic, 13% as African American, 8% as Asian/Pacific Islander, 3% as belonging to Two or more races and less than 1% as American Indian.</p> <p>There are currently 359 identified gifted learners.</p>	<p>The economically disadvantaged population accounts for 17% of CSHS students for the 2020-2021 school year.</p> <p>Our LEP population accounts for roughly 7% of our student body.</p> <p>The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS). We currently have around 193 students receiving support through our continuum of special education services with 34% of these students receiving services for an identified speech impairment, 31% are primarily identified as having a “Specific Learning Disability,” 23% are primarily identified as having an “Other Health Impairment,” 11% are primarily identified as having an “Intellectual Disability,” 10% are primarily identified and receive support for an “Emotional Disturbance,” and 16% are primarily identified as being a student with Autism.</p> <p>In addition, we had 259 (13%) of our students identified as needing additional health or educational accommodations through Section 504.</p> <p>We would like to increase our CCMR percentage.</p>	<p>Our priorities for demographics this year is to address closing the achievement gap and create a more individualized plan for students.</p> <p>One priority includes establishing a strong, calibrated MTSS program across 9th-12th grades in order to address our increasing special education population.</p> <p>Improve Tier I, II, and III instruction to better meet the needs of all students.</p> <p>We will embed gifted and talented strategies in the core curriculum for grades 9th-12th in order for all students to have the opportunity to learn through their interest, experience performance based assessments, and rigor throughout their day.</p> <p>CTE completer pathways will continue to be implemented and monitored.</p>

<p>Student Achievement</p>	<p>Students at College Station High School perform well above the state averages in most areas of STAAR EOC Testing. On the Spring 2021 EOCs, first time testers in US History passed at 95% vs 88% statewide, Biology I at 89% vs 81%, Algebra I at 91% vs 72%, English I at 78% vs 66% , and English II at 87% vs 70%. Career and Technology Education (CTE) participation is strong and certifications are being earned. Our students are successful in completing high school with a dropout rate of less than 1% and students compete with high levels of success at the region and state levels in academic and extracurricular areas. CSHS has a robust Rtl program for Tier 2 instruction in Algebra I and in Reading for 9th graders. Students have the opportunity to fill gaps in knowledge and understanding before falling irrevocably behind through our Recovery of Credits programs for on-level 9th and 10th grade classes. In addition, our students who chose to participate in the summer retesting opportunities made significant gains.</p>	<p>As we look at individual groups of students, African American students did not perform as well as their peers across the state on the Biology I, English I, and English II EOCs in Spring 2021, and our ESL students did not perform as well as their statewide peers on U.S. History EOC. We would like to close the achievement gap for student groups indicating an achievement gap of more than 5-10%. Our success rates for EOC retesters are lower than first time testers, and anecdotally low performance by retesters on Algebra I, Biology, and U.S. History is linked to low reading levels of students. Relative to our population, we would like for students to earn more CTE certifications and for more girls to participate in CTE classes. Our Response to Intervention programs are limited to our freshman classes.</p>	<p>The core departments will utilize district curriculum resources and documents to provide equitable access for all students. Campus-based professional development will focus on strong Tier I instructional strategies, specifically content area reading and on cultural capital to provide recommended strategies to embed in lessons to address cultural gaps in learning. Tier 2 intervention opportunities need to be expanded to all on-level courses.</p>
<p>Curriculum and Instruction</p>	<p>Curriculum documents in the English Language Arts, Math, and Science K-12 are at a point of refinement and Social Studies will be at that point after curriculum writing the summer of 2021. This summer additional performance assessments will be added to the documents and Stage 3 of the curriculum will be refined with ensuring all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency was used to drive instruction at most of our campuses this past year with targeted instruction for students happening</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for use PK-12, and writing training for consistency and we need consistency with teachers teaching small guided reading and math groups across the district; resources for GT at the secondary level need to be embedded in the curriculum, and implementation of inquiry strategies in science need to be strengthened; data indicates that many of our students are not growing at the rate projected on MAP assessments; we need to increase CTE</p>	<p>Administer CBM,'s for 5th, 6th, and 7th grade social studies and US History; complete a district math inventory and use IMA funds to establish a base inventory of math manipulatives for each campus; continue to monitor implementation of a balanced literacy program that includes reading, handwriting, writing, spelling and grammar instruction at appropriate grades through walkthroughs and lesson plans; K-3 teachers and principals will participate in HB3 Reading Academies; target 50% of the AVID students to take an AP or dual credit class; provide professional learning on levels</p>

	<p>as a result. 5-12 science teachers were trained in inquiry practices and Argument Drive Inquiry; the curriculum team completed the Virtual Schools Network Virtual Learning Training to learn how to write quality curriculum to support our teachers teaching virtually and the curriculum team took a Quality Matters Rubric class to learn how to evaluate virtual curriculum for quality. 98% of our AVID senior class met four year entrance requirements for college readiness; the SAMR (Substitution, Augmentation, Modification and Redefinition) model was introduced to all 19 campuses this year; we added summer school programs for K-12 students to help close the gaps as a result of students missing six weeks of instruction this past spring. Our curriculum coordinators for math and ELAR have prepared targeted curriculum for teachers to implement during summer school to maximize their instructional time with students. We grew from 70 to 80% on CIRCLE math.</p>	<p>courses at the 7th and 8th grade levels and the number of “completers” as per the new state emphasis on CTE programming; walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers’ and administrators’ capacity in the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction</p>	<p>of technology integration using the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model as the structure; use MAP data to ensure instruction is adjusted for student success; write curriculum for newly defined “Advanced” courses; write stage 3 for non-core classes; train students, counselors, and parents on CTE “completer” criteria; ensure CTE students take certification tests during the school year; build capacity of teachers to design virtual instruction and administrators to supervise teachers who teach virtually in order to strengthen instructional leadership; continue to build capacity in using our LMS (Schoology) throughout the district and build capacity of staff in using instructional technology; increase Head Start attendance to 90%, 75% on target in CIRCLE phonological awareness; introduce the Instructional Framework</p>
<p>Culture and Climate</p>	<p>College Station High School has been deliberately working on Social Emotional Learning since opening, including training teachers in Conscious Discipline, Safe and Civil Schools, and additional SEL topics such as growth mindset, brain research, expectations, and self-control. Our campus SEL team is an outlet for teacher feedback to help address Social Emotional Learning at our campus and is pivotal in maintaining the common expectations established throughout our campus. We have established the Cougar Qualities and they are posted and referred to often. A large</p>	<p>More and more of our students are showing issues of concern with mental health, behavior, and social and emotional needs.</p>	<p>We will reteach the Cougar Qualities with all students and teachers and reiterate them throughout the year, such as when redirecting behaviors. We will use our previous Foundations work to continue to be proactive in establishing procedures through building, including transitioning to portable buildings. We will implement Trauma Informed Instruction and Mental Health First Aid Training for counselors, administrators, and teachers.</p>

	majority of students meet the behavioral expectations of CSHS, and we have 50+ clubs and organizations on campus to get students involved in our school community outside of class.		
Staff Quality and Retention	Ninety-six percent of new hires completing the NTU process were satisfied or very satisfied with the overall NTU experience this year. One hundred percent were satisfied with their campus orientation day. 82% of the participants were satisfied or very satisfied with the district day and 83% of them were satisfied or very satisfied with the technology orientation day. When asked about the things they did not like about NTU, the overwhelming response was having the district day run through Zoom due to COVID-29. CSISD staff have access to virtual learning experiences through Schoology and Hoonuit to build their capacity in a wide range of areas.	Our Panorama Teacher Survey indicated that teachers wanted more professional learning this year. The district chose to make some of our professional learning days student instructional days due to COVID-19 and the number of days students were out of school last spring. We implemented Panorama surveys this year and the surveys have given us insight into the culture and climate of some of our buildings. While some schools have very healthy climates and cultures, others need to improve in this area. Time is needed this year for professional learning the teachers are requesting. A shortage of substitutes has also been a problem this year and campuses have had to cover classes when they are short substitutes.	The district will utilize funding to “close the gap” for time lost with instruction due to COVID-19. We will also implement the 2021-2022 calendar to maximize planning and learning time for grades 4-12 educators in the district aligned to our Strategic Plan; provide optional ongoing training that is aligned to our strategic plan throughout the year for our teachers; target support for campuses based on need
Technology	CSHS utilizes the “bring your own device” program to allow for more students to have access to technology for their learning throughout the day. Teachers and students use a variety of technologies to support learning.	Access to the network is sometimes slow and inhibits efficiency in teaching and learning in the classrooms in parts of our building. A lack of devices for classroom use and limited computer lab space will limit the use of our Learning Management System and its benefits for students, teachers, and parents.	We will explore methods to gain greater access to devices that will support the implementation of our new Learning Management System.

Family/Community Involvement	School events are well-attended by CSHS families. We have a wide variety of opportunities for parents and community members to engage with our school both during the day and in the evenings. Businesses actively seek to partner with us to support educational and extracurricular opportunities for students.	The majority of our parent volunteers tend to come from specific neighborhoods in the district leaving some schools with a strong volunteer workforce and financial support, while other neighborhoods are not as involved. In addition, the size of our facilities limits the number of community members who may be in attendance at the same time (such as auditorium seating).	Utilize the features in Schoology that support parent involvement in classroom learning. Examine opportunities for volunteering and communicate them clearly to parents. Schedule multiple opportunities for family members to attend campus events and to do outreach activities.
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Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.		
• STAAR	• ACT	• SAT
• AP	• District Benchmark Assessments(SS, Sci)	• TELPAS
• PBMAS Report	• TAPR	• Accountability Report
• Failure Rates	• CTE Participation and Certifications Earned	• Administrator Input
• Community and Business Partner Input (DEIC)	• CSISD Vision	• CSISD Portrait of an Educator
• Technology Input from Stakeholders	• DEIC Input	• Educator Evaluations
• Attendance	• PEIMS Discipline	• Rtl Data
• Teacher Retention		• Dual Credit
• Technology Help Tickets	• Counselor Input on Mental Health	• GT Demographics and Performance
• Special Education Data	• Extra Funding Request	• MAP Data
• Curriculum Documents	• Professional Development Feedback	• New Teacher Survey
• Dyslexia Data	• HR Complaints and Grievance data	
• PAC Data	• District Survey	• T-TESS

- CSISD Portrait of a Learner
- Schoology Participation Data

- CSISD Portrait of a Leader
- CSISD Parent Survey


- CSISD Strategic Plan
- 504 Data

Goal: 1				CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1				Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			
Using our campus comprehensive needs assessment, CSHS will focus on the CONNECT phase of the CSISD Framework for Success by carrying out the Campus Instructional Implementation Plan. Relationships <ul style="list-style-type: none"> • Model and facilitate frequent 	Administration, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021 - June 2022	All	Campus instructional focuses; walkthrough data; Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				


<p>and intentional collaboration</p> <ul style="list-style-type: none">● Empower learners to resolve interpersonal conflict● Recognize learners' lived experiences and how they impact relationships● Proactively and consistently communicate with others, including families and community stakeholders <p>Connecting Knowledge</p> <ul style="list-style-type: none">● Highlight connections between prior content and new learning● Acknowledge diverse backgrounds through instruction● Collaborate with other educators at other levels and other content areas (vertical and horizontal teaming)● Provide opportunities for learners to develop									
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deep understanding									
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√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue


Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
 Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-risk	Use of Program				
Implement and monitor for calibration across the district	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk	Use of Program				

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

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2				Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies with Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
 <p>Provide opportunities for learners to develop deep understanding through intentional planning and application of 'pivot' strategies to adjust instruction based on targeted formative assessments.</p>	Administrators; Teachers	Articles; Books; Campus Admin, Department meetings Level meetings Peer to peer coaching Common planning time PLC's	Aug. 2021 - June 2022	All	<p>Oct -</p> <ul style="list-style-type: none"> • Core group of best practice formative assessment 'pivot' strategies identified • Best practice formative assessment 'pivot' strategies communicated and modeled <p>Feb -</p> <ul style="list-style-type: none"> • Intentional formative assessment strategies are incorporated in daily lesson plans and instruction. • Support usage and progress quarterly, through leadership teams and department meeting 				

Principals will look for Communication and Collaboration as best practice focus area(s) based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3				CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3				Promote an engaging relationship between the school district and community					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						<i>Review 1 - Campus (Oct), DEIC (Nov)</i>			
						<i>Review 2 - Campus (Feb), DEIC (March)</i>			
						<i>Review 3 - Campus (May), DEIC (June)</i>			
						#1	#2	#3	
CSHS will continue implementation of Restorative Practices into the everyday culture of the campus and classrooms to empower learners to resolve interpersonal conflict and to	SELT Team, Counselors, Admin team, teachers	Restorative Practices Advocate lessons Grade level assemblies	Aug. 2021 - May 2022	All	EOY Survey Data, Referral Data, Walk-through Data,				

recognize learners' lived experiences and how they impact relationships.									
CSHS will invite and welcome community members into the school setting to proactively and consistently communicate with family and community stakeholders.	Admin team, Teachers, Clubs & organization leaders	Guest speakers First Responders Leadership Brazos Leadership CSISD Clubs and organizations Welcome to the Pride Open House PTO Meetings Fine Arts events Social media	Aug. 2021 - May 2022	All	Community attendance at events				
CSHS will provide opportunities for teachers to model and facilitate intentional collaboration, provide constructive feedback, and build positive relationships with each other.	Admin team, Department heads, Departmental level leaders	Department meetings Level meetings Peer to peer coaching Common planning time PLC's	Aug. 2021 - May 2022	All	EOY Survey Data, Admin attendance at level meetings. Walk and talk sessions.				
CSHS will provide community outreach activities during the school year to engage stakeholders off-campus in a more familiar	Admin team, Counselors, teachers	Lincoln Center "Open House" College Night at Rellis Social Media	Aug. 2021 - May 2022	All	Community attendance at events.				

setting.									
Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				
Each campus will identify and participate in one community service project	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

[CSHS PD Plan for 2021-2022](#)

[CSISD Professional Learning Plan 2021-2022](#)

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

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

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to “Texas Peace Officer” as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

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

Suicide Prevention

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

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
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All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas
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Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
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<p>All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.</p>	<p>Campus counselors, printing, substitutes for counselors</p>	<p>Director of Student Services, Campus counselors, Campus administration</p>	<p>Plans in place for 8th graders, meetings scheduled</p>
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

College Station High School Campus Improvement Council Members 2021-2022

Ahmed, Maryam	Counselor
Ayala, Patricia	Administration
Burleson, Gail	Office Staff
Cashion, Joy	Parent
Cashion, Shannon	Parent
Chambers, Hannah	English
Costenbader, Randi	Extra Curricular
Crayton-Haliburton, Maria	Counselor
Creel, Beth	Fine Arts
DeWitt, Shelley	Parent
Dorsett, Paul	Community
Foster, Judy	ESL
Gibson, Brandi	Administration
Glenwinkel, Chuck	Central Office Administration
Green, Stephen	CTE
Grimes, Justin	Administration
Hill, Rick	Community

Hinson, Shaundra	Parent
Kenney, Ali	Social Studies
Knox, Melissa	Technology
LePage, Stacie	Counselor
Munson, Josh	Science
Parkerson, Tiffany	Central Office Administration
Pekar, Matt	Administration
Reed, Valarie	Counselor
Rhine, Josh	Administration
Rinn, Jennifer	Math
Ross, Kevin	CTE Administration
Sizemore, Tiffany	Community
Skaggs, Ricky	SPED
Street, Kacie	AVID/Athletics/PE
Vizquerra, Michelle	LOTE
Wootan, Darla	Community
Yates, Kelly	Community