

College Station Independent School District

Annual Campus Improvement Plan for
College Station High School
2019-2020



CSHS Campus Improvement Board Approval Date: 9/17/19

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the campus?)
Demographics	College Station High School has grown rapidly since opening with 715 freshmen and sophomores in 2012 to having 2080 students at the beginning of this school year. Between 15-16 and 16-17, our student body grew by 6%, and we grew another 7% percent between 16-17 and 17-18, a net of 261 students in two years. Our Special Education enrollment continues to increase as well as our LEP students, economically disadvantaged, and at-risk populations.	Additional staff and capacity for students continues to be a need as our population grows. The demographics of our student population are not reflected in all AP and honors courses, in upper level Fine Arts and CTE classes (years 3 and 4), or in all extracurricular activities.	Request additional professional staff to meet the needs of student course requests and to better serve struggling students; improve Tier I instruction to better meet the needs of our learners; continue to train in co-teach structures; Increase opportunities for students to connect classroom learning to real-world experiences.
Student Achievement	Students at College Station High School perform well above the state averages in most areas of STAAR EOC Testing. On the Spring 2018 EOCs, first time testers in US History passed at 97% vs 93% statewide, Biology I at 96% vs 90%, Algebra I at 96% vs 88%, English I at 84% vs 71% , and English II at 85% vs 75%. 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 RtI program for Tier 2 instruction in Algebra I and in Reading for 9th graders. Students have the	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 2018, 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	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>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>to Intervention programs are limited to our freshman classes.</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 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.</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>
<p>Technology</p>	<p>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.</p>	<p>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.</p>	<p>We will explore methods to gain greater access to devices that will support the implementation of our new Learning Management System.</p>

<p>Family/Community Involvement</p>	<p>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.</p>	<p>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).</p>	<p>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.</p>
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Data Used for Campus Comprehensive Needs Assessment

- STAAR
- AP
- PBMAS Report
- Failure Rates (Six Weeks, Dept, Subject)
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Special Education
- Curriculum Documents
- Dropout Prevention Programs
- ASVAB
- ACT
- Organizational Health Inventory 2018
- Texas Academic Performance Report
- CTE Participation and Certifications Earned
- CSISD Vision
- Demographics
- PEIMS Discipline
- Rtl
- Counselor Input on Mental Health
- Staff Surveys
- Professional Development
- SAT
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Learner Profile
- TSIA
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Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Increase the recruitment in the number of highly qualified professional, paraprofessional, and auxiliary staff by 10% over the 2019-2020 school year.					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Interview and recruit highly qualified staff for vacancies at CSHS (to align with District Improvement Plan)	Administration/ Leadership Team	Recruit and Hire software.	Spring 2019, Fall 2019, Spring 2020	All	Hiring records, Demographic				

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Professional learning on instructional strategies and ELPs for teachers of ESL students	Parkerson/Ayala s/Foster	Time, prepared training materials	May 2020	LEP	All teachers of ESL students complete training				
Ongoing monitoring of progress for ELLs and teacher support as needed	Ayala /Foster	Grades and testing data	August 2019-May 2020	LEP	Data review in LPAC				
Implement Strategic Math for English Language Learners	Foster/Selcer/ Bowen	Region VI, teacher resources, time	August 2019-May 2020	LEP	Elective Credit Earned, Academic Vocabulary Acquisition				
Training in and implementation of strategies for students to communicate with academic language with peers and teachers as practitioners of the content	Administration/ AVID Site Team/ Leadership Team	AVID Resources, training, time	August 2019-May 2020	All	Use of essential questions, metacognitive practices, reflective practices, cultural capital, TRFs, learning logs, etc.				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 3				Provide professional development that is responsive to individual needs of stakeholders					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide all teachers disciplinary reading training	Parkerson	Time,, Schoology, <i>Disciplinary Literacy</i> by Releah Lent	August 2019-May 2020	All	Completion of training and implementation of strategies in classes				
Monitor implementation of Restorative/Relational practices campus-wide	Parkerson/ Rodgers/Chandler	Time, Training Materials	August 2019-May 2020	All	Completion of training and implementation of strategies in classes, monitoring responses of students during activities, and development of inclusive environment				Title II, Part A
Provide choice professional learning for staff aligned to individual instructional goals	Parkerson	Time, Hoonuit, Schoology	August 2019-May 2020	All	Completion of training and implementation of strategies in classes, goal conferences				
Provide all teachers training on Social Emotional Learning & the Cougar Qualities	Parkerson/ Rodgers/Chandler	Time, Training Materials	August 2019	All	Completion of training and implementation of strategies in classes				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Implement CSISD's new curriculum for math, language arts, science, and social studies.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Ongoing curriculum training for Understanding by Design Framework	Parkerson/ Assistant Principals/ Department Chairs	CSISD Curriculum Training	August 2019-May 2020	All	All staff complete training				
Core content area teachers will utilize year at a glance and scope and sequence documents to design lessons	Parkerson/ Assistant Principals/ Department Chairs/ Level Leaders	Time	August 2019-May 2020	All	Department and level meeting agendas and notes				
Structured time for Algebra I, Biology, and English I, English II, and US History to plan with professional learning communities	Department Chairs/ Level Leaders/ Core Content Teachers	Time, Master Schedule	August 2019-May 2020	All	Planning time attendance, agendas, and notes				
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Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Tier I instruction					
Summative Evaluation (to be filled in June 2018 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Analyze data to make curriculum adjustments and training decisions	Administration/ Leadership Team/Teachers	Mizuni, Eduphoria Aware, eSchool	August 2019-May 2020	All	Data analyzed in Leadership Team and Department Meetings; PLCs and level meetings; Comprehensive Needs Assessment; Walkthroughs; T-TESS evaluations				
Analyze data to address gaps in performance of underperforming populations	Administration/ Leadership Team/Teachers	Time, Printing	August 2019-May 2020	Hispanic; African American; Eco Dis.; ELLs; Sp. Ed.; Two or More Races	Data reports by student population from PBMAS, TELPAS, STAAR; Analysis of data				
Monitor attendance data in relation to academic performance	Administration/ Leadership Team/Teachers	Time, Printing	August 2019-May 2020	All	Data reports by student population from eSchool				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging, and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize Schoology for staff training needs	Administration/Leadership Team/Campus Technology Facilitators	Schoology	August 2019-May 2020	All	Schoology Usage Reports				
Teachers include technology tools, apps, and other resources when designing lessons	Department Chairs/Level Leaders/Teachers/Campus Technology Facilitators	Schoology, Instructional Resources	August 2019-May 2020	All	Department and Level Meeting Notes/Lesson Plans/Walkthroughs, T-TESS evidence				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options for faculty, staff, and students					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase industry certifications offered in CTE & Physical Education classes	Parkerson Southard/ Clinkscates Chandler/ Symank	Certification Tests and Curriculum	August 2019-May 2020	All	Data regarding certifications in CTE				
Increase enrollment in CTE classes and in students completing coherent course sequences	Parkerson Southard/ Clinkscates /CTE Teachers/ Counselors	Course Catalog, 5 Year Plans, Course Requests	August 2019-May 2020	All	Course Request Data, TAPR Data				
Increase students' exposure to post-high school options (especially freshmen)	Administrati on/ Leadership Team	Time,	August 2019-May 2020	All	Student Surveys through Advocate, Reflections on Events, Field Trips as Appropriate, Senior Signing Day, AVID College & Career Center				

Implement opportunities for students with disabilities to participate in cooperative and engaging activities with general education students through partner PE	Parkerson/ Symank/ Hollis/ Daniel	Partner PE Curriculum	August 2019-May 2020	SpEd	Pre & Post Unit Assessments				
Provide customization of credit recovery opportunities by adding layers of support & explore other options for curriculum	Parkerson/ Admin Team	Edgenuity Cost, Time	August 2019-May 2020	All	Data from Edgenuity				
Expand Recovery of Credit Program beyond only 9th and 10th grade core classes	Parkerson/ Admin Team	Time, Hourly Pay	August 2019-May 2020	All	Course Credits by student, grade level, and course				
Create and implement a systematic dropout prevention program to better serve struggling learners	Parkerson/ Admin Team	Time,	August 2019-May 2020	All	Dropout Prevention Plan, Student Data				
Implement universal screeners as part of a strong Response to Intervention process	Parkerson/ Admin Team	Time, MAPS	August 2019-May 2020	All	MAPs Data				

Redesign the Rtl Tier II interventions through the Ascending the Climb to Excellence Advocate Program	Parkerson/Admin Team	Time, MAPS	August 2019-May 2020	All	Rtl Plan Document, Student Data				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in June 2018 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Review Cougar Qualities with staff during staff development and advocate classes	Campus Administration	Time, Training Materials	August 2019	All	Teacher/Student feedback, discipline data				
Reintroduce the Foundations/Procedure to teachers and students during Staff Development and at the beginning of the year	Campus Administration	Time	August-September 2019	All	Teacher/Student feedback, discipline data				

Implement “Cougar Qualities” points on the Hero app as a positive behavior intervention and support	Campus Administration	Time, HERO software	August 2019-May 2020	All	Teacher/Student feedback, discipline data				
SELT will meet regularly to problem-solve common area issues and other concerns.	Campus Administration, SELT	Time	August 2019-May 2020	All	SELT notes/agendas,				
Implement behavioral practices which focus on positive approaches to student behavior and reduce exclusionary discipline	Campus Administration, Director of Student Services	PBIS training, Hero, NEDRP training	August 2019-May 2020	All	Discipline reports, Teacher/student feedback				
Implement Trauma Informed Instruction training for staff.	Campus Administration, Counselors, Director of Student Services	Time, Funding for training	August 2019-May 2020	All	Teacher feedback				
Utilize lessons from the CSISD Social Emotional Learning Website	SELT, Counselors	Time, Training	August 2019-May 2020	All	Teacher implementation of lessons for advocate classes				

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

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special education services.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize the co-teach instructional model for students in English I, English II, Biology I, IPC, Algebra I, Geometry, and Algebraic Reasoning, Chem Comm, and English III.	Special Education and General Education Teachers	Time, Master Schedule, Training	August 2019-May 2020	Special Education Students	Co-teach Student Data,				
Train all teachers in strategies to help students served through special education be more successful.	Administration/Leadership Team/ Teachers	Time, Schoology	August 2019-May 2020	Special Education Students	Completion of Training				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Increase family involvement in campus activities and opportunities.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Present a CSHS event/ open house in the community	Administration/ Leadership Team/ Teachers	Time, Schoology	August 2019-May 2020	All	Completion of event and feedback				
Provide outreach to families who may not be able to come to campus (home visits with teams)	Administration/ Leadership Team/ Teachers	Time, Schoology	August 2019-May 2020	All	Number of Home Visits Completed				
Provide academic instructional information and campus event information for parents through Schoology	Teachers	Time, Technology Support	August 2019-May 2020	All	Calendar with Academic Achievement grades/ Parent Communication via Schoology				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in June 2019 by campus administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize the Understanding by Design Curriculum Framework with Marzano's Design Questions to design lessons	Leadership Team/ Administration	Time, Curriculum Documents	August 2019-May 2020	All	Implementation of new curriculum in classroom walkthroughs, lesson plans				
Expand the use of Schoology for instructional purposes	Campus Technology Facilitator, Administration	Schoology, Time	August 2019-May 2020	All	Additions to Schoology throughout the year				
Implement AVID focused notetaking strategies as part of disciplinary reading initiative	AVID Site Team	Time, AVID strategies	August 2019-May 2020	All	Implementation of new curriculum in classroom walkthroughs, lesson plans				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

College Station High School Campus Professional Learning Plan
2019-20

English Department					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
New TEKS	English teachers	Resources: New TEKS and resources related and district curriculum documents for on-level courses and campus curriculum documents for honors and AP curriculum Time: initial ½ day of review and then ongoing reflection and refinement	Department Chair and Level Leaders	Checklist of TEKS for each course; lesson plan documentation; alignment of curriculum documents for on-level courses	2.1
Vertical alignment by level (on-level, honors, AP)	English teachers	Resources: on-level curriculum documents; honors curriculum plans; AP curriculum Time: initial ½ day of review and then ongoing reflection and refinement	Department Chair and Level Leaders	Lesson plan documentation; alignment of curriculum documents for on-level courses	2.1
Academic remediation	English teachers	Resources: Plans for ROC, EOC remediation, and Rtl Time: initial ½ day of review and then	Department Chair and Level Leaders and Reading Teacher	Number of students who successfully meet objectives	5.1

		ongoing planning and reflection and refinement			
ELL/LEP student support	All teachers	Resources: Time:	ESOL Teacher	Number of students earning credits and passing EOCs	1.2

Physical Education					
PD Strategies (Topics)	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Phase I of UBD implementation	PE Department teachers		Symank & Brock		2.1
Continue Disciplinary Literacy within P.E.	PE Department teachers	<i>This is Disciplinary Literacy</i> and devices for article selections			1.3
Options for Students w/ Special Needs: Partner P.E.	Select general education students	Class period	Symank Adapted PE: Daniel & Hollis		3.1
Experience multiple Aerobic activity options at TAMU or local gyms	Aerobic activities teachers	morning	Community members:		3.1

Social Studies Department

Social Studies Department					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Curriculum writing Phase I and 2 of UBD	SS Teachers	District curriculum documents Time: 4 pull out days are on Fall calendar and; teachers will also need time throughout the school year to update documents	Social Studies Curriculum Director, Department Chair and Level Leaders	Teacher reflection of finalized documents at the end of the year and discussion on how to fully implement them	2.1
Disciplinary literacy	SS Teachers	Department meetings throughout the year on staff development days and each six weeks, literacy documents	Department Chair, Level Leaders, and Social Studies Teachers	Documentation of disciplinary literacy strategies in department lesson plans and discussion of effectiveness in levels	1.3

Science

Science					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Increase Inquiry Instruction	Science Staff	Time for PD, subs, Training resource materials, AVID resources	Science Coordinator	course survey; implementation survey; walkthroughs; district science assessments	1.3 2.1
Curriculum Implementation & Streamlining	Science Staff	Regular level meetings during common conf;	CSSH Dept. Head, Level Leaders, & Curriculum Writers	Lesson plans, CBM, unit objectives, YAG	2.1

		possible subs if deemed necessary			
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Math					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Vertical alignment focused on the transition from middle school to HS	Middle and HS teachers	8th and 9th grade math TEKS, strategies and process used on specific concepts, calculator strategies (½ to full day)	Lead teachers from each content area	Lesson planning and teaching strategies Calculator alignment	2.1
Algebra 1 focus on literacy practices	9th grade math teachers	Literacy practices and strategies Focus teaming on how to implement reading strategies into our current lessons Being more intentional during daily planning (ongoing)	Algebra leaders and teachers	Lesson plans and daily meeting notes	1.3
ESL Support	All teachers/ Strategic Math	All time possible to plan since they are day to day and constantly creating (At least once per six weeks for planning)	Mary Selcer & Matthew Bowen	Curriculum and lessons created	1.2
Curriculum improvement, questioning strategies	All teachers	TEKS and planning time by content Changes need to be	All teachers	Curriculum and lesson plans	2.1 5.1

& TEK focus		made and improved (½ day each six weeks to reflect on curriculum)			
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Fine Arts					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Understanding by Design curriculum writing	Fine Arts teachers		UbD trainer, Fine Arts Director		2.1
Restorative Practices	Fine Arts teachers	ongoing	SEL team representative,	walkthrough, surveys	1.3
Disciplinary Literacy	Fine Arts teachers	This is Disciplinary Literacy texts Variety of Fine Arts literature and resources, available online	Department Chair	Evidence in lesson plans, walkthroughs	1.3

Special Education Department					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Co-Teach Level 2 training	Teachers who have participated in 1 or more years of Co-teach	Training materials Time: ongoing	Director of Special Services	Sign-in sheets	3.3

Trauma Informed Teaching Practices (Mental Health Practices)	All teachers and paraprofessionals	Evidence based trainings Time: ongoing	Director of Student Services, Director of Special Services, Psych Team	Sign-in sheets	3.2
PLAAFP/IEP development	All sped teachers (two levels - intro for new teachers on how to develop and write PLAAFP and IEP goals and level 2 for teachers who have been doing this for a while and just need an update on new practices and improvement)	Training materials, eSped, Instructional coordinators for Special Education, Guidance from TEA and Regional Service Centers Time: ongoing	Director for Special Services; Assistant Director for Special Services, Instructional Coordinators, Campus Administrators	Schoology Records & Sign in sheets	3.2
In-class support training	Paraprofessionals who provide in-class support	Training materials Time: ongoing	Director for special services	Sign-in sheets	3.1
Disciplinary practices and monitor placements	AB teachers, Administrators, Counselors, Teachers with students with behavioral needs	PBIS training, Restorative Practices Training Time: ongoing	Campus Administration, Director of Student Services, Director of Special Services	Discipline reports	3.2

Content Area - Career & Technical Education					
PD Strategies (topics)	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
CTE Certifications	CTE Teachers	Various - will need subs if during the school year, days if during the summer	Receive training from the people that offer the certification	Certification training completion	3.1

CTE Programs of Study	CTE Teachers need a better understanding Then we need to talk to the MS & HS counselors	CTE Teachers need more time to learn about this topic, AFTER TEA finalizes the plan so we can figure out what if any changes need to be made How does this affect our course guide book?	CSISD CTE Team, may need to bring in outside presenters	Survey CTE teachers after training	3.1
Relational Practices	CTE Teachers	Reminders and modeling of relational practices 5 minute review 10 minute work time	CSHS Admin & Department Heads	CTE teachers incorporating these into their daily plans?	1.3
Disciplinary Literacy	CTE Teachers	Time to create some disciplinary literacy activities for classes 15 minute refresher? 45 minute work time	CSHS Admin & Department Heads	CTE teachers incorporating these into their daily plans? Each teacher submits 1 DL activity for a course after their work time in October?	1.3
UBD - CTE	CTE Teachers	ongoing	CSISD Staff, CTE Director	Number of curriculum documents completed	1.3

LOTE

LOTE					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Curriculum writing UbD for Spanish levels 1 and 2	All LoTE teachers become familiar with the work started. (French, German, and Latin will start some time in the 2019-2020 school year)	Share the curriculum documents in Google Drive. Look at each unit and roughly look at what was taught, the period of time required, depth, are all teachers pacing similarly, how will it look for German and French (Latin will be a completely different document). ongoing.	Kim Rodgers Michelle Vizquerra	UbD hard copies to make revisions and present to Marla Ramirez at Central Office	2.1
Restorative Practices	LOTE teachers	ongoing	SEL team representative,	walkthrough, surveys	1.3
Disciplinary Literacy	LOTE teachers	ongoing	Department Chair	Evidence in lesson plans, walkthroughs	1.3

Campus-wide Professional Learning

Campus-wide Professional Learning					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Cougar Qualities and Relational Practices	Teachers	Time, NEDRP training	Administration Team	Completion of training,	1.3

				implementation monitoring, staff surveys	
Schoology as an Instructional Tool Modeled Throughout Professional Learning	Teachers	Time, Schoology, Computers/iPads/ Phones	Administration Team	Completion of training, implementation monitoring, staff surveys	2.3
Schoology Set-up and Implementation	Teachers	Time, Schoology, Computers/iPads/ Phones	Administration Team	Completion of training, implementation monitoring, staff surveys	2.3
Disciplinary Literacy Across Content Areas	Teachers	<i>This is Disciplinary Literacy</i> by Releah Lent, Time, Schoology, Computers/iPads/ Phones	Administration Team	Completion of training, implementation monitoring, staff surveys	1.3
Choice Professional Learning in Support of Instructional Goals	Teachers	Time, Schoology, Computers/iPads/ Phones	Administration Team	Completion of training, implementation monitoring, end of year goal conferences	1.3
Instructional Goal Setting & T-TESS/ATR Training	Teachers	Time, Schoology, Computers/iPads/ Phones	Administration Team	Completion of training, implementation monitoring, end of year goal conferences	1.3
Teen Mental Health	All Staff	Trauma Informed Instruction materials, Mental Health Firstaid	Administration Team	Completion of training, implementation monitoring, staff surveys	3.2

Serving Students w/ Special Needs	Teachers	Time, Schoology, Computers/iPads/ Phones	Administration Team	Completion of training, implementation monitoring, staff surveys	3.3
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APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to develop and refine a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.
Revise the CSISD Community-Based Accountability System to align with data and community feedback	TPAC Support; Local Data Sources	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.

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
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Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

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 CISD Board an annual report of their activities for the year	N/A	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.	N/A	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, Hoonuit, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
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Suicide Prevention

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

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 Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	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

APPENDIX B: College Station High School Campus Improvement Team 2019-2020

Campus Representatives

Tricia Allen	Languages Other Than English
Patricia Ayala	Assistant Principal
Viginia Babcock	English
Eboni Bailey-Bonaiti	AVID Coordinator
Yvette Bedell	Special Education
Chenika Brooks	Career and Technical Education
Austin Chandler	Assistant Principal
Jill Conlin	Career and Technical Education
Randi Costenbader	Testing Coordinator
Beth Creel	Fine Arts
Jessica Delgado	Extracurricular
Jeremy Dockan	Science
Judy Foster	ESL
Eddie Hancock	Math
Chad Lehrmann	Social Studies
Tiffany Parkerson	Principal
Valarie Reed	Counselor
Kim Rodgers	Assistant Principal
Chris Southard	Assistant Principal
JD Sullivan	Athletics
Megan Symank	Physical Education

Other Representatives

Shannon Cashion	Parent
Stephanie Cashion	Parent
Paul Dorsett	Business
Rick Hill	Community
Mike Martindale	CSISD Chief Financial Officer
Tiffany Sizemore	Business
Darla Wootan	Business
Kelly Yates	Business