

College Station Independent School District

A&M Consolidated 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 a learner's success now and in the future.

CSISD will...

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

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

CSISD will....

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

CSISD 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 the district?)</p>
<p>Demographics</p>	<p>AMCHS currently serves 2,126 students. The population is comprised of 25 percent Hispanic, 14.7 percent African American, 50.6 percent Caucasian, 3.1 percent multi ethnic, 6.1 percent Asian, and .23 percent American Indian. The economically disadvantaged population accounts for 29.6 percent of our students and 38.8 percent of our students are at-risk. Our LEP population is 3.1 percent while our special education students comprise 10 percent of our population.</p> <p>Our students consistently outperform the state on the SAT and ACT exams. Moreover, 67 percent of AMCHS students are enrolled in Career & Technology education, 41 percent of AMCHS students are enrolled in a fine arts course for at least one semester during the school year, and approximately 49 percent of AMCHS students participate in one or more of the following extracurricular activities: sports, marching band, cheerleading, and dance team.</p>	<p>The student population at AMCHS has changed greatly within the last five years. Children of color makeup roughly 50 percent of the students enrolled at AMCHS; however, only 24 percent of the faculty and staff population are composed of minority teachers and staff.</p> <p>Though gifted and talented students comprise 15.6 percent of the population at AMCHS, the enrollment of our gifted and talented students in advanced classes is not indicative of the demographics 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) across the district. We currently have around 208 special education students, 10% of the population.</p> <p>We would like to expand the number of students who are taking a CTE course in order to expose more students to career opportunities.</p>	<p>Provide staff development and training on how to work with students from diverse cultures and economic backgrounds. Utilize data from College Board PSAT tests and other methods to identify and enroll children of color into advanced classes. Moreover, continue to incorporate student voices to understand their needs and provide opportunities that challenge gifted learners.</p> <p>Our priorities for demographics this year is to address closing the achievement gap with our students from poverty and the ethnic groups of AA and H. One priority includes establishing a strong, calibrated MTSS program across 9th-12th grades in order to address our increasing special education population. 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>Student Achievement</p>	<p>AMCHS has a history of academic success. Eighty-four percent of students attend post-secondary educational institutions. Also, over the last eight years, AMCHS has been ranked as one of America's top High Schools by the U.S. <i>News & World Report</i>, and received College Board AP Honor Roll status. Each semester, over forty percent of AMCHS students qualify for All A honor roll or A/B honor roll. AMCHS Fine Arts' students are consistently awarded.</p> <p>Sweepstakes at their district competition, and clubs and organizations often compete nationally. Athletically, our athletes are awarded recognitions beyond the district level.</p> <p>Since we did not have STAAR last year, updated ratings were not provided by the state.</p>	<p>A review of data identified two significant areas for improvement: college readiness for African American and low SES students and the low participation of the same students in dual enrollment and Advanced Placement classes. The administration and teaching staff have implemented programs and instructional strategies to address this need.</p> <p>An increase in counseling due to COVID related issues was apparent in the last calendar year.</p> <p>Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those from poverty, and the ethnic groups of AA and H are not growing at the rate they should in their learning. This is causing gaps, and those gaps are evident in our district STAAR data as well.</p>	<p>There is an increased need for continued intervention in order to produce academic success for a segment of the underrepresented population. The staff has developed and implemented many programs and strategies to address the needs but need to quantify the success of their efforts. AMCHS continues to develop a process of continuous improvement that includes measurable objectives, strategies, activities, resources and timelines for achieving goals directly related to students who are not meeting academic expectations.</p> <p>Utilize the MTSS data management software to promote effectiveness in progress monitoring and efficiency in SIT meetings.</p> <p>Continue to support implementation of inquiry practices in science classrooms to maintain the increases in student performance in the area of science; ensure scope and sequence is followed in mathematics and that resources are used to address the needs of at-risk learners.</p>
<p>Curriculum and Instruction</p>	<p>The core departments have scope and sequences and curriculum calendars that outline the curriculum that is implemented at AMCHS. Benchmark assessments are routinely given and the data is used to drive instructional decisions for core departments. The core departments work collaboratively on the curriculum, analyze data and incorporate instructional strategies throughout the year.</p>	<p>Over the past year and a half, the district has been devoted to systematically developing curricula framework in core areas that aligns with research based practices; however, documents that are needed to support teachers that 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 scope and</p>	<p>AMCHS will continue to participate in the district-led process to develop, align, and implement curriculum. Campus allocations for staff time will be made to support the work at the district level and to allow teachers the needed time and opportunity to implement curriculum changes at the campus level.</p> <p>Target 50% of the AVID students to take an AP or dual credit class.</p>

		<p>sequences and curriculum calendars.</p> <p>MTSS resources for progress monitoring need to be defined for ELAR and math..</p>	
Culture and Climate	<p>AMCHS fosters a positive climate that is disciplined and maintains high expectations. The school is deliberate in providing a safe and nurturing environment that enables students to develop academic and life skills that will serve them well in the future. A great deal of time and energy is spent in successfully providing a safe and motivating learning environment. The entire staff provides support to ensure all students can meet the demands.</p>	<p>AMCHS will continue examining practices to address mental health issues, behavioral issues and social emotional needs of students. The district will develop procedures that will allow mental health counselors the opportunity to meet with their students during the school day.</p> <p>We will continue to meet the needs of students and staff as well as the challenges of an ongoing global pandemic.</p>	<p>AMCHS will continue to be involved in the district's social emotional learning and leadership programs as well as address the needs of the AMCHS community. Teachers, staff, and students will continue to be recognized and supported in their work and part. The Positive Behavior Intervention and Support program (HERO) will be utilized to support students' social emotional needs across the campus. Moreover, administration will be intentional in utilizing student groups to ensure students have a voice at AMCHS.</p> <p>Finally, AMCHS teachers and staff will continue learning Restorative Practices strategies throughout the school year to create positive connections within the AMCHS school community.</p>
Staff Quality and Retention	<p>AMCHS teachers have an average of 12.37 years of teaching experience with 7 years in CSISD. Thirty-one percent of the AMCHS teachers have a master's degree or higher accomplishment compared to twenty-three percent at the state level. AMCHS has 100 percent certified teachers in their content area. Also, teachers new to CSISD must participate in New Teacher University and are provided opportunities to grow professionally</p>	<p>AMCHS struggles with finding suitable teachers in hard to fill positions (i.e. CTE LOTE, and in core areas). A comparable salary and benefits package that deters transfer requests at the start of school to other districts would be advantageous. Also, a process to attract teachers to the College Station community in these hard-to-fill positions would be beneficial.]</p> <p>A shortage of substitutes has also been a problem this year and campuses have had to cover classes when they are short substitutes.</p>	<p>AMCHS will work closely with CSISD Human Resources to recruit quality applicants and solicit campus leaders to attend job fairs.</p> <p>AMCHS will be deliberate in establishing a new teacher mentor program to support the needs of our teachers with two or fewer years of experience.</p>

<p>Technology</p>	<p>AMCHS supports the CSISD Bring Your Own Device Policy. This policy provides students an opportunity for technology integration. Several teachers attend the state technology conference (TCEA) to learn how to utilize technology to enhance student engagement. All core departments have their own computer lab, two class sets of laptops and iPads are accessible for teachers and students to check out and utilize.</p>	<p>The network upgrades have not been consistently available to support the addition of several devices. Also, with only one technology technician at AMCHS, the remedy of resolving technological issues is sometimes delayed.</p> <p>A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for the infrastructure to be more robust as more and more devices are using the network. As a result, SAMAR was introduced at all campuses to assist teachers in the incorporation of technology into instructional design.</p>	<p>AMCHS administration will continue to work with the Technology Department to ensure access points are installed to remedy network issues and provide resources to improve instructional practices. Moreover, AMCHS will utilize the data from the Help Desk to monitor issues and review the timeliness of response from the technology department to maximize learning. Also, AMCHS will assess their needs and communicate with teachers to address technology issues.</p>
<p>Family/Community Involvement</p>	<p>Parent participation and support in the campus PTO, athletic event attendance, fine arts event participation, family night events such as open house, student club, realtors showcase, and activity events as well as college/military recruitment opportunities illustrate a positive connection to the AMCHS community.</p>	<p>Support that is reflective of our student body is inconsistent. Often, family volunteers and supporters are from the same neighborhoods across the AMCHS zone.</p> <p>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.</p>	<p>Continue to communicate the variety of programs, events and volunteer opportunities offered at AMCHS with families and provide opportunities for their participation as well as strengthen community partnerships using our Learning Management System (Schoology). Furthermore, input from Career & Technical advisory committees will be utilized to solicit input from businesses and industry.</p> <p>We will strengthen relationships between the school, students, and families and cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.</p>

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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
- AP
- PBMAS Report
- Failure Rates
- Community and Business Partner Input (DEIC)
- Technology Input from Stakeholders
- Attendance
- Teacher Retention
- Stakeholder Survey Results
- Special Education Data
- Curriculum Documents
- CSISD Portrait of a Learner
- Demographics
- New Teacher Survey
- CSISD Parent Survey
- ACT
- District Benchmark Assessments(SS, Sci)
- TAPR
- CTE Participation and Certifications Earned
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- Counselor Input on Mental Health
- Discipline Data
- Extra Funding Request
- Professional Development Feedback
- Dyslexia Data
- District Survey
- CSISD Portrait of a Leader
- 504 Data
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- Rtl Data
- Dual Credit
- GT Demographics and Performance
- AVID Data
- Southern Association Accreditation Report
- MAP Data
- T-TESS
- CSISD Strategic Plan

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 campus 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
Integrate clear and concise behavior expectations for all stakeholders.	Administration Teachers Staff	HERO PBIS flowchart Staff development	August 2021-May 2022	All	HERO reports Agendas Discipline reports				
Integrate clear and concise academic expectations for all stakeholders. <ul style="list-style-type: none"> Schoology, calendars etc all the same way Parent Fish Camp-HAC and useful way to use HAC, ie. How to High School 	Administration Teachers Staff	Engage2 Learn	August 2021-May 2022	All	Lessons walk-through data Lesson plans/calendars Testing data	August 12, 2021 (Parent Meeting)			
Train all staff and teachers basic foundation of restorative practices.	Administration SELT Team	NEDRP	August 2021-May 22	All	Sign in sheets Agendas	August 10, 2021			

Train teachers and staff on the CSISD Framework for success	Administration Leadership team	Strategic Plan	August 9th-12th	All	Sign-in sheets; Training module	August 10, 2021			Title II Funds
Using a variety of data sources (end of year surveys, EOC data, etc.) focus on ENGAGE component focus from the CSISD Framework for Success and plan for implementation	Administration Teachers Staff	Campus Instructional Implementation Plan	August 2021-May 2022	All	Campus instructional focuses; walkthrough data	End of year survey Principal's weekly newsletter			
Carry out the Campus Instructional Implementation Plan (for Engage) <ul style="list-style-type: none"> ● Create real-world connections within the school community (guest speakers) ● Design meaningful learning experiences (classroom, Success Time, Mega Lunch) ● Create a bridge between the content and learners' lives (level meetings) ● Individualize to include every learner (level meetings) ● Bring content to life (Technology extensions) ● Honor diversity of learners in the classroom (Culturally Responsive Teaching/Cultural 	Administration, Leadership Teams, & Teachers	Campus Instructional Implementation Plan Monthly Level meetings Monthly Technology Training and Tips District Training Dates (October)	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from Success Team collaboratives; Improved learning outcomes				

Diversity Training)									
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Meeting Notes:

Members commented that existing programs such as Tiger Kick Off and Mentoring programs support these goals. Other areas such as restorative practices would be an important part of planned PD for teachers. Suggestions for supporting parental involvement included technology support and training as well as incorporating parent training into existing parent meetings as a part of CTSO, sports and other campus organizations. There was an additional comment to examine parent meeting times to be more inclusive and consider parents who work during the day.

√ =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 campus 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
Identify students who are underperforming and invite them to Tiger Kickoff. <ul style="list-style-type: none"> Engage parent buy in parent component, personal phone 	Administration Tiger Kickoff staff	Teacher made curriculum	July 2021	At-risk students	Sign-in sheets	Tiger Kick off			Compensatory Education

<ul style="list-style-type: none"> calls want/need 3 ways to communicate: Zoom option In person Registration new Side by side learning Monitor for 6 weeks HAC/Schoology Incorporate parent training into clubs and sports Speakers for parent training How to High School-Parent Fish Camp 						On going Parent Meeting (August 12, 2021)			
<p>Identify students who are underperforming and invite them to participate in Tigers Needing Tigers Mentoring Program</p> <ul style="list-style-type: none"> 9th-12th grade, Mentoring Monday Parents on campus include how to teach lessons, specialists to help parents learn/use apps 	Administration Teachers Staff	Grade and behavior data	August 2021-May 2022	At-risk students	Grade data				
<p>Clearly define the district Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook</p> <p>Year 1 English and Math</p>	Administration, Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training Administration June 14 Teachers August 11/12 (English and Math)	August 2021	At-risk students	MTSS Handbook	Meeting with English and Math Teachers August 11/12, 2021			

Train secondary teachers on small group instruction for Tier II intervention time Year 1 English and Math	Region VI; Executive Director of Secondary Education	Training (Monthly-Curriculum Coordinators meeting)	Feb. 2022- Feb 2022	All	Agendas; Training sign-in sheets				
Communicate expectations for use of MTSS software Year 1 English and Math	Administration, Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes Performance Matters	August 2021 October 2021	All at-risk					
Implement and monitor for calibration across the district Year 1 English and Math	Administration; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	Sept. 2021-May 2022	All at-risk					
Analyze data to make curriculum adjustments in instructional practices (i.e. Team, TNT, Targeted Students). Year 1 English and Math	Administrators Department Heads Teachers	Eduphoria Aware	June 2021 - May 2022	All	Curriculum based measures Walkthroughs T-TESS evaluations				Instructional Materials Allotment
Analyze data to address gaps in performance of underperforming populations (i.e. TNT, Targeted Students). Year 1 English and Math	Administrators Department Heads Teachers	Assessment data	June 2021- May 2022	Hispanic, African American, Economically Disadvantaged, ELLs, SPED, two or more races	Data reports by student populations from PBMAS, TELPAS, STARR Analysis of data				

Monitor students' progress to meet LEP exit criteria.	Director Special Programs	ESL Specialist State Exit Criteria ARD committee	September 2021-May 2022	LEP	Documents showing monitoring in LPAC, State exit data, PBMAS, TELPAS				
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Meeting Notes:

Members discussed enhancing support to existing programs such as Tigers Needing Tigers Mentoring Program and Tiger Kick Off and possibly adding a parent participation element.

√ =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 campus 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
AMCHS will focus on standards alignment, relevance and authenticity instructional needs for all students and target it for 40% implementation in walkthroughs and observations. <ul style="list-style-type: none"> Material that is relatable to them. Make sure that they know how to 		Training materials for principals and staff	Sept. 2021-May 2022	All	Walkthrough data analysis, Lesson Plans, Observation data Teacher survey data				

<p>apply what they are learning and how it applies to the real world.</p> <ul style="list-style-type: none"> Emotional Support and developing relationships 									
<p>Provide walkthrough training for teachers considering best practices and the Teacher Incentive Allotment</p> <ul style="list-style-type: none"> Check the class climate and classroom management. More teacher training on Cultural diversity Positive contact with parents not always negative, emails and character notes etc. One size does not fit all. Make sure that the Material and/or presentations reach all learners Positive behavior system 	Curriculum and Instruction	Dana Center Training	September 2021	All	Training sign-in sheets				Title II Funds
<p>Utilize classroom grades to assess the performance of students.</p> <ul style="list-style-type: none"> Focus on the achievement of academic success 	Principal Assistant Principal Department heads	Classroom Grades Student work	August-May	All Staff	Passing rates of students for classes Passing rates of students on formative/summative				

<ul style="list-style-type: none"> Not just quizzes and tests, project based to gain actual success. Reflect and self-evaluate is it the instruction or student? 	Specialist Faculty				assessments Data shared at level meetings				
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Meeting Notes:

Members suggested that this goal could be specifically addressed by looking at teacher awareness of cultural differences and exploring ways to make curriculum more relatable and relevant to students.

√ =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 campus 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	
AMCHS will provide a variety of community outreach activities during the school year to engage stakeholders (staff, teachers, and students) off-campus in a more familiar setting. <ul style="list-style-type: none"> Homecoming carnival attendance has 	Administration Club Sponsors Fine Arts Directors	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance					

been lower in years past									
AMCHS will identify and participate in a variety of community service projects throughout the year.	Administration Club Sponsors Fine Arts Directors	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				
AMCHS will invite community members to be part of students' campus experiences (guest speaker opportunities when applicable) <ul style="list-style-type: none"> • Have a newsletter like they do in elementary grades. • More social media to get the word out to get involved. 	Administration Counselors Teachers								
AMCHS will host music concerts to highlight fine arts and host the district events such as UIL Academic meet and CSISD Art Show.	Administration Counselors Teachers								
AMCHS will host PTO meetings, Open House, and Booster Club meetings to provide opportunities for our parents to be involved in our campus community. <ul style="list-style-type: none"> • Not the same as it was but the traditions are still there. Maybe a 	Administration Counselors Teachers								

community calendar, social media, KBTX or The Eagle									
AMCHS will host Welcome to the Jungle, Open House, AVID Family Night, Senior Salute, Tiger Awards, Career & Technical Education Advisory committees throughout the year.	Administration Counselors Teachers								

Meeting Notes:

Members discussed that publicizing student activities and achievements through social media would be a good way to engage the community. Admin stated that our campus would also be engaging in a community service project this year. Members suggested that we find a way to boost participation in campus activities such as Homecoming Carnival.

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CSISD Professional Learning Plan 2021-2022

<u>Date</u>	<u>Training</u>	<u>Staff Responsible</u>	<u>Resources Needed</u>	<u>Required State Training</u>	<u>When</u>	<u>Correlation to DIP/Strategic Design</u>
August	FERPA, Child Maltreatment, Bloodborne Pathogens, Allergy Anaphylaxis, TTESS (goal setting meetings)	Teachers and Staff	Access to Eduhero	Yes		
	Gifted and Talented--3 hours (core) Ellevation/MTSS	Core Teachers			Staff Development District Day	Educator Protocol --Honor diversity of learners in the classroom.
September 3	Complete required trainings from August	Teachers and Staff		Yes	Faculty meeting	
September 16	Using Technology to Increase Student Engagement	Teachers			Faculty meeting	Educator Protocol --Bring content to life.
October 8	Culturally Relevant Teaching	Teachers and Instructional Assistants			Staff Development Campus Day	Educator Protocol --Honor diversity of learners in the classroom.
October 11	TBD				Staff Development District Day	Educator Protocol --Create a bridge between the content and learners' lives.
October 21	Using Technology to	Teachers			Faculty meeting	Educator Protocol

	Increase Student Engagement					--Bring content to life.
November 4	Bullying Prevention and Suicide Awareness for School Personnel	Teachers and Staff		Yes	Faculty meeting	
November 18	Using Technology to Increase Student Engagement	Teachers			Faculty meeting	Educator Protocol --Bring content to life.
December 2	Human Trafficking Awareness	Teachers and Staff		Yes	Faculty meeting	
December 16	Using Technology to Increase Student Engagement	Teachers			Faculty meeting	Educator Protocol --Bring content to life.
January 4	TBD				Staff Development Campus Day	
January 20	Using Technology to Increase Student Engagement	Teachers			Faculty meeting	Educator Protocol --Bring content to life.
February 3	Drug and Alcohol Prevention (substances)	Teachers and Staff		Yes	Faculty meeting	
February 18	TBD				Staff Development District Day	Educator Protocol --Create a bridge between the content and learners' lives.
February 21	Trauma Informed Care	Teachers and Staff		Yes	Staff Development Campus Day	
March 3	End of Course Test Training	Teachers and Staff		Yes	Faculty meeting	

April 7	TBD				Faculty meeting	
April 21	Using Technology to Increase Student Engagement	Teachers				Educator Protocol --Bring content to life.
May 3	End of Course Test Training	Teachers and Staff		Yes	Faculty meeting	

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 Deputy 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 deputies to perform the following duties:</p> <ul style="list-style-type: none"> Provides a law enforcement presence at various schools throughout the College Station 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and on call

<p>Independent School District</p> <ul style="list-style-type: none"> • 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>SRD's will not have any administrative duties, nor will they address classroom discipline issues.</p>			
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Coordinated Health- SHAC Council

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

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

Suicide Prevention

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

Trauma-Informed Care

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

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
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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; Performance Matters 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
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda
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APPENDIX B: AMCHS CAMPUS IMPROVEMENT COMMITTEE MEMBERS 2021-2022

Harvey Cheshire	Community	2022
Chasitdy Love	Parent	2022
Aron Collins	Business	2022
DeAnn Aalbers	English	2022
Jodi Smith	English	2022
Wendy Hines	Physical Education	2022
Samatha Krinhop	Social Studies	2022
Brian Alford	Fine Arts	2022
Catherine Parsi Chairperson	Career & Technical Education	2022
Rachel Richmond	Special Education	2022
Raquel Jimenez	Foreign Language	2022
Paula Downie	Science	2022
Michael Slaughter	Math	2022
Grace Stanford	ARR	2022