

College Station ISD
A&M Consolidated High School
2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies



Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

To Educate the Hearts and Minds of Students for Life.

Vision

AMCHS is dedicated to educating and empowering students to become confident, resourceful, lifelong learners who are prepared for challenges beyond high school. Students of AMCHS will know the value of giving more than they take, will be responsible for their own actions, and will know that they are an important part of our school community.

Value Statement

We will fulfill our fundamental purpose and become the school we describe in our vision statement; members of the staff commit to the following--

We will be positive, contributing members of our collaborative teams.

We will teach the foundational principles of our campus culture and encourage selfless service.

We will teach the essential standards of our agreed-upon curriculum, unit by unit.

We will work with our colleagues to create achievable SMART goals.

We will keep parents/guardians and stakeholders informed of student progress.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Campus Organization & Systems	4
Campus Demographics	4
Student Achievement	4
Curriculum & Instruction	5
Campus Culture & Climate	5
Campus Staff & Retention	5
Campus Technology	5
Campus Family & Community Involvement	6
Campus Organization & Systems	6
Campus Demographics	6
Student Achievement	6
Curriculum & Instruction	7
Demographics	8
Student Learning	11
School Processes & Programs	29
Perceptions	31
What Students Enjoy	31
What Students Dislike	31
Support Students Need from Teachers	31
Connections with Adults	31
Motivating Students	31
Priority Problem Statements	34
Comprehensive Needs Assessment Data Documentation	35
Goals	37
Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.	37
Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.	39
Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.	42
Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.	44
Policies, Procedures, and Requirements	46

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus Organization & Systems

- Strong staff retention year to year.
- Leadership encourages feedback from stakeholders and provides guidance to teachers.
- Communication of multiple daily schedules is clear and effective.
- Positive, welcoming campus culture with experienced administrators.
- Proactive problem-solving and strong Guiding Coalition that supports a positive environment.
- Use of outside community resources to strengthen campus support.

Campus Demographics

- Diverse student population that fosters opportunities for students to learn from peers of different backgrounds.
- Diversity is celebrated and embraced across campus.
- Diversified teaching staff.

Student Achievement

- Celebrations of student success across all disciplines (Academics, Athletics, Fine Arts, CTE, Special Education).
- Recognition of A/B Honor Roll, Perfect Attendance, and Students of the Month.
- Incentives provided for accomplishments, with opportunities such as fan buses to support student groups at competitions.

Curriculum & Instruction

- District standards and pacing guides are aligned while still allowing teacher autonomy.
- Teachers can bring in their own resources and creativity to enhance lessons.
- Collaboration through PLCs and with principals/administrators for lesson planning and guidance.
- Encouragement for teachers to think outside the box and increase rigor.

Campus Culture & Climate

- Students and staff are celebrated and treated like family, with emphasis on connection and belonging.
- Wide participation in extracurricular activities and campus events (tailgates, dress-up days, service projects).
- Recognition programs for students and teachers (Student/Teacher of the Month, appreciation events).
- Positive and welcoming environment that emphasizes relationships, success celebrations, and inclusivity.
- Friendly, helpful atmosphere with strong interdepartmental collaboration.

Campus Staff & Retention

- Strong staff support system: orientation for new teachers, mentoring, and supportive PLC time.
- High retention—when turnover occurs, it is often for promotions, retirement, or career changes outside education.
- Many staff with advanced degrees and certifications, adding depth to instructional quality.
- Culture of collegiality and staff appreciation throughout the year.

Campus Technology

- Bond-funded laptops and updated equipment are widely used and effective.
- Two dedicated Digital Learning Ambassadors (DLAs) provide strong support.
- Technology issues are addressed promptly.

- Technology is integrated across programs and enhances learning in multiple areas.

Campus Family & Community Involvement

- Strong parent enthusiasm and increased involvement in recent years.
- Tailgates, dress-up days, and school events connect families, staff, and students.
- Campus-wide day of service (Consol Cares) builds community connections.
- Effective use of outside resources and partnerships to support student events and programs.
- Active community networking with strong leadership in community engagement.

Campus Organization & Systems

- Dedicated PLC time is needed separate from teacher conference periods to allow more focus on collaborative planning.
- Classroom space in the cafeteria is disruptive due to noise; relocation would improve the learning environment.
- Strengthening the pool of quality candidates for staffing needs remains a challenge.
- Greater consistency is needed in enforcing rules and expectations campus-wide.

Campus Demographics

- Staff diversity does not yet fully reflect the student population; need for intentional recruitment.
- Ongoing cultural diversity training is needed to better serve students from varied backgrounds.
- More community involvement opportunities (e.g., college application nights, career nights) should be developed.

Student Achievement

- Ongoing support is needed for struggling learners, including motivation strategies, interventions, and confidence building.
- Ensuring that “middle of the road” students are not overlooked while focusing on high achievers and struggling learners.

- Financial barriers can prevent student participation in extracurricular opportunities.
- Need for more targeted intervention and support for African American and Hispanic students.
- Equitable support for GT (Gifted and Talented) students should be strengthened.
- Additional support for teachers and aides to provide tutoring and interventions.
- Loss of AVID program will require alternative supports for college readiness.
- Broader use of CBAs (common benchmark assessments) needed beyond MAP to monitor progress across all grade levels.

Curriculum & Instruction

- Not all departments have updated or consistent curriculum guides; some teams lack the time and resources for revisions.
- Need for structured time (e.g., pull-out days with district coordinators) to update and align curriculum.
- Differentiation within SPED is inconsistent; additional resources and strategies are needed to meet varied student needs.
- Curriculum changes are ongoing but require more coordination and clarity.
- PLCs are limited to tested courses; expansion to all subjects would strengthen alignment and collaboration.
- Instructional practices should go beyond “what will we do if kids haven’t learned it” to ensure long-term mastery and retention.

Demographics

Demographics Summary

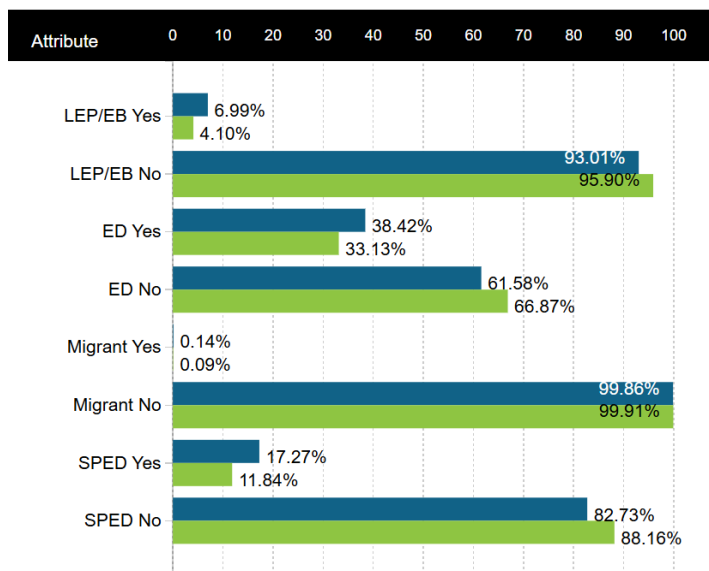
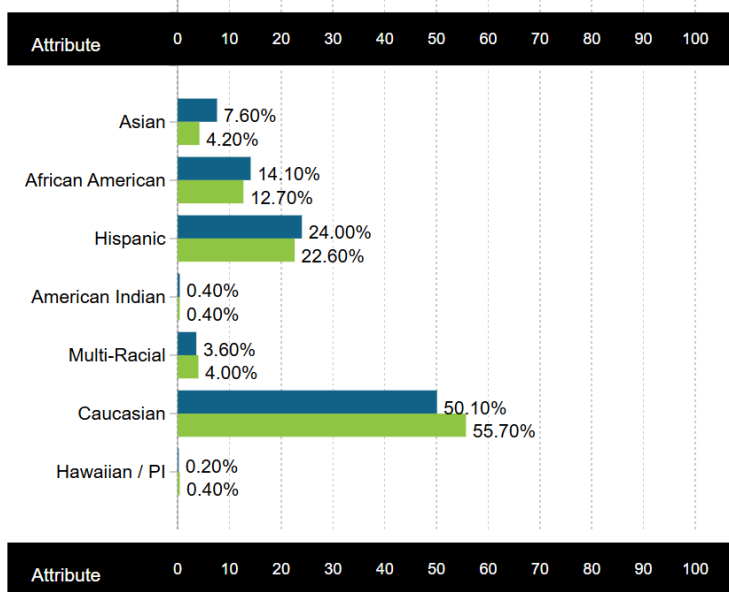
A&M Consolidated High School (AMCHS) is the oldest school in College Station ISD and first opened its doors 105 years ago. AMCHS currently serves 2,185 students with 126 teachers and support staff. AMCHS is unique in that 31 of the current employees graduated from AMCHS.

The student population is comprised of 22.6% Hispanic, 12.7% African American, 55.7% Caucasian, 4.0% percent multi-ethnic, 4.2% Asian, and 0.4 % American Indian. The economically disadvantaged population accounts for 33% percent of our students and 34% of our students are at-risk. Our LEP population is 4.1% while our special education students comprise 11.84% of our student body.

Although gifted and talented students comprise 14.5% of the population at AMCHS, the enrollment of our gifted and talented students in advanced classes is not indicative of those demographics.

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 would also like to expand the number of students taking a Career Technical Education course to expose more students to career opportunities.

The chart below depicts the demographics for AMCHS. The darker color bars represent the district and the lighter ones represent AMCHS.



Demographics Strengths

Texas Education Agency
2023-24 Staff Information (TAPR)

A & M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	169.9	100.0%	100.0%	100.0%
Professional Staff	152.1	89.5%	61.9%	63.9%
Teachers	133.1	78.4%	48.0%	48.3%
Professional Support	12.3	7.2%	11.1%	11.1%
Campus Administration (School Leadership)	6.6	3.9%	2.1%	3.3%
Educational Aides	17.9	10.5%	14.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	8.0	4,187.0
Part-time Librarians	0.0	n/a	4.0	651.0
Full-time Counselors	2.0	n/a	26.0	13,870.0
Part-time Counselors	2.0	n/a	4.0	1,172.0
Total Minority Staff	35.2	20.7%	31.5%	54.4%
Teachers by Ethnicity				
African American	8.5	6.4%	3.4%	12.6%
Hispanic	11.0	8.3%	14.2%	30.1%
White	112.6	84.6%	80.4%	53.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	0.8%	0.8%	2.1%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.3%
Teachers by Sex				
Males	61.2	45.9%	21.9%	24.5%
Females	72.0	54.1%	78.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	86.3	64.9%	71.6%	71.7%
Masters	46.8	35.1%	28.3%	24.9%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.0	3.8%	3.0%	8.7%
1-5 Years Experience	37.2	28.0%	26.6%	27.4%
6-10 Years Experience	30.1	22.6%	21.8%	20.2%
11-20 Years Experience	29.7	22.3%	28.3%	27.1%
21-30 Years Experience	27.2	20.4%	16.8%	13.7%
Over 30 Years Experience	3.9	2.9%	3.5%	3.0%
Number of Students per Teacher	16.2	n/a	14.2	14.7

At AMCHS, we are committed to fostering a positive climate that is both disciplined and maintains high expectations for all our students. This environment is carefully cultivated by our dedicated staff, who provide unwavering support to ensure that every student is equipped to meet the academic and personal demands placed upon them. Our focus on discipline and high expectations creates a structured and nurturing atmosphere where students can thrive.

Our teaching staff is a testament to our commitment to quality education, with an average of 12 years of teaching experience. This wealth of experience is complemented by the fact that 7.1% of our teachers have experience within the College Station Independent School District (CSISD), bringing valuable insights and continuity to our educational practices. Furthermore, 35% of our teachers hold a master's degree or higher, significantly surpassing the state average of 25%. This level of academic achievement among our faculty ensures that our students receive instruction from highly qualified and knowledgeable educators.

We take pride in the fact that approximately 31 of our former students have returned to AMCHS to work as teachers or in support roles. This not only speaks to the strong sense of community and belonging that our school fosters but also, highlights the positive impact our school has had on their lives, inspiring them to contribute to the education of future generations.

Our campus is enriched by its diversity, which provides our students with the opportunity to understand and appreciate different perspectives. This diversity is a cornerstone of our educational philosophy, as it encourages learning and personal growth, preparing our students to succeed in an increasingly interconnected world. By embracing and celebrating our diverse community, we equip our students with the skills and empathy needed to navigate and contribute positively to society.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

Root Cause: Process for identifying and supporting children of color in advanced-level classes to reflect student population.

Student Learning

Student Learning Summary

Sixty-two percent of AMCHS students are enrolled in Career & Technology Education, 43% of AMCHS students are enrolled in a fine arts course for at least one semester during the school year, and approximately 56% of AMCHS students participate in one or more of the following extracurricular activities: sports, marching band, choir, orchestra, cheerleading, and dance team.

Additionally, 87% of our students scored a 3 or higher on their AP Exam with 1300 exams taken by 600 students. The class of 2022, 2023, and 2024 have maintained a 97% graduation rate, but our African American, SPED, and economically disadvantaged students are below the campus average on state assessments. The College, Career, and Military readiness score increased by 7 points from the previous year to 83%. As a campus, we intentionally provided multiple opportunities for students to demonstrate their college readiness by enrolling them in a college prep course if students had not earned sufficient scores. Also, these graduating classes have had approximately 87% of students attend post-secondary educational institutions 13% of our students choose the military/work/vocational route.

Student Programs	Count	Percent
Dyslexia	174	8.03%
Gifted and Talented	316	14.59%
Regional Day School Program for the Deaf	2	0.09%
Section 504	387	17.87%
Special Education (SPED)	236	10.90%
Bilingual/ESL		
Emergent Bilingual (EB)	104	4.80%
Bilingual	0	0.00%
English as a Second Language (ESL)	85	3.92%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	11	0.51%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	11	0.51%
Neglected	0	0.00%



2025 SAT Cohort Final Report A And M Consolidated High School

SAT Participation and Performance

Data reflect SAT test activity for students who graduated high school in 2025. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	285		1134	574	560	56%	83%	58%	16%
Took Essay ¹	0								
Race / Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	2	1%							
Asian	18	6%	1349	663	686	94%	94%	94%	6%
Black/African American	23	8%	951	482	469	13%	61%	13%	39%
Hispanic/Latino	67	24%	1087	551	536	43%	75%	48%	21%
Native Hawaiian/Other Pacific Islander	0								
White	159	56%	1153	584	569	62%	87%	63%	12%
Two or More Races	10	4%	1198	636	562	60%	100%	60%	0%
No Response	6	2%							
Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	168	59%	1114	568	546	54%	84%	54%	15%
Male	117	41%	1163	583	580	60%	81%	62%	16%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 A & M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	78%	80%	59%	71%	91%	* 100%	* 75%	48%	69%	83%	74%	66%	53%		
At Meets Grade Level or Above	2023	72%	80%	81%	59%	73%	91%	* 87%	* 92%	49%	83%	82%	75%	61%	47%		
At Masters Grade Level	2024	52%	62%	64%	33%	53%	78%	* 79%	* 67%	29%	54%	68%	55%	42%	33%		
At Approaches Grade Level or Above	2023	52%	65%	65%	33%	54%	81%	* 80%	* 72%	38%	67%	66%	63%	41%	29%		
At Masters Grade Level	2024	16%	24%	24%	7%	17%	32%	* 42%	* 17%	3%	23%	27%	17%	6%	4%		
At Masters Grade Level	2023	13%	22%	20%	2%	16%	27%	* 53%	* 24%	8%	8%	20%	20%	5%	8%		
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	83%	84%	65%	77%	93%	* 95%	* 83%	66%	85%	84%	85%	65%	50%		
At Meets Grade Level or Above	2023	74%	83%	83%	60%	78%	95%	* 95%	* 82%	39%	* 85%	79%	68%	44%			
At Masters Grade Level	2024	58%	69%	71%	44%	63%	83%	* 74%	* 70%	50%	54%	72%	68%	49%	31%		
At Masters Grade Level	2023	54%	68%	67%	36%	56%	84%	* 90%	* 73%	22%	* 67%	67%	43%	23%			
At Masters Grade Level	2024	9%	14%	13%	1%	9%	15%	* 58%	* 9%	10%	0%	13%	11%	4%	3%		
At Masters Grade Level	2023	9%	16%	16%	2%	8%	23%	* 62%	* 23%	6%	* 17%	14%	4%	5%			
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	87%	80%	72%	77%	86%	* 100%	* 82%	55%	67%	83%	77%	76%	78%		
At Meets Grade Level or Above	2023	79%	88%	81%	73%	79%	88%	* 80%	* 79%	59%	100%	83%	79%	76%	76%		
At Masters Grade Level	2024	43%	62%	35%	26%	32%	41%	* 63%	* 24%	18%	44%	38%	31%	28%	34%		
At Masters Grade Level	2023	43%	62%	37%	23%	32%	50%	* 40%	* 26%	24%	50%	39%	32%	24%	19%		
At Masters Grade Level	2024	24%	43%	15%	11%	15%	17%	* 25%	* 6%	2%	22%	16%	14%	10%	17%		
At Masters Grade Level	2023	23%	40%	13%	2%	10%	22%	* 0%	* 5%	3%	13%	12%	15%	6%	5%		
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	94%	95%	91%	92%	98%	* 100%	* 86%	80%	92%	95%	94%	90%	88%		
At Meets Grade Level or Above	2023	88%	92%	93%	85%	85%	98%	* 100%	* 96%	79%	83%	94%	90%	85%	73%		
At Masters Grade Level	2024	56%	70%	70%	40%	65%	82%	* 88%	* 48%	31%	58%	74%	63%	55%	40%		
At Masters Grade Level	2023	56%	70%	68%	35%	54%	82%	* 92%	* 72%	40%	58%	70%	65%	41%	27%		
At Masters Grade Level	2024	19%	24%	23%	9%	12%	30%	* 50%	* 14%	5%	33%	25%	16%	7%	2%		
At Masters Grade Level	2023	21%	33%	29%	6%	18%	41%	* 46%	* 24%	11%	25%	29%	29%	10%	10%		

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 A & M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	97%	98%	98%	95%	100%	* 100%	* 89%	92%	* 98%	98%	96%	77%			
At Meets Grade Level or Above	2023	94%	96%	96%	85%	95%	98%	* 100%	* 100%	82%	100%	96%	95%	90%	70%		
At Masters Grade Level	2024	70%	83%	82%	49%	77%	92%	* 100%	* 79%	44%	100%	82%	84%	65%	60%		
At Masters Grade Level	2023	37%	55%	52%	14%	42%	66%	* 81%	* 61%	15%	* 55%	42%	26%	13%			
At Masters Grade Level	2023	38%	57%	58%	19%	46%	71%	* 84%	* 57%	13%	80%	60%	51%	31%	25%		
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	98%	99%	* 89%	100%	- 100%	- 100%	* 100%	71%	88%	* 99%	100%	93%	88%		
At Meets Grade Level or Above	2023	90%	99%	99%	100%	97%	99%	- 100%	- 100%	100%	* 99%	100%	93%	88%			
At Masters Grade Level	2024	59%	90%	94%	* 83%	97%	- 100%	- 80%	* 97%	43%	63%	* 97%	43%	63%			
At Masters Grade Level	2023	61%	86%	84%	63%	69%	86%	- 96%	- 100%	80%	* 84%	80%	68%	68%			
At Masters Grade Level	2024	12%	34%	39%	* 44%	33%	- 74%	- 0%	* 40%	14%	13%	* 40%	14%	13%			
At Masters Grade Level	2023	12%	26%	27%	13%	9%	24%	- 64%	- 40%	0%	* 27%	30%	11%	11%			
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	81%	88%	76%	82%	94%	40%	99%	64%	83%	67%	80%	90%	85%	78%	69%
At Meets Grade Level or Above	2023	76%	82%	88%	71%	82%	95%	90%	96%	70%	90%	62%	89%	89%	83%	75%	61%
At Masters Grade Level	2024	48%	60%	68%	40%	58%	79%	20%	87%	64%	60%	34%	55%	72%	57%	47%	36%
At Masters Grade Level	2023	49%	60%	67%	35%	56%	81%	50%	91%	50%	66%	34%	65%	68%	63%	42%	28%
At Masters Grade Level	2024	20%	30%	26%	8%	20%	33%	20%	59%	9%	19%	7%	20%	29%	19%	10%	7%
At Masters Grade Level	2023	20%	30%	27%	5%	19%	36%	20%	63%	10%	25%	8%	28%	28%	25%	10%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	81%	82%	61%	73%	92%	* 97%	* 79%	57%	77%	84%	79%	66%	52%		
At Meets Grade Level or Above	2023	77%	82%	82%	59%	75%	93%	* 92%	80%	87%	44%	80%	83%	77%	65%	46%	
At Masters Grade Level	2024	54%	62%	66%	38%	57%	81%	* 76%	* 68%	40%	54%	70%	61%	45%	32%		
At Masters Grade Level	2023	53%	61%	66%	34%	55%	82%	* 86%	60%	72%	30%	60%	67%	65%	42%	27%	
At Masters Grade Level	2024	22%	29%	18%	4%	13%	24%	* 50%	* 13%	7%	12%	20%	14%	5%	3%		
At Masters Grade Level	2023	20%	27%	18%	2%	12%	25%	* 58%	0%	23%	7%	7%	19%	17%	5%	7%	
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	79%	86%	74%	79%	91%	* 100%	* 86%	56%	70%	89%	76%	76%	79%		
At Meets Grade Level or Above	2023	75%	82%	88%	76%	83%	93%	* 97%	* 83%	62%	100%	90%	80%	78%	77%		

Student Learning Strengths

In advanced academics, our students consistently outperform students on standardized testing. Our AP scores increased and the number of students testing has improved each year. AMCHS passing rate for AP tests was 87% which is above the state and national averages. Also, AMCHS has made the AP Honor Roll for the last 7 years. AMCHS was selected based on how they welcome more students into AP courses and support them on the path to college success. This data indicates that our students who are enrolled in advanced-level class are self-motivated and do well in this setting.

Our graduation rate has consistently been 97%, above the state and national averages. At 83%, our CCMR criteria is the highest its been for the last decade. Our student involvement (57%) in an UIL event is to be applauded and demonstrates student engagement at AMCHS.

Finally, the diversity at AMCHS offers students the valuable opportunity to collaborate with peers from different backgrounds, allowing them to gain a range of perspectives and develop essential skills for working alongside others.



SAT Participation and Performance

Data reflect SAT test activity for students who graduated high school in 2025. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	285		1134	574	560	56%	83%	58%	16%
Took Essay ¹	0								

Race / Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	2	1%							
Asian	18	6%	1349	663	686	94%	94%	94%	6%
Black/African American	23	8%	951	482	469	13%	61%	13%	39%
Hispanic/Latino	67	24%	1087	551	536	43%	75%	48%	21%
Native Hawaiian/Other Pacific Islander	0								
White	159	56%	1153	584	569	62%	87%	63%	12%
Two or More Races	10	4%	1198	636	562	60%	100%	60%	0%
No Response	6	2%							

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	168	59%	1114	568	546	54%	84%	54%	15%
Male	117	41%	1163	583	580	60%	81%	62%	16%

Subject	Score Level	2021	2022	2023	2024	2025
2-D Art and Design	1					
2-D Art and Design	2		1		2	2
2-D Art and Design	3		1	1	3	4
2-D Art and Design	4	2		1	3	5
2-D Art and Design	5			1	5	2
2-D Art and Design	Total Exams	2	2	3	13	13
2-D Art and Design	Mean Score	4	2.5	4	3.85	3.54
3-D Art and Design	1					
3-D Art and Design	2					2
3-D Art and Design	3			1		
3-D Art and Design	4					

Subject	Score Level	2021	2022	2023	2024	2025
3-D Art and Design	5					
3-D Art and Design	Total Exams			1		2
3-D Art and Design	Mean Score			3		2
Art History	1					
Art History	2		2			
Art History	3		8		5	
Art History	4		2		4	
Art History	5		2		3	
Art History	Total Exams		14		12	
Art History	Mean Score		3.29		3.83	
Biology	1				1	
Biology	2	1	2	2	4	7
Biology	3	9	7	7	13	9
Biology	4	7	5	16	28	8
Biology	5	4	8	2	13	7
Biology	Total Exams	21	22	27	59	31
Biology	Mean Score	3.67	3.86	3.67	3.81	3.48
Calculus AB	1		2			
Calculus AB	2	2	11	10	3	11
Calculus AB	3	19	12	10	13	13
Calculus AB	4	32	43	15	35	34
Calculus AB	5	43	37	44	43	32
Calculus AB	Total Exams	96	105	79	94	90
Calculus AB	Mean Score	4.21	3.97	4.18	4.26	3.97
Calculus BC	1					
Calculus BC	2			2		2
Calculus BC	3	7	8	7		2
Calculus BC	4	6	4	9	4	10
Calculus BC	5	19	13	16	24	17

Subject	Score Level	2021	2022	2023	2024	2025
Calculus BC	Total Exams	32	25	34	28	31
Calculus BC	Mean Score	4.38	4.2	4.15	4.86	4.35
Calculus BC: AB Subscore	1					
Calculus BC: AB Subscore	2					
Calculus BC: AB Subscore	3	2	1	5		1
Calculus BC: AB Subscore	4	10	7	10	4	9
Calculus BC: AB Subscore	5	20	17	19	24	21
Calculus BC: AB Subscore	Total Exams	32	25	34	28	31
Calculus BC: AB Subscore	Mean Score	4.56	4.64	4.41	4.86	4.65
Chemistry	1	2	1			
Chemistry	2	4	2	1		1
Chemistry	3	10	12	6	1	1
Chemistry	4	15	11	19	12	14
Chemistry	5	9	16	17	10	20
Chemistry	Total Exams	40	42	43	23	36
Chemistry	Mean Score	3.63	3.93	4.21	4.39	4.47
Chinese Language and Culture	1					
Chinese Language and Culture	2					
Chinese Language and Culture	3		2			
Chinese Language and Culture	4					

Subject	Score Level	2021	2022	2023	2024	2025
Chinese Language and Culture	5		1		3	
Chinese Language and Culture	Total Exams		3		3	
Chinese Language and Culture	Mean Score		3.67		5	
Computer Science A	1	1		1	2	2
Computer Science A	2	1	4	1	1	1
Computer Science A	3	2	5	4	10	2
Computer Science A	4	5	1	6	7	6
Computer Science A	5	6	9	7	5	5
Computer Science A	Total Exams	15	19	19	25	16
Computer Science A	Mean Score	3.93	3.79	3.89	3.48	3.69
Drawing	1					
Drawing	2		2	1		2
Drawing	3		3			1
Drawing	4		2			1
Drawing	5		1			1
Drawing	Total Exams		8	1		5
Drawing	Mean Score		3.25	2		3.2
English Language and Composition	1	1		1	8	3
English Language and Composition	2	5	6	15	26	9

Subject	Score Level	2021	2022	2023	2024	2025
English Language and Composition	3	22	12	24	42	49
English Language and Composition	4	32	12	42	36	69
English Language and Composition	5	25	20	27	32	36
English Language and Composition	Total Exams	85	50	109	144	166
English Language and Composition	Mean Score	3.88	3.92	3.72	3.4	3.76
English Literature and Composition	1			1		1
English Literature and Composition	2	7			4	
English Literature and Composition	3	16	6	5	11	8
English Literature and Composition	4	9	22	15	25	24
English Literature and Composition	5	6	24	14	30	23
English Literature and Composition	Total Exams	38	52	35	70	56
English Literature and Composition	Mean Score	3.37	4.35	4.17	4.16	4.21

Subject	Score Level	2021	2022	2023	2024	2025
French Language and Culture	1					
French Language and Culture	2			1		
French Language and Culture	3			1		
French Language and Culture	4	1	1	1		
French Language and Culture	5					
French Language and Culture	Total Exams	1	1	3		
French Language and Culture	Mean Score	4	4	3		
German Language and Culture	1			1		
German Language and Culture	2		2			
German Language and Culture	3					
German Language and Culture	4					
German Language and Culture	5				1	
German Language and Culture	Total Exams		2	1	1	

Subject	Score Level	2021	2022	2023	2024	2025
German Language and Culture	Mean Score		2	1	5	
Human Geography	1	2	1	6	3	
Human Geography	2	1		6	4	4
Human Geography	3	7	8	7	6	18
Human Geography	4	15	9	14	16	16
Human Geography	5	13	12	6	17	21
Human Geography	Total Exams	38	30	39	46	59
Human Geography	Mean Score	3.95	4.03	3.21	3.87	3.92
Latin	1					
Latin	2	1				
Latin	3					
Latin	4					
Latin	5					
Latin	Total Exams	1				
Latin	Mean Score	2				
Macroeconom	1		15	5	7	5
Macroeconom	2		15	22	25	41
Macroeconom	3		19	31	22	27
Macroeconom	4		11	17	17	20
Macroeconom	5		7	11	16	8
Macroeconom	Total Exams		67	86	87	101
Macroeconom	Mean Score		2.7	3.08	3.11	2.85
Microeconomic	1	6				6
Microeconomic	2	11				21
Microeconomic	3	15				9
Microeconomic	4	17				6

Subject	Score Level	2021	2022	2023	2024	2025
Microeconomics	5	4				5
Microeconomics	Total Exams	53				47
Microeconomics	Mean Score	3.04				2.64
Music Aural Subscore	1					
Music Aural Subscore	2					
Music Aural Subscore	3					
Music Aural Subscore	4					
Music Aural Subscore	5				1	
Music Aural Subscore	Total Exams				1	
Music Aural Subscore	Mean Score				5	
Music Non-Aural Subscore	1					
Music Non-Aural Subscore	2					
Music Non-Aural Subscore	3					
Music Non-Aural Subscore	4					
Music Non-Aural Subscore	5				1	
Music Non-Aural Subscore	Total Exams				1	
Music Non-Aural Subscore	Mean Score				5	

Subject	Score Level	2021	2022	2023	2024	2025
Music Theory	1					
Music Theory	2					
Music Theory	3					
Music Theory	4					
Music Theory	5				1	
Music Theory	Total Exams				1	
Music Theory	Mean Score				5	
Physics 1	1	3	10	3	1	2
Physics 1	2	11	17	26	9	11
Physics 1	3	17	14	22	8	30
Physics 1	4	15	16	27	11	18
Physics 1	5	4	12	15	10	34
Physics 1	Total Exams	50	69	93	39	95
Physics 1	Mean Score	3.12	3.04	3.27	3.51	3.75
Physics 2	1	2				1
Physics 2	2	3	2	5	1	6
Physics 2	3	4	6	7	4	6
Physics 2	4	9	2	5	3	2
Physics 2	5	2	2	1	3	
Physics 2	Total Exams	20	12	18	11	15
Physics 2	Mean Score	3.3	3.33	3.11	3.73	2.6
Physics C: Electricity and Magnetism	1	1		2	1	2
Physics C: Electricity and Magnetism	2	3	6	2	4	3
Physics C: Electricity and Magnetism	3	4	2	3	5	6
Physics C: Electricity and Magnetism	4	4	7	4	6	9

Subject	Score Level	2021	2022	2023	2024	2025
Physics C: Electricity and Magnetism	5	8	1	9	7	1
Physics C: Electricity and Magnetism	Total Exams	20	16	20	23	21
Physics C: Electricity and Magnetism	Mean Score	3.75	3.19	3.8	3.61	3.19
Physics C: Mechanics	1					
Physics C: Mechanics	2	1	1	1	1	2
Physics C: Mechanics	3	7	3	3	2	5
Physics C: Mechanics	4	7	7	6	8	5
Physics C: Mechanics	5	7	5	10	12	9
Physics C: Mechanics	Total Exams	22	16	20	23	21
Physics C: Mechanics	Mean Score	3.91	4	4.25	4.35	4
Psychology	1	8	11	10	4	5
Psychology	2	7	7	6	3	21
Psychology	3	15	16	13	22	22
Psychology	4	23	12	14	22	36
Psychology	5	13	15	22	30	11
Psychology	Total Exams	66	61	65	81	95
Psychology	Mean Score	3.39	3.21	3.49	3.88	3.28
Spanish Language and Culture	1				1	1
Spanish Language and Culture	2	5		2	7	9

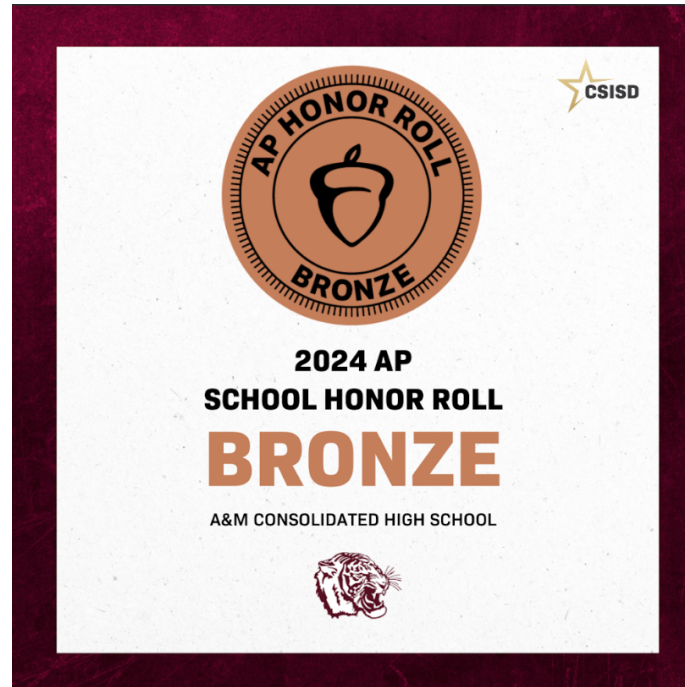
Subject	Score Level	2021	2022	2023	2024	2025
Spanish Language and Culture	3	9	5	11	16	13
Spanish Language and Culture	4	8	8	7	13	9
Spanish Language and Culture	5	4	5	7	9	7
Spanish Language and Culture	Total Exams	26	18	27	46	39
Spanish Language and Culture	Mean Score	3.42	4	3.7	3.48	3.31
Spanish Literature and Culture	1	2			1	
Spanish Literature and Culture	2	1	2	2		2
Spanish Literature and Culture	3	4	2	4	4	9
Spanish Literature and Culture	4	3	2	4	5	1
Spanish Literature and Culture	5		1		2	
Spanish Literature and Culture	Total Exams	10	7	10	12	12
Spanish Literature and Culture	Mean Score	2.8	3.29	3.2	3.58	2.92
Statistics	1	7	5	2		3
Statistics	2	15	9	3		5
Statistics	3	18	22	13	13	23
Statistics	4	15	19	24	18	21


Subject	Score Level	2021	2022	2023	2024	2025
Statistics	5	11	18	34	19	17
Statistics	Total Exams	66	73	76	50	69
Statistics	Mean Score	3.12	3.49	4.12	4.12	3.64
United States Government and Politics	1	2	8	9	4	2
United States Government and Politics	2	16	29	16	7	10
United States Government and Politics	3	24	26	24	23	33
United States Government and Politics	4	10	6	16	36	39
United States Government and Politics	5	18	9	20	21	28
United States Government and Politics	Total Exams	70	78	85	91	112
United States Government and Politics	Mean Score	3.37	2.73	3.26	3.69	3.72
United States History	1	8	2	9		2
United States History	2	23	12	21	7	9
United States History	3	29	39	25	26	29
United States History	4	28	29	14	62	72
United States History	5	30	28	19	25	26
United States History	Total Exams	118	110	88	120	138
United States History	Mean Score	3.42	3.63	3.15	3.88	3.8

Subject	Score Level	2021	2022	2023	2024	2025
World History: Modern	1	1				
World History: Modern	2	5	6	6	9	13
World History: Modern	3	14	10	17	15	25
World History: Modern	4	13	22	23	38	48
World History: Modern	5	14	13	19	7	18
World History: Modern	Total Exams	47	51	65	69	104
World History: Modern	Mean Score	3.72	3.82	3.85	3.62	3.68

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 A & M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	502	100.0%	1,030	377,367
By Ethnicity:				
African American	62	12.4%	137	46,822
Hispanic	121	24.1%	239	197,333
White	270	53.8%	550	103,009
American Indian	0	0.0%	1	1,181
Asian	34	6.8%	73	19,151
Pacific Islander	1	0.2%	1	574
Two or More Races	14	2.8%	29	9,297
By Graduation Type:				
Minimum H.S. Program	1	0.2%	1	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	71	14.1%	193	49,278
Foundation H.S. Program (Endorsement)	3	0.6%	8	16,475
Foundation H.S. Program (DLA)	427	85.1%	828	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates				
Special Education Graduates	40	8.0%	82	34,589
Economically Disadvantaged Graduates	139	27.7%	321	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	20	4.0%	49	50,229
At-Risk Graduates	182	36.3%	392	168,430
CTE Completers	139	27.7%	234	116,959





CONSOL BY THE NUMBERS

NAMED ONE OF AMERICA'S BEST
HIGH SCHOOLS BY US NEWS & WORLD
REPORT CONSECUTIVELY SINCE 2014

\$14M+ IN SCHOLARSHIPS

INTERVENTIONS & SPECIAL PROGRAMS
ROAR CAMP
TIGERS NEEDING TIGERS
TIGER FOOD BANK

5 TRADITIONS
• CONSOL CARES
• GAME OF LIFE
• SENIOR SUNRISE/SUNSET
• SENIOR WALK
• SENIOR WELLNESS

87% COLLEGE BOUND

13% MILITARY/WORKFORCE

80% PASS RATE ON 17 INDUSTRY BASED CERTIFICATIONS

9 PROFESSIONAL CERTIFICATIONS

5 STUDENT ORGANIZATIONS

4.27 CUT OFF GPA FOR TOP 10%

211 HONOR GRADUATES

7 NATIONAL MERIT FINALISTS

12 NATIONAL HISPANIC SCHOLARS

5 NATIONAL AFRICAN AMERICAN SCHOLARS

17 NATIONAL COMMENDED SCHOLARS

1 NATIONAL INDIGENOUS SCHOLARS

7 FIRST GENERATION SCHOLARS

SAT AVERAGE AT CONSOL
MATH **560**
EBWR **572**

ACT AVERAGE AT CONSOL
ENGLISH **22.6** SCIENCE **26**
MATH **25** COMPOSITE **25.7**
READING **26**

NATIONAL AVERAGE
EVIDENCE BASED READING & WRITING **553**
MATH **532**

NATIONAL AVERAGE
19.9

87% AP TEST PASS RATE

258 AP SCHOLARS

25 AP COURSES OFFERED

CONSOL HAS MADE THE ADVANCED PLACEMENT HONOR ROLL CONSECUTIVELY SINCE 2014

Over 1,300 Administered Exams




50+ CLUBS & ORGANIZATIONS

50+ TEACHERS WITH ADVANCED DEGREES

2,181 TOTAL ENROLLMENT

24 FOREIGN LANGUAGES REPRESENTED

WHITE (52%)
HISPANIC (24%)
AFRICAN AMERICAN (16%)
ASIAN (5%)
OTHER (2%)

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): AMCHS will close the achievement gap with our students from poverty and underserved student groups.

Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.

Problem Statement 2 (Prioritized): Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups Target 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation.

Root Cause: Provide Solution Tree's Behavior training to the Campus Behavior Team for ongoing support for Tier 1 support, including campus-wide expectations, classroom management, and positive behavior intervention and support. Monitor PEIMS behavior incidents and action codes for accuracy at six weeks intervals at both the district and campus level.

Problem Statement 3: Starting in July 2025, we will promote an engaging relationship between the school district and the community by hosting various events and activities, aiming for 70% community participation and an 80% satisfaction rate. Success will be measured through attendance records and post-event surveys, with the goal of achieving these targets by June 2026

Root Cause: Create varied opportunities, at different times and locations, to ensure broad parent and community participation in AMCHS activities.

School Processes & Programs

School Processes & Programs Summary

At AMCHS, collaboration is central to decision-making. The Leadership Team, composed of department heads from across content areas, meets weekly to maintain a cohesive vision and focus on student achievement. The Counseling Department works closely with administration and department heads to gather feedback on class offerings and teacher assignments, while the Special Education Department ensures that the needs of all students are prioritized in the decision-making process.

The Guiding Coalition has been instrumental in leading instructional change. In recent years, they spearheaded the implementation of priority days for core departments, which evolved into a structured RTI Scheduler system beginning in the 2025–2026 school year. This approach provides students with daily opportunities for enrichment or remediation, either through self-selection or teacher placement, ensuring targeted academic support.

Administration fosters a supportive and transparent environment through an open-door policy and consistent stakeholder communication. Weekly updates are provided through the *Consol Connection* newsletter, and faculty meetings held twice a month focus on professional learning. Teachers also engage in collaborative trios, implementing strategies from *The Art and Science of Teaching* and sharing research-based practices with colleagues.

Beyond the classroom, AMCHS is deeply committed to student involvement. Many teachers serve as coaches, sponsors, or directors, giving students diverse opportunities for engagement. Currently, 57% of students participate in UIL activities, in addition to leadership and career organizations such as Student Council, FFA, and SkillsUSA. The annual Consol Cares Day of Service further connects students with the community—last year, 750 students (33% of the student body) partnered with local nonprofits. Research supports what AMCHS values: students who are connected to their school community thrive academically and socially.

In curriculum development, the district has made significant progress in creating research-aligned frameworks for core areas. However, non-core areas still face challenges, as documents are not consistently available. New staff in these departments often rely on colleagues for guidance, though ongoing work is being done to produce and revise scope-and-sequence documents and curriculum calendars.

AMCHS is in its second year of professional learning communities (PLCs) in core subjects. Teachers who have a PLC period must meet a minimum of twice weekly to analyze data, create formative assessments, and adjust instruction based on student performance. Additionally, the campus leverages multiple leadership teams—Leadership, Behavior, and the Guiding Coalition—for professional development planning. Department heads and staff surveys guide session content, and teachers are encouraged to share expertise with colleagues.

The 2023 district bond provided substantial technology enhancements, increasing access to COWs, traditional labs, and other digital tools. Ongoing training supports teachers in refining their use of technology in instruction, and the district remains committed to ensuring staff have the resources necessary to maximize student success.

School Processes & Programs Strengths

AMCHS will continue to strengthen collaborative PLC teams within core, tested subject areas. Each PLC engages in common planning to examine student learning, determines next steps for students who are not yet mastering content, and designs opportunities to extend learning for students who are already proficient. To further support this work, AMCHS has implemented a dedicated time for targeted intervention and extension, establishing priority days for core subjects and utilizing the RTI Scheduler.

The campus also utilizes several teams—Leadership, Behavior, and the Guiding Coalition—for professional development planning. Staff development is aligned to state and district requirements as well as campus needs. Before finalizing each session, department heads provide input on proposed agendas. Additionally, staff surveys are used to gather feedback, and teachers are encouraged to share their expertise by leading colleagues in targeted areas of professional learning.

Many teachers at AMCHS also serve as athletic coaches, sponsors, or directors, which provides students with a wide range of opportunities for involvement. Currently, 57% of students participate in UIL events, not including the many who engage in other clubs and organizations such as Student Council, FFA, and SkillsUSA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

Root Cause: Embed RTI Scheduler for intervention and extension within the school day (PSAT prep, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware, and Study Island) or design interventions to address behaviors.

Perceptions

Perceptions Summary

Based on the fall 2024 survey data, 33% of the teachers expressed the following: at AMCHS, staff overwhelmingly value the strong relationships they have with students and colleagues, as well as the family-like culture that defines our campus. Teachers appreciate the supportive leadership and the many opportunities to connect with students through academics, athletics, fine arts, and organizations. Areas for growth include ensuring consistency with expectations and accountability, strengthening student behavior supports, and using data more effectively to guide instruction. Staff also expressed a desire for continued professional feedback, time-saving supports, and resources to enhance teaching and learning. Overall, AMCHS remains a campus where care, collaboration, and connection are central, with ongoing opportunities to refine systems that support both student success and staff well-being.

The 2024 Student Survey provides meaningful insight into what our students value about school, the challenges they face, and the support they need to thrive.

What Students Enjoy

Students overwhelmingly expressed that the most enjoyable part of school is the relationships they form. Nearly three-fourths (74%) said positive connections with friends are a highlight of their school experience, and 39% reported strong, upbeat relationships with teachers and staff. Athletics and fine arts participation also stood out, with 67% of students involved, while 30% valued clubs and organizations. Additionally, 34% of students shared that they enjoy learning new things, especially when lessons are hands-on, collaborative, or connected to real-life applications.

What Students Dislike

The most significant concern among students is the stress caused by homework, with 87% identifying it as a challenge. Many also reported feeling bored in class (44%) or finding that coursework is either too easy (9%) or inconsistent across subjects. Social challenges, such as the drama surrounding social media (25%) and difficulties finding peer groups (11%), also surfaced. Students additionally expressed frustration with excessive workloads, lack of movement during class, and inconsistent classroom expectations.

Support Students Need from Teachers

Students emphasized that their success is tied to teachers who are both clear and compassionate. They want complex topics broken down into manageable steps, explicit directions, and examples to ensure understanding. Many stressed the importance of teachers building personal connections, showing empathy for student stress, and offering grace when needed. At the same time, students expressed appreciation for teachers who maintain high expectations while providing encouragement and support.

Connections with Adults

While 394 students identified a teacher as their strongest adult connection at school, 102 reported having no adult they feel connected to. Counselors, principals, and other staff were also named, but the data suggests that ensuring every student has a trusted adult relationship remains a critical area for growth.

Motivating Students

Students identified a variety of motivators, including recognition and rewards (such as prizes, off-campus lunch, and extra credit), encouragement from teachers, and meaningful learning experiences. A recurring theme was the importance of balanced workload management, with students noting that avoiding multiple large assignments or tests on the same day allows them to do their best work.

Finally, parent participation and support at AMCHS is evident through involvement in the PTO, Booster Clubs, athletic events, fine arts performances, family nights such as Open House, student clubs, College 101, Parent Orientation, and the Tigerville Tailgate. These opportunities illustrate the strong and positive connection between families and the AMCHS community.

However, support reflective of the entire student body remains inconsistent. Many volunteers and active supporters often come from the same neighborhoods within the AMCHS zone. Expanding partnerships across a broader range of the community will strengthen engagement and provide valuable opportunities, particularly through internships for students in our CTE programs.

Each year, AMCHS also hosts *Consol Cares*, a campus-wide day of service during which students volunteer with local nonprofits and elementary schools. Last year, 750 students—33% of the student body—participated. We remain committed to supporting student involvement, as research consistently shows that students connected to their school community perform better both academically and socially.

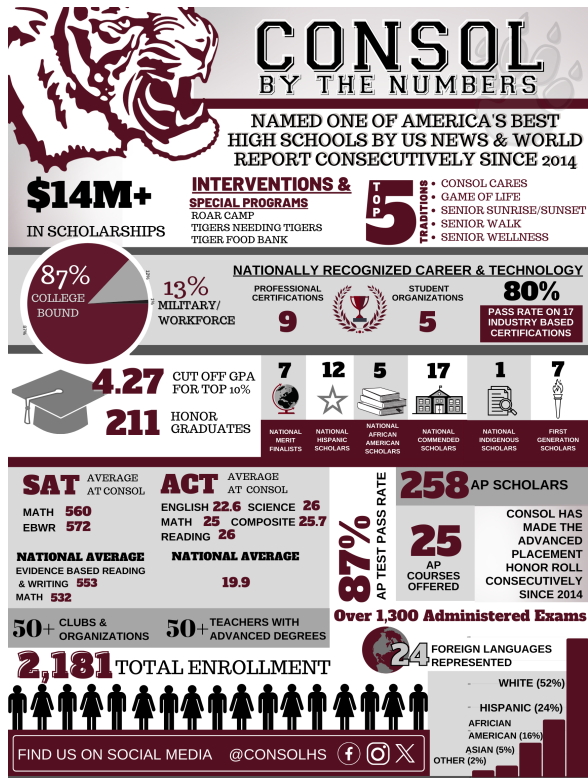
Approximately, 82% of educators return each year, which is aligned with the district's retention rate.

Perceptions Strengths

AMCHS families are highly supportive of extracurricular activities and competitive events. One example of this shared commitment is *Consol Cares*, our annual day of service where students volunteer with local nonprofits and elementary schools. Last year, 750 students—33% of the student body—participated. AMCHS remains committed to fostering student involvement, as research shows that students who are connected to their school community perform better both academically and socially.

Academically, AMCHS consistently performs at a high level on standardized assessments, demonstrating that we prepare students not only for success in high school, but also for future collegiate and career opportunities. Last year, we missed earning the UIL Academic State title by 3 points and finishing 8th place in the Lone Star Cup (overall team achievement in certain UIL events). The Class of 2025, was awarded over 14 million dollars in scholarships.

Overall, AMCHS students deeply value their relationships with peers and staff, as well as opportunities to participate in extracurricular activities. However, homework-related stress and inconsistent classroom practices remain major barriers to engagement. Students are motivated when they feel supported, recognized, and challenged at the right level. Continuing to strengthen adult-student connections and focusing on balanced, engaging learning experiences will be key to fostering student success.



Problem Statements Identifying Perceptions Needs

Problem Statement 1: Starting in July 2025, we will promote an engaging relationship between the school district and the community by hosting various events and activities, aiming for 70% community participation and an 80% satisfaction rate. Success will be measured through attendance records and post-event surveys, with the goal of achieving these targets by June 2026

Root Cause: Create varied opportunities, at different times and locations, to ensure broad parent and community participation in AMCHS activities.

Priority Problem Statements

Problem Statement 1:

Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

Root Cause 1: Process for identifying and supporting children of color in advanced-level classes to reflect student population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: AMCHS will close the achievement gap with our students from poverty and underserved student groups.

Root Cause 2: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.

Problem Statement 2 Areas: Student Learning

Problem Statement 3:

Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.

Root Cause 3: Embed RTI Scheduler for intervention and extension within the school day (PSAT prep, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware, and Study Island) or design interventions to address behaviors.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups Target 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation.

Root Cause 4: Provide Solution Tree's Behavior training to the Campus Behavior Team for ongoing support for Tier 1 support, including campus-wide expectations, classroom management, and positive behavior intervention and support. Monitor PEIMS behavior incidents and action codes for accuracy at six weeks intervals at both the district and campus level.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals





Revised/Approved: April 15, 2025

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: Support the work of PLCs (using the 4 PLC questions) with fidelity through monthly monitoring of data and leveraging department chairs and the Guiding Coalition.

Evaluation Data Sources: Collective Commitments
 Aligned assessments
 PLC rubric feedback
 MAP/EOC Data
 RTI graphs of interventions vs. enrichments

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the implementation of PLCs with fidelity by conducting monthly monitoring of professional learning and utilizing department chairs and the Guiding Coalition to provide leadership and support.</p> <p>Strategy's Expected Result/Impact: Aligned assessments PLC agendas PLC rubric</p> <p>Staff Responsible for Monitoring: Admin team Department chairs Guiding Coalition PLC teams</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.</p>

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 2: Teachers will utilize The Science of Art & Teaching to collaborate and share research-based practices with other educators.

Evaluation Data Sources: Teachers will be surveyed to determine effectiveness of having multiple educators share their expertise.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be grouped in teams and choose an Element and teach the strategy to their peers.</p> <p>Strategy's Expected Result/Impact: Increase student engagement Improved teacher knowledge Collaboration with other peers</p> <p>Staff Responsible for Monitoring: Admin team Guiding Coalition Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.</p>

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: Teachers will utilize MAP, EOC, and/or grade data to design targeted intervention/enrichment for learners who need support. Learners will be targeted during core priority days to receive support. During core priority days, learners will receive targeted teacher-lead support in the areas of intervention and/or extension/remediation.

High Priority

Evaluation Data Sources: RTI Scheduler data

EOC scores increase

MAP data increase

Grades increase

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed targeted time for intervention and extension within the school day (i.e. Success time, PSAT, CCMR, HB1416, yearbook, and athletics using RTI Scheduler. We will use the Edmentum platform, Performance Matters, Texas College Bridge, Study Island, and MAP reports.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Increase in EOC passing rates Increase in passing grades Increase in CCMR and MAP data</p> <p>Staff Responsible for Monitoring: Admin team Counselors Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers in creating and analyzing reports to identify students who need extension or remediation.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Increase in EOC passing rates Increase in passing grades</p> <p>Staff Responsible for Monitoring: Teachers Admin team</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. **Root Cause:** Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.

Problem Statement 2: Implement a calibrated, comprehensive behavioral MTSS program to enhance student success for underperforming groups Target 20% reduction in behavioral incidents within one academic year. Provide training, resources, and ongoing monitoring to ensure effective implementation. **Root Cause:** Provide Solution Tree's Behavior training to the Campus Behavior Team for ongoing support for Tier 1 support, including campus-wide expectations, classroom management, and positive behavior intervention and support. Monitor PEIMS behavior incidents and action codes for accuracy at six weeks intervals at both the district and campus level.





School Processes & Programs

Problem Statement 1: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. **Root Cause:** Embed RTI Scheduler for intervention and extension within the school day (PSAT prep, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware, and Study Island) or design interventions to address behaviors.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 2: Implement a calibrated, comprehensive behavioral MTSS program to support student success among underperforming groups. Set a goal of reducing behavioral incidents by 20% within one academic year through targeted training, provision of resources, and ongoing monitoring to ensure fidelity of implementation.

Evaluation Data Sources: Implementation of the TIGER Matrix
 Social Contract
 Reduction in discipline referrals, ISS placements, DAEP placements
 HERO reports
 Character Strong implementation
 Documentation of parent meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Train and support staff in implementing Tier 1 behavioral interventions by reinforcing campus-wide expectations, strengthening classroom management practices, and embedding PBIS strategies.</p> <p>Strategy's Expected Result/Impact: Reduction in behavior incidents Adherence to AMCHS Behavior Matrix</p> <p>Staff Responsible for Monitoring: Admin team Director of Secondary Education Director of Special Education</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. Root Cause: Process for identifying and supporting children of color in advanced-level classes to reflect student population.</p>

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: We will promote an engaging relationship between the school district and the community by hosting various events and activities starting August 2025, aiming for 70% community participation (based on targeted group) and a 90% satisfaction rate. Success will be measured through attendance records and post-event surveys, with the goal of achieving these targets by June 2026.

Evaluation Data Sources: Campus artifacts, surveys, sign-in sheets, increase in student engagement, increase in community participation in school events, and increase in extracurricular participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: AMCHS will be responsible for leading the Consol Cares Service Project and providing opportunities for students, staff, and parents to engage in activities that promote a sense of community.</p> <p>Strategy's Expected Result/Impact: Increase in student involvement Decrease anxiety and stress</p> <p>Staff Responsible for Monitoring: Counselors Teachers Admin team</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
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 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.</p>
School Processes & Programs
<p>Problem Statement 1: Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 10% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation. Root Cause: Embed RTI Scheduler for intervention and extension within the school day (PSAT prep, CCMR, HB1416) using Edmentum platform (Exact Path, Courseware, and Study Island) or design interventions to address behaviors.</p>

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: We will monitor the implementation of the Character Strong character education curriculum to promote positive relationships among students, staff, and families, starting with quarterly reviews beginning December 2025. The goal is to achieve a 85% adherence rate of usage and 85% positive feedback from stakeholders by June 2026.

Evaluation Data Sources: Reduce in aggressive behaviors by six weeks
 Increase parental involvement
 Increase in positive Positive Behavior Intervention System points (i.e. HERO)
 Positive note cards to students and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor the implementation of the character education curriculum to ensure it promotes positive relationships among students, staff, and families.</p> <p>Strategy's Expected Result/Impact: Increase in positive PBIS (i.e. HERO) points Reduction in counselor referrals by six weeks</p> <p>Staff Responsible for Monitoring: Admin team Teachers Counselors</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
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  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.</p>

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: AMCHS will provide monthly instructional technology training to support teachers in developing the skills and strategies needed to design engaging, student-centered lessons.

Evaluation Data Sources: Walk-through data
Surveys
Training sessions documented in PowerSchool

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training, led by Campus Digital Ambassadors and the Director of Digital Technology, to strengthen effective technology integration and increase student engagement. Teachers will be provided time during professional development to create lessons for the effective implementation of technology.</p> <p>Strategy's Expected Result/Impact: Improve technical knowledge Increase in student engagement</p> <p>Staff Responsible for Monitoring: Admin team Digital Learning Director Campus Digital Ambassadors</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.</p>

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 2: AMCHS will ensure that sufficient technology resources are available in all classrooms, equipping teachers with the tools necessary to actively engage students.

Evaluation Data Sources: Teacher feedback
Walk-through data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide teacher support for integration of digital learning resources for all content areas. Ensure technology is running smoothly for effective implementation.</p> <p>Strategy's Expected Result/Impact: Increase student engagement Increase in teacher expertise</p> <p>Staff Responsible for Monitoring: Admin team Digital learning ambassadors Technology department Campus Technologist</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: AMCHS will close the achievement gap with our students from poverty and underserved student groups. Root Cause: Provide staff development on how to work with students from diverse cultures and economic backgrounds. Seek out students who need to enroll in advanced level courses and communicate with parents/guardians.</p>

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025