College Station ISD

College View High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth



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

Mission Statement

College View High School's mission is to provide students with distinctive educational opportunities to meet the unique needs of each individual and their future career path.

Vision

College View High School's innovative vision is to Inspire, Prepare, and Empower students to achieve lifelong success.

Value Statement

The PACK Qualities

P - Persistent Effort

- Give great effort in ALL things
- Passionately pursue perfection
- This is something we control

A - Academic Excellence

- Expect to be great
- Striving for success
- Goal setting

C - Citizenship / Character

- Do the right thing
- Be honest & trustworthy
- Exhibit ethical conduct

K - Kindness

- Motivate & inspire others
- Make a positive impact on society / peers
- Be open minded to positive attributes &
- learning together

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school is characterized by a highly mobile and ever-changing demographic landscape. This lack of consistency from year to year presents unique challenges and opportunities as we strive to meet the diverse needs of our student population. The fluidity in demographics requires us to be adaptable and responsive in our educational approaches and resource allocation.

Within our building, we run five distinct programs, each designed to cater to different student needs and interests. CVHS, as the CSISD high school of choice, plays a pivotal role in supporting students through various Career and Technical Education (CTE) pathways. These pathways include Facilities Engineering Technology, Hospitality, a dual credit academy, and Media/Digital Influencer programs, collectively serving approximately 100 students. These programs are integral in providing students with practical skills and knowledge that prepare them for future careers.

The Accelerated Academy/Flex program is a critical dropout prevention initiative that typically serves around 40 students. These students are often highly mobile, and the program is designed to offer them the flexibility and support needed to continue their education and achieve their academic goals despite their challenging circumstances.

We are also proud to host two special needs programs, Bridges and Pathways to Success (18+), which provide essential support and resources to students with special needs. Additionally, the CSISD DAEP is housed within our campus, further demonstrating our commitment to serving a wide range of student needs and ensuring that all students have access to quality education.

Our student body is diverse, with 53% identifying as white, 26% as Latino, 11% as black, and 6% as two or more races. The gender distribution is 57% female and 43% male. Furthermore, 45% of our students are listed as economically disadvantaged, and 55% are considered at-risk. These statistics highlight the importance of our tailored programs and initiatives aimed at supporting students from various backgrounds and circumstances, ensuring that every student has the opportunity to succeed.

Demographics Strengths

Our school's demographic strength lies in its rich diversity, which allows us to cater to a broad spectrum of students, each bringing unique perspectives and needs. This diversity enriches the learning environment, fostering a culture of inclusivity and mutual respect among students and staff. By embracing this diversity, we are better equipped to tailor our educational approaches to meet the varied needs of our student body, ensuring that every student has the opportunity to succeed.

We pride ourselves on being a beacon of hope for students who require a second chance, providing them with the support and guidance necessary to find their way to graduation. Our commitment to offering pathways to success is unwavering, and we strive to create an environment where every student feels valued and empowered to achieve their academic goals.

The Disciplinary Alternative Education Program (DAEP) is a vital component of our school, offering students who have made poor choices a chance to reset and realign their focus on education. This program is designed to provide a structured and supportive environment where students can learn from their mistakes and develop the skills needed to make better decisions in the future. By offering this opportunity, we reinforce our dedication to helping all students find their way back to a positive and productive educational journey.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of our school are highly mobile and subject to frequent change, resulting in a lack of consistency from year to year
Root Cause: Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

Problem Statement 2 (Prioritized): The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD.
Root Cause: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

Problem Statement 3 (Prioritized): CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests.
Root Cause: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.

Problem Statement 4 (Prioritized): Many of our Accelerated Academy students do not graduate with CCMR standing.
Root Cause: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

Student Learning

Student Learning Summary

At College View High School, we have prioritized the development of robust community partnerships with esteemed institutions such as Texas A&M Rellis, Blinn College District, Texas A&M Hotel and Conference Center, and R.E.C. Industries. These collaborations are designed to create meaningful impacts on our staff, students, and the broader community. By leveraging these partnerships, we aim to enhance educational opportunities and provide our students with real-world experiences that will prepare them for future success.

Since our transition to an Academy system in 2022, we have witnessed significant growth and success within our Collegiate, Career & Industry, and Accelerated Academies. This system has allowed us to tailor educational experiences to meet the diverse needs and aspirations of our students, ensuring that they are well-equipped to pursue their chosen paths with confidence and competence.

Looking ahead to the 2025-2026 school year, we are excited to have fully implemented the Pathway in Technology Early College High School (P-TECH) program, specifically in Facilities Engineering Technology (FET). This initiative provides our students with the opportunity to earn industry-based certifications and an associate degree in Facilities Maintenance from Blinn College District. By offering this pathway, we are committed to equipping our students with the skills and qualifications necessary to thrive in the evolving job market.

The Optional Flexible School Day Program (OFSDP) is an innovative initiative that we have introduced for the 2023-2024 school year. This program is part of our broader Accelerated Academy efforts, aimed at enhancing educational outcomes for our students. The OFSDP is designed to offer a half-day school option for students who meet specific qualifications, thereby addressing the diverse needs of our student body. By allowing students to attend school for half of the day, we aim to improve both attendance and academic performance. This flexible schedule provides students with the opportunity to dedicate the remaining half of their day to personal responsibilities, whether they be family obligations, work commitments, or other pursuits that support their overall development and well-being. Through this program, we are committed to fostering an educational environment that is adaptable and responsive to the individual circumstances of our students.

Student Learning Strengths

Our campus's size allows us to provide individualized instruction to a significant number of our students. This personalized approach ensures that each student receives the attention and support they need to thrive academically and personally. Unlike larger comprehensive high schools, where students may sometimes feel overlooked, our environment fosters a sense of belonging and ensures that no student is "lost in the mix." This enables us to closely monitor each student's progress and tailor our teaching strategies to meet their unique needs, ultimately enhancing their educational experience and outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas.
Root Cause: The root cause of this is a small number of teachers and a highly mobile student population.

Problem Statement 2: The demographics of our school are highly mobile and subject to frequent change, resulting in a lack of consistency from year to year
Root Cause: Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

Problem Statement 3 (Prioritized): CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests.

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Problem Statement 4 (Prioritized): Many of our Accelerated Academy students do not graduate with CCMR standing.
Root Cause: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

School Processes & Programs

School Processes & Programs Summary

We are focusing our development of PLCs around common skills rather than content. Many of our teacher are the only teacher of that subject on campus, so collaboration on content can be difficult. However, we have identified several skills that can be taught across subject areas. These skills include: analytical reading and discussion, persuasive writing, drawing inferences and conclusions from texts, analyzing conflicting source documents, supporting arguments with evidence, and solving complex problems with no obvious answers. These are skills that students will need throughout their high school career and into college or the work force. Furthermore, this year, we are focusing on extension and interventions for all our classes. Teachers are using 30 minutes each week as intervention/extension time.

School Processes & Programs Strengths

By focusing on skills, we feel that we can prepare students to be successful no matter which area of study or profession they choose.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many of our Accelerated Academy students do not graduate with CCMR standing.
Root Cause: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

Problem Statement 2 (Prioritized): CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas.
Root Cause: The root cause of this is a small number of teachers and a highly mobile student population.

Problem Statement 3 (Prioritized): CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests.
Root Cause: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.

Problem Statement 4 (Prioritized): Attendance for the College View High School Accelerated Academy is consistently lower than that at College View High School and other schools in CSISD.
Root Cause: All of the students in our Accelerated Academy are "At Risk" and many come from difficult home situations. Many have to work to support themselves or their family members, and support from home is limited at best.

Perceptions

Perceptions Summary

Based upon teacher, student, and parent surveys the culture and climate of the school is good. We have an extremely diverse group of students, however our school discipline data shows few issues of bullying or non acceptance. Our kids know the PACK qualities and we teach them on a weekly basis. We have developed partnerships with Blinn and several local companies, such as REC Industries, to help provide opportunities with for our students. In the next year, CVHS will add a cosmetology program that we feel with only add to our community outreach possibilities as well as provide another certification for our kids to achieve. Our teacher retention level is high when compared to other schools across the area and state, with many of our staff having taught here for several years. We do communicate frequently with our families and stakeholders, and while it is not the most responsive group that I have ever been associated with, it is getting better. Our Game Day parking fundraiser program has done much for the recognition of the school and we hope it continues to open people's eyes to the possibilities at CVHS.

Perceptions Strengths

Our strengths are location, quality of programs offered, small size and intimate setting. The average class size at CVHS is under 15. We have consistency with our staff and our kids know that we care for them. Our students have the same teachers from year to year in each subject level and this allows teachers to identify strengths and areas of growth for each student from the first day of class.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD.
Root Cause: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

Problem Statement 2: The demographics of our school are highly mobile and subject to frequent change, resulting in a lack of consistency from year to year
Root Cause: Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

Problem Statement 3 (Prioritized): Many of our Accelerated Academy students do not graduate with CCMR standing.
Root Cause: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

Priority Problem Statements

Problem Statement 1: Attendance for the College View High School Accelerated Academy is consistently lower than that at College View High School and other schools in CSISD.

Root Cause 1: All of the students in our Accelerated Academy are "At Risk" and many come from difficult home situations. Many have to work to support themselves or their family members, and support from home is limited at best.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Many of our Accelerated Academy students do not graduate with CCMR standing.

Root Cause 2: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas.

Root Cause 3: The root cause of this is a small number of teachers and a highly mobile student population.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD.

Root Cause 4: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

Problem Statement 4 Areas: Demographics - Perceptions

Problem Statement 5: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests.

Root Cause 5: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: By the end of the 25/26 school year, 80 % CVHS Accelerated Academy students who graduate will meet CCMR requirements as set by the State of Texas. This was an area of great area of improvement for us this past year, but we still want to continue to grow.

High Priority

Evaluation Data Sources: CCMR end of year data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will use TCB as an option for students to achieve CCMR status. **Strategy's Expected Result/Impact:** More of our Accelerated Academy students will graduate meeting CCMR accountability requirements. **Staff Responsible for Monitoring:** Southard, Bronowski, Rath **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Results Driven Accountability** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will explore industry based certifications that might be used to help these students with CCMR. **Strategy's Expected Result/Impact:** More of our Accelerated Academy students will graduate meeting CCMR accountability requirements. **Staff Responsible for Monitoring:** Southard, Bronowski. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Many of our Accelerated Academy students do not graduate with CCMR standing. **Root Cause**: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.
Student Learning
Problem Statement 4: Many of our Accelerated Academy students do not graduate with CCMR standing. **Root Cause**: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.
School Processes & Programs
Problem Statement 1: Many of our Accelerated Academy students do not graduate with CCMR standing. **Root Cause**: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.
Perceptions
Problem Statement 3: Many of our Accelerated Academy students do not graduate with CCMR standing. **Root Cause**: Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

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

Performance Objective 2: By May 2026, College View High School will increase student success by using multiple data sources (attendance, grades, STAAR/EOC, credit recovery progress, and common assessments) to tailor instruction, resulting in at least a 10% increase in the percentage of students meeting or exceeding grade-level expectations compared to 2024-2025 baseline data.

Evaluation Data Sources: End of year surveys, MAP data, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We are in the Engage phase of the CSISD strategic design. We are focusing on the best practices of relevance and authenticity. Our campus has pathways that are focused on preparing students for real world activities. Through our partnerships within the community, our educators will create real-world connections within the school community, design meaningful learning experiences, and create a bridge between the content and learners' lives. **Strategy's Expected Result/Impact:** Our students will see and understand the value of their education, earn IBC and CCMR points, and be ready to enter the workforce upon graduation. **Staff Responsible for Monitoring:** Southard and Bronowski **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus leadership will provide staff with regular feedback through data reviews, classroom walkthroughs, and progress reports. **Strategy's Expected Result/Impact:** Improved fidelity of instructional practices; measurable growth in student attendance, grades, and assessment outcomes. **Staff Responsible for Monitoring:** Southard and Bronowski **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will use assessment and progress monitoring data to design targeted lessons, reteach opportunities, and flexible grouping. **Strategy's Expected Result/Impact:** Growth in student performance on unit assessments and benchmarks; higher student engagement reported in surveys. **Staff Responsible for Monitoring:** Southard and Bornowski **Problem Statements:** Demographics 3 - Student Learning 1, 3 - School Processes & Programs 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.
Student Learning
Problem Statement 1: CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause**: The root cause of this is a small number of teachers and a highly mobile student population.
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School Processes & Programs
Problem Statement 2: CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause**: The root cause of this is a small number of teachers and a highly mobile student population.
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Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 3: During the 25/26 school year, CVHS campus administrators and staff will continue to participate in professional learning for campus staff on Professional Learning Communities, behavior academies, and MTSS in partnership with Solution Tree. Our guiding coalition will meet weekly to decipher data, processes, and skills that can be taught school-wide.

High Priority

Evaluation Data Sources: Collaborative Team meeting Agendas, Mid and End of year surveys for teachers and students, MAP data (new this year for HS). EOC scores, CCMR end of year data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We are in phase one of the PLC process at CVHS. We are a small school with many "singleton" teachers. We are beginning the collaborative team process with our core EOC tested subject teachers. This group of teachers will make up our guiding coalition and meet weekly to implement a structured process for analyzing student data and identify areas of need and to develop targeted instructional strategies. **Strategy's Expected Result/Impact:** Through this process we hope to demonstrable improvement in student academic performance as measured by state assessments and local benchmarks, improve collaboration among staff as evidenced by meeting logs, surveys, and feedback, and finally increase use of data to inform instruction. **Staff Responsible for Monitoring:** Southard, Bronowski, Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The leadership of CVHS will provide ongoing professional development on effective PLC practices, data analysis, and instructional strategies. **Strategy's Expected Result/Impact:** To strengthen collaborative practices among staff through the PLC process and focus on data-driven instruction and continuous improvement of teachers to support student growth. **Staff Responsible for Monitoring:** Southard, Bronowski **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: CVHS will encourage teacher leaders to take on roles within PLCs, promoting shared leadership and ownership of the process. **Strategy's Expected Result/Impact:** Grow leadership capacity in our teacher and develop ownership in the PLC process. **Staff Responsible for Monitoring:** Southard, Bronowski, Guiding Coalition. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Structured Professional Learning Cycles **Strategy's Expected Result/Impact:** Provide scheduled PLC, behavior academy, and MTSS professional development throughout the year in partnership with Solution Tree. Align each session with campus needs identified in data (attendance, behavior, academics). **Staff Responsible for Monitoring:** Southard and Bronowski.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: MTSS Integration **Strategy's Expected Result/Impact:** Ensure academic and behavior interventions identified through coalition work are implemented consistently at Tier 1, Tier 2, and Tier 3 levels. Monitor student response to interventions and adjust supports as needed. **Staff Responsible for Monitoring:** Southard, Bronowski, Guiding Coalition.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause**: The root cause of this is a small number of teachers and a highly mobile student population.
School Processes & Programs
Problem Statement 2: CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause**: The root cause of this is a small number of teachers and a highly mobile student population.

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

Performance Objective 1: During the 25/26 school year, CVHS will institute 30 minute weekly interventions/extension activities in all courses. This time will also be used to remediate students who failed to meet minimum standards on EOC tests. This will be an ongoing process throughout the year the process will be adjusted as we learn to be more efficient.

HB3 Goal

Evaluation Data Sources: Student, progress reports, 6 weeks grades, MAP Scores, and EOC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: It was clear from data reviewed over the last couple of years that after school tutorials were not an effective intervention. CVHS has a block of time built into our schedule that is perfect for teacher to intervene when we see students are struggling. **Strategy's Expected Result/Impact:** Student performance will improve in targeted areas of need. Also students needing accelerated instruction in EOC related subjects will receive state mandated intervention. **Staff Responsible for Monitoring:** Admin and classroom teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use MAP and classroom data to identify students who need enrichment or intervention. These students will be provided targeted activities each week. **Strategy's Expected Result/Impact:** Student's grades will improve **Staff Responsible for Monitoring:** Teachers, CVHS Admin. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.
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Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 2: During the 25/26 school year, CVHS will use Character Strong curriculum to provide social and emotional support to students at CVHS and DAEP at lease once a week.

Evaluation Data Sources: Discipline data, Character Strong use data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The CVHS and DAEP staff will use Character strong curriculum weekly during advisory time. **Strategy's Expected Result/Impact:** Student SEL will improve and DAEP students will not return to the DAEP during the current school year. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By the end of the 25/26 school year, 60% of the geometry students will demonstrate growth.

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Through the data gained from the BOY map, instruction will be tailored to fill in the gaps in knowledge. **Strategy's Expected Result/Impact:** Increased MOY and EOY results. **Staff Responsible for Monitoring:** Southard, Bronowski, Geometry Teacher **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.
Student Learning
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.
School Processes & Programs
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.

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

Performance Objective 4: By May 2026, the attendance rate for students enrolled in the College View High School Accelerated Academy will increase by 5 percentage points (from 78.4% in 2024-2025 to 83.4% in 2025-2026), as measured by CSISD attendance reports, through targeted supports such as mentoring, family outreach, and attendance incentives.

High Priority

Evaluation Data Sources: 1. Attendance Reports

CSISD official attendance reports (daily, six-week, semester, yearly)

Accelerated Academy attendance logs (daily records, percentage by student, and overall program)

Comparison data with CVHS and other campuses

2. Student Support Documentation

Mentor meeting logs (frequency, notes on barriers identified and supports provided)

Counselor/administrator contact logs with families

Documentation of employer communication when relevant

3. Incentive & Recognition Records

Records of students receiving weekly/monthly attendance incentives

Participation lists for attendance celebrations or privileges

Tracking charts showing the number of students recognized

4. Student & Parent Feedback

Student surveys on barriers to attendance and effectiveness of supports

Parent/guardian surveys or feedback forms (especially on communication and support received)

5. Academic & Engagement Indicators

Course completion rates/credit recovery progress (correlated with improved attendance)

Discipline referrals (fewer when attendance improves)

Grades and assessment data (as indirect evidence of impact)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Mentoring & Monitoring **Strategy's Expected Result/Impact:** Implement a staff-student mentoring system where each Accelerated Academy student is paired with a teacher, counselor, or administrator who conducts regular check-ins to provide encouragement, monitor attendance, and address barriers. **Staff Responsible for Monitoring:** Southard, Bronowski, Wallace. **Problem Statements:** School Processes & Programs 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Attendance for the College View High School Accelerated Academy is consistently lower than that at College View High School and other schools in CSISD. **Root Cause**: All of the students in our Accelerated Academy are "At Risk" and many come from difficult home situations. Many have to work to support themselves or their family members, and support from home is limited at best.

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

Performance Objective 5: By May/2026, increase the percentage of CVHS Geometry students meeting the 50th percentile growth on NWEA MAP tests from 37% to 60%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a math intervention program where students receive targeted instruction based on their individual needs. This could be done during a designated intervention time or during math centers. **Staff Responsible for Monitoring:** Southard Bornowski **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide professional development for teachers on differentiated instruction techniques to address diverse learning needs in the classroom. **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.
Student Learning
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.
School Processes & Programs
Problem Statement 3: CVHS Geometry students did not meet the 50th percentile growth for BOY to EOY on NWEA MAP tests. **Root Cause**: Because of the nature of educational journey of many of the students, large gaps in mathematic knowledge are present, which makes it difficult to instruct the geometry concepts.

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

Performance Objective 1: During the 25/26 school year, CVHS will provide at least one community outreach activity during each semester to engage stakeholders off-campus in a more familiar setting and promote the school.

High Priority

Evaluation Data Sources: Post evaluation of the event, Attendance, Interactions on Social Media, Mentions in the local news media and on social media.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: CVHS admin and staff will continue to look for and find ways to promote our school. Through social media, open house events, local media, etc. we will talk about the great things happening at College View and the opportunities for students across CSISD. **Strategy's Expected Result/Impact:** School culture will improve and total enrollment will increase. **Staff Responsible for Monitoring:** Southard, Bronowski, and Rath **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The CVHS faculty will use activities such as Aggie game day tailgates, Trivia Night, Movie Night, Bingo Night, Multicultural Night, etc. to invite members of the community to campus and promote our school. **Strategy's Expected Result/Impact:** The community will understand the role of CVSH **Staff Responsible for Monitoring:** CVHS Staff **Problem Statements:** Demographics 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD. **Root Cause**: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

Perceptions

Problem Statement 1: The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD. **Root Cause**: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

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

Performance Objective 2: The staff of the CSISD DAEP will work with school counselors and programs such at Character Strong to reduce the return rate of students to the DAEP by 50% over the course of the 25/26 school year.

Evaluation Data Sources: District discipline data, Character Strong Data, survey of DAEP students after they return to campus, Campus visits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: There is a clear need for kids at DAEP for character development as well as counseling. The Character Strong program has some qualities that our teachers can use to help the kids grow their self worth and understanding. Also, TChatt services through TAMU are a good resource when we see a student who could benefit. **Staff Responsible for Monitoring:** Southard and Bronowski **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: DAEP Admin and Staff will make home campus visits to students that have completed their placements. These visits will serve to "check-in" with the students and encourage them to continue growth. **Strategy's Expected Result/Impact:** Students will know that the DAEP staff is proud of their progress and are here to help them even though they are no longer placed with us. **Staff Responsible for Monitoring:** DAEP Staff. **Problem Statements:** Demographics 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD. **Root Cause**: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

Perceptions

Problem Statement 1: The overall perception of College View High School within our community remains unclear. Many community members are still unaware of the school's existence and the opportunities it offers to students in CSISD. **Root Cause**: The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

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

Performance Objective 1: During the 25/26 school year, CVHS digital learning ambassador and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices at least once every six weeks grading period.

Evaluation Data Sources: Meetings with CTF and district digital learning facilitators. End of year surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We have several faculty members who are excellent in using technology in the classroom. Through are weekly newsletters and staff development, we will provide resources to our staff to incorporate technology into their classroom instruction to increase student engagement. **Strategy's Expected Result/Impact:** Teachers will use technology in the classroom to deliver quality instruction. **Staff Responsible for Monitoring:** Bronowski and Southard **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: During the 25/26 school year, CSISD DAEP staff will use Schoology and Edmentum to access and deliver instruction to students placed at the DAEP each day of the student's placement.

High Priority

Evaluation Data Sources: DAEP Transition meetings, Campus check ins after students return to home campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The video conferencing feature of Schoology is an excellent tool to keep students connected to their home campus and teachers. This feature has not been used in the past and we will incorporate it this fall and evaluate results through student and teacher feedback. **Strategy's Expected Result/Impact:** DAEP students will not fall behind on classwork during placements and they will feel more connected to their home campus. **Staff Responsible for Monitoring:** Southard, Bronowski, and DAEP Staff.				

No Progress Accomplished Continue/Modify Discontinue

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