College Station ISD

College Hills Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: D

Board Approval Date: September 16, 2025
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students: College Hills Elementary School located in the heart of College Station just east of Texas A&M University. There are roughly 540 students at this location. 73% of these students are classified as Economically Disadvantaged and 31.5% are considered Limited English Proficient. Our largest demographic is Hispanic at 43.17% and 27.67% of our campus is White and 22% is Black/ African American.

Staff: College Hills Elementary has a very diverse staff. 20.4% of our staff are Hispanic, 66% are White, and 6% are Black/African American. Of our staff members, 38% are new staff to our campus. We retained 90% of our Dual Language teachers. 2 returning teachers are not fully certified and 1 new hire teacher is not fully certified.

Parents: CHE is open to all families. We held many events such as the Boo Hoo Breakfast, Book Character Parade, Reading Culture Night, STEAM night, Paw Print Festival, Field Day, Kindergarten Circus, Grade Level Music Programs, Award Ceremonies, Parent Orientation, Meet the Teacher and Character Strong Awards Program.

Community: Office Depots support with teacher supplies, Snow cones provided to 4th grade for growth, celebrations from Carousel, A&M United Methodist Church provided teacher treats.

Special Programs:

- EB- 31.5 %
- SPED- 19.83%
- At-Risk- 52.5%
- GT- 3.83%
- Dyslexia- 5.33%
- 504- 2.17%

Demographics Strengths

The community works closely with our school which builds a climate and culture that promotes a positive learning environment.

College Hills has both a diverse group of staff and students. This is a great connection for students and has lead to an increase in academic achievement and better behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.
Root Cause: Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

Problem Statement 2 (Prioritized): With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management.
Root Cause: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.

Student Learning

Student Learning Summary

Heggerty Phonemic Awareness Data							
Kinder BOY Data		Kinder EOY Data		1st BOY Data		1st EOY Data	
0	91	0	45	0	72	0	34
1	15	1	9	1	27	1	11
2	39	2	31	2	31	2	12
3	42	3	98	3	36	3	41
4	63	4	127	4	74	4	112
5	118	5	298	5	156	5	362

Kinder BOY Data Spanish		Kinder EOY Data Spanish		1st BOY Data Spanish		1st EOY Data Spanish	
0	197	0	19	0	196	0	41
1	5	1	19	1	13	1	7
2	4	2	19	2	16	2	22
3	4	3	7	3	21	3	21
4	5	4	4	4	12	4	55
5	10	5	4	5	22	5	129

MAP Data 23-24

Math Number Sense Data and MAP 23-24

STAAR Math and Reading 23-24

Student Learning Strengths

Reading/Writing:

Implementing phonemic awareness activities and closely tracking growth in this area and the mastery of letter ID and sounds has helped us prepare our students for 1st grade reading expectations. The reading scores in 4th grade were very comparable to both district and state scores. CH started to discuss and collaborate earlier in the year about ways to prepare students for ECR and sort constructed responses. The teachers worked with a backward design model writing assessments that targeted essential standards for reading and writing. This model helped teachers know student needs and how to support their growth.

Math:

All of our K-2 students showed growth on our number sense screener from BOY to EOY. Our Tier 2 and Tier 3 students in 3rd and 4th grade showed growth from BOY to EOY. Our 3rd and 4th grade students had a much higher rate of students who did not meet expected passing rates than the state or the district.

Our EB students did not show expected progress in their language development.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%.
Root Cause: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.

Problem Statement 2 (Prioritized): The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%.
Root Cause: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.

Problem Statement 3 (Prioritized): 56% of students taking TELPAS declined or showed no growth.
Root Cause: Lack of understanding of the assessment's importance and inconsistent use of language strategies to support proficiency development.

Problem Statement 4 (Prioritized): Closing the gaps domain score on the 2025 STAAR test went down from a 75 to a 67.
Root Cause: Lack of MTSS structures in place to ensure all students are receiving instruction based on mastery/non-mastery of TEKS.

School Processes & Programs

School Processes & Programs Summary

Professional development was focused to the leadership team. The leadership team, meeting weekly, successfully developed and implemented systems that significantly enhanced school operations, resulting in notable improvements in student performance and a healthier school climate. Their collaborative efforts focused on streamlining processes, fostering effective communication, and addressing key areas of need, which collectively contributed to a more efficient and supportive learning environment.

School Processes & Programs Strengths

Our school has made remarkable strides in several key areas, demonstrating significant progress through targeted programs and dedicated efforts:

1. **Behavioral Improvements**: Implementing a comprehensive behavioral intervention system has led to a notable reduction in disciplinary incidents. Positive behavior reinforcement strategies and effective conflict resolution programs have created a more respectful and supportive school environment.

2. **Enhanced Reading Scores**: Through the introduction of individualized reading interventions and tailored support provided through data-driven instruction have contributed to measurable gains in reading proficiency across all grade levels.

3. **Positive School Culture and Climate**: Our focused efforts on fostering a positive school culture have yielded impressive results. Initiatives aimed at building strong relationships, promoting inclusivity, and supporting mental health have drastically improved the overall school climate. Students, staff, and families report higher levels of satisfaction and engagement within the school community.

4. **Increased Parent Involvement**: Enhanced communication strategies and diverse opportunities for parent engagement have led to a significant increase in parental participation. Our efforts to create meaningful partnerships with families have strengthened community ties and supported student success both at school and at home.

5. **Improve student attendance rates:** Initiatives were put in place to tackle key barriers to attendance concerns. We were able extend our school bus services to reach a high-crime area near the school, ensuring that students from these communities have safe and reliable transportation options. We included bike giveaway incentive monthly to encourage consistent attendance. We strengthen our outreach efforts by actively engaging with parents of students who have high absentee rates. This includes personalized communication to discuss attendance concerns, provide support resources, and collaboratively develop strategies to improve student attendance.

These achievements reflect our commitment to creating a nurturing and effective educational environment where every student has the opportunity to thrive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 51% of behavior calls/incidents were students new to College Hills.
Root Cause: The school experiences significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in behavioral expectations, diminished student engagement, and difficulty in maintaining effective educational programs.

Problem Statement 2 (Prioritized): 23.02% of students are considered chronically absent. This means their attendance fell below 90%.
Root Cause: Many students frequently arrive late, causing them to miss critical parts of the lesson. This disruption in their learning leads to gaps in knowledge and understanding,

ultimately contributing to decreased academic performance. The primary issue is the lack of effective strategies to address chronic tardiness and ensure that all students are present for the full duration of instructional periods.

Perceptions

Perceptions Summary

Over the past year, College Hills Elementary has experienced significant improvements in key areas, including student behavior, academic performance, and staff engagement. Enhanced behavior management strategies and targeted academic interventions have led to noticeable gains in student outcomes and a more positive school environment. Additionally, the renewed passion and commitment of the staff have played a crucial role in these successes. However, the school has also faced staff turnover, which has been attributed in part to personal reasons and in part to differing perspectives on the changes introduced by new leadership. Despite this challenge, the overall positive momentum reflects the effectiveness of the school's strategic initiatives and the dedication of those who remain committed to the school's mission.

Perceptions Strengths

The perception strengths of the described situation at College Hills Elementary include:

1. **Significant Improvement in Key Areas**: The school has made notable progress in behavior management, academic performance, and staff engagement, demonstrating effective implementation of strategies and a positive trajectory.
2. **Enhanced Behavior Management**: The improvements in student behavior reflect successful interventions and a more supportive school environment, contributing to a better learning atmosphere.
3. **Academic Gains**: The increase in academic performance indicates that the changes and strategies implemented have been effective in addressing student needs and enhancing educational outcomes.
4. **Increased Staff Passion**: The heightened passion and commitment of the staff highlight the positive impact of leadership changes and the ability to inspire and motivate educators to invest in their roles.
5. **Adaptability and Resilience**: The school’s ability to navigate staff turnover while continuing to achieve progress underscores its adaptability and resilience in the face of challenges.
6. **Effective Leadership**: The improvements achieved under new leadership suggest that the strategies and vision of the new leadership team are well-aligned with the school's goals and are driving positive change.

These strengths reflect the school's ability to foster a positive and effective learning environment despite challenges, and the ongoing commitment of staff to student success and school improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.
Root Cause: Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

Priority Problem Statements

Problem Statement 1: Closing the gaps domain score on the 2025 STAAR test went down from a 75 to a 67.

Root Cause 1: Lack of MTSS structures in place to ensure all students are receiving instruction based on mastery/non-mastery of TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management.

Root Cause 2: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 51% of behavior calls/incidents were students new to College Hills.

Root Cause 3: The school experiences significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in behavioral expectations, diminished student engagement, and difficulty in maintaining effective educational programs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 23.02% of students are considered chronically absent. This means their attendance fell below 90%.

Root Cause 4: Many students frequently arrive late, causing them to miss critical parts of the lesson. This disruption in their learning leads to gaps in knowledge and understanding, ultimately contributing to decreased academic performance. The primary issue is the lack of effective strategies to address chronic tardiness and ensure that all students are present for the full duration of instructional periods.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%.

Root Cause 5: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%.

Root Cause 6: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 56% of students taking TELPAS declined or showed no growth.

Root Cause 7: Lack of understanding of the assessment's importance and inconsistent use of language strategies to support proficiency development.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.

Root Cause 8: Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

Problem Statement 8 Areas: Demographics - Perceptions

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- 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.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: 100% of College Hills teachers will attend campus-led professional development sessions that focus on classroom management, engagement, and content instructional practices. Teachers will include strategies learned in their collaborative meeting discussions and lesson plans by May 2026.

High Priority

Evaluation Data Sources: Walk through form responses from classroom observations and planning
CLC Sign Up Calendar and Attendance Form
Student surveys about engagement in grades 3-4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide 5 campus staff development sessions on various topics of need led by various professional staff. **Strategy's Expected Result/Impact:** Teachers will learn and implement new engagement strategies, behavior supports, analyze data and elevated academic practices. **Staff Responsible for Monitoring:** Admin **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 **Funding Sources:** Books - 211 Title I, Part A - 2116130010230000 6329 - $500, General Supplies - 211 Title I, Part A - 2116130010230000 6399 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 100% of K-5 of classroom teachers will implement a system of students tracking their progress on common assessments using student goal binders. Teachers will bring these goal binders to collaborative meetings to share progress. **Strategy's Expected Result/Impact:** Increased student ownership and accountability of their academic success. **Staff Responsible for Monitoring:** ICs **Title I:** 2.51, 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2 **Funding Sources:** Goal Binders - 211 Title I, Part A - $1,800				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management. **Root Cause**: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.

Student Learning

Problem Statement 1: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%. **Root Cause**: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.

Problem Statement 2: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%. **Root Cause**: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.

School Processes & Programs

Problem Statement 2: 23.02% of students are considered chronically absent. This means their attendance fell below 90%. **Root Cause**: Many students frequently arrive late, causing them to miss critical parts of the lesson. This disruption in their learning leads to gaps in knowledge and understanding, ultimately contributing to decreased academic performance. The primary issue is the lack of effective strategies to address chronic tardiness and ensure that all students are present for the full duration of instructional periods.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 1: College Hills will increase the percentage of students scoring at the intermediate reading level from 10% to 50% on TELPAS in 3rd grade by March 2026.

High Priority

Evaluation Data Sources: Summit K-12 Assessments
TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will implement the Summit K-12 program for ELLs in grades K-4 as evidence of growth by diagnostic assessments. **Strategy's Expected Result/Impact:** Increased TELPAS scores. **Staff Responsible for Monitoring:** ESL Specialist **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Summit K-12 Resource - 211 Title I, Part A - $5,492.50				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide 5 professional development sessions to help teachers build a stronger understanding of language supports. This cohort will meet 5 times throughout the year with the ESL specialist. **Strategy's Expected Result/Impact:** Increased TELPAS scores. **Staff Responsible for Monitoring:** ESL Specialist, Admin **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Professional Development - 211 Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Learning walks will be conducted weekly to evaluate the effectiveness of the ELPS strategies implementation. **Strategy's Expected Result/Impact:** Walkthrough data focused on the initial cohort. **Staff Responsible for Monitoring:** ESL specialist, Admin **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 56% of students taking TELPAS declined or showed no growth. **Root Cause**: Lack of understanding of the assessment's importance and inconsistent use of language strategies to support proficiency development.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 2: By May 2026, the number of office discipline referrals for African American male students will decrease by 20% compared to the 2024-2025 school year baseline, as measured by campus behavior data, while their classroom engagement (as measured by teacher observation checklists and student participation data) will increase by 15% through the implementation of culturally responsive teaching practices, targeted mentoring supports, and student engagement strategies.

High Priority

Evaluation Data Sources: Discipline tracking spreadsheet, behavior solutions/mentoring documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement PBIS incentive cart, "paw" parties, Capturing Kids' Hearts model, and character strong SEL lessons. **Strategy's Expected Result/Impact:** Decreased number of behavior calls and incidents resulting in higher academic achievement. Walkthrough data evaluating CKH implementation. **Staff Responsible for Monitoring:** Admin, Counselor **Title I:** 2.53, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** PBIS Cart Items - 211 Title I, Part A - $2,300, PBIS Incentive Party - 211 Title I, Part A - $2,500, CKH Traction Visits - 211 Title I, Part A - $13,800				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize our Behavior Support Para to provide tier 2 and 3 behavior interventions through a check in and check out system and mentoring groups. **Strategy's Expected Result/Impact:** Decreased discipline and behavior referrals. **Staff Responsible for Monitoring:** Admin **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** Behavior Support Para - 211 Title I, Part A - $26,885				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management. **Root Cause**: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.

School Processes & Programs
Problem Statement 1: 51% of behavior calls/incidents were students new to College Hills. **Root Cause**: The school experiences significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in behavioral expectations, diminished student engagement, and difficulty in maintaining effective educational programs.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 3: By the end of the school year, economically disadvantaged students in K-4 will demonstrate significant growth in math achievement as measured by the MAP Math assessment and STAAR Math scores. At least 60% of economically disadvantaged students will increase their MAP Math RIT scores by a minimum of 5 points, or improve their STAAR Math performance by moving up at least one performance category.

High Priority

Evaluation Data Sources: MAP Growth, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize our Instructional Support Teacher to manage data analysis and grouping changes for grade level support through interventions/extensions in Tier 2 and 3 in 3rd and 4th grade. **Strategy's Expected Result/Impact:** Growth on MAP and STAAR assessments in K-4. **Staff Responsible for Monitoring:** Instructional Support Teacher **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4 **Funding Sources:** Teacher - 211 Title I, Part A - $71,424.50				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use support staff to provide small group instruction during WIN time. **Strategy's Expected Result/Impact:** Increased student achievement. Map and STAAR scores. **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.53, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** Staffing - 211 Title I, Part A - $18,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide additional instructional and supplemental materials to engage students and provide for our economically disadvantaged students to engage in strong tier one instruction. **Strategy's Expected Result/Impact:** Higher student achievement. **Staff Responsible for Monitoring:** Admin **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 **Funding Sources:** Supplemental Materials - 211 Title I, Part A - $5,684				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management. **Root Cause**: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.

Student Learning

Problem Statement 1: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%. **Root Cause**: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.

Problem Statement 2: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%. **Root Cause**: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.

Problem Statement 3: 56% of students taking TELPAS declined or showed no growth. **Root Cause**: Lack of understanding of the assessment's importance and inconsistent use of language strategies to support proficiency development.

Problem Statement 4: Closing the gaps domain score on the 2025 STAAR test went down from a 75 to a 67. **Root Cause**: Lack of MTSS structures in place to ensure all students are receiving instruction based on mastery/non-mastery of TEKS.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 4: College Hills 3rd and 4th grade math STAAR results will increase from 56% in 3rd grade and 51% in 4th grade to 70% approaches or higher by May 2026.

High Priority

Evaluation Data Sources: STAAR and Interim Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement long-range planning with instructional coaches to allow teams to build common formative assessments and pre-assessments, in order to focus on essential learning standards in the backwards design model. This will take place prior to the start of each nine weeks. **Strategy's Expected Result/Impact:** Teacher will have a better understanding of each TEKS and allow for more time in planning to analyze data and discuss engagement strategies. **Staff Responsible for Monitoring:** ICs, Admin **Title I:** 2.51, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4 **Funding Sources:** Substitutes/Supplemental Pay - 211 Title I, Part A - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will provide math and reading tutorials for 3rd and 4th grade students before and after school. Each session will be 1 hour in length beginning in January. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** Supplemental pay for teachers - 211 Title I, Part A - 6118 - $4,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%. **Root Cause**: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.
Problem Statement 2: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%. **Root Cause**: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.
Problem Statement 3: 56% of students taking TELPAS declined or showed no growth. **Root Cause**: Lack of understanding of the assessment's importance and inconsistent use of language strategies to support proficiency development.
Problem Statement 4: Closing the gaps domain score on the 2025 STAAR test went down from a 75 to a 67. **Root Cause**: Lack of MTSS structures in place to ensure all students are receiving instruction based on mastery/non-mastery of TEKS.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 5: By the end of the school year, all 3rd-grade students will show measurable improvement in reading comprehension as assessed by STAAR interim and MAP Reading assessments. At least 70% of 3rd-grade students will increase their MAP Reading RIT scores by at least 5 points and improve their STAAR interim reading performance by moving up at least one level.

High Priority

Evaluation Data Sources: MAP Growth, STAAR Interim and STAAR Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will continue to incorporate high quality instructional materials for tier one instruction, intervention, and extension activities. **Strategy's Expected Result/Impact:** Higher percentage of growth in reading based on MAP and STAAR Interim Scores. Our annual allotted points for reading growth will increase from 55 to 65. **Staff Responsible for Monitoring:** Reading IC **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** Supplemental Materials - 211 Title I, Part A - $5,684				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%. **Root Cause**: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.
Problem Statement 2: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%. **Root Cause**: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.

Student Learning
Problem Statement 3: 56% of students taking TELPAS declined or showed no growth. **Root Cause**: Lack of understanding of the assessment's importance and inconsistent use of language strategies to support proficiency development.
Problem Statement 4: Closing the gaps domain score on the 2025 STAAR test went down from a 75 to a 67. **Root Cause**: Lack of MTSS structures in place to ensure all students are receiving instruction based on mastery/non-mastery of TEKS.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 6: Continue to build knowledge and capacity of staff in professional learning communities through ongoing partnership with Solution Tree by participating in 4 on site visits with administration and guiding coalition throughout the school year.

High Priority

Evaluation Data Sources: Agendas, notes feedback and next steps

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Admin team will work with Solution Tree associate to determine current reality and set the pace for the work for the coming year. **Strategy's Expected Result/Impact:** Develop plan for the year. **Staff Responsible for Monitoring:** admin **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** Solution Tree - 211 Title I, Part A - $14,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 3 onsite visits with Solution Tree associates to work with guiding coalition and collaborative team meetings. **Strategy's Expected Result/Impact:** Increased teacher knowledge in PLC work. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management. **Root Cause**: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.
Student Learning
Problem Statement 1: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%. **Root Cause**: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.
Problem Statement 2: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%. **Root Cause**: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.

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

Performance Objective 1: By May 2026, College Hills Elementary will increase parent attendance by 25% as measured by sign in sheets in parent trainings led by teachers around instruction and how to help at home, compared to baseline data collected at the beginning of the school year.

High Priority

Evaluation Data Sources: Sign in Sheets from Parent Trainings
Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a series of targeted outreach initiatives, including weekly newsletters from teachers, personalized invitations to events, parent-teacher conferences, classroom visits, title nights, and daytime programs through the coordination of a title one specialist. **Strategy's Expected Result/Impact:** Increased parental involvement which is reflected in higher student achievement based on the home school connection. **Staff Responsible for Monitoring:** Admin, Title one specialist **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Title One Program Resources - 211 Title I, Part A - $43,854				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will improve student growth through the use of student goal setting, student led conferences, and leadership notebooks. Students will track and update notebooks on a weekly basis. **Strategy's Expected Result/Impact:** Increased student ownership, increased parent involvement and higher achievement. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance. **Root Cause**: Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

Student Learning
Problem Statement 1: The number of students in 3rd grade that scored approaches or above on Reading STAAR was 63%. **Root Cause**: 56% of third graders scored below the 40th percentile in MAP reading growth on the beginning of year assessment.
Problem Statement 2: The number of students in 3rd and 4th grade that scored approaches or higher on Math STAAR was below 60%. **Root Cause**: Approximately 50% of third and fourth graders scored below the 40th percentile on MAP math growth on the beginning of year assessment.
Problem Statement 4: Closing the gaps domain score on the 2025 STAAR test went down from a 75 to a 67. **Root Cause**: Lack of MTSS structures in place to ensure all students are receiving instruction based on mastery/non-mastery of TEKS.

Perceptions
Problem Statement 1: Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance. **Root Cause**: Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

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

Performance Objective 2: College Hills will implement at least 2 different leadership opportunities for students with a desire to participate in various leadership organizations by the end of the year.

Evaluation Data Sources: Student Council Attendance and Job Responsibilities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement student leadership team opportunities and activities that develop leaders through meetings, community service projects, and attendance at the TEPSA student annual conference. The leadership team will attend the TEPSA conference to promote positive relationships between the school and community. **Strategy's Expected Result/Impact:** Students will model positive leadership behaviors. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** TEPSA Registration and Transportation - 211 Title I, Part A - $1,900				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By May 2026, College Hills Elementary will increase overall student attendance to 96% by implementing targeted family communication, school wide and grade level incentive programs, and support interventions for students with chronic absenteeism.

High Priority

Evaluation Data Sources: Weekly and monthly attendance reports

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

Performance Objective 1: Establish regular technology support sessions for teachers at College Hills Elementary to enhance digital literacy and ensure effective use of educational technology. Successfully conduct 3 technology support sessions during the school year, with at least 5 participants (one from each grade level from a cohort) attending each session by May 2026.

Evaluation Data Sources: Sign in Sheets
Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Digital Learning Ambassador and teachers will lead different technology sessions during our Committee meetings throughout the year. **Strategy's Expected Result/Impact:** These 5 teachers will support their team with integrating technology in a way that enhances instruction. Walkthrough data to evaluate implementation. **Staff Responsible for Monitoring:** DLA, Admin **Title I:** 2.51, 2.53, 2.534 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Technology Supplies - 211 Title I, Part A - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: With 38% new teachers on campus, 14% not fully certified, and 19% are first year teachers, there is a noticeable need for increased support, training, and guidance to ensure instructional effectiveness and confidence in classroom management. **Root Cause**: High teacher turnover due to the lack of commitment to the school's vision and mission has resulted in a large number of new educators joining the campus, many of whom have limited experience and insufficient training in curriculum, classroom management, and campus expectations.

Title I

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$68,043.00
				+/- Difference	$68,043.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	2116130010230000 6399	$500.00
1	1	1	Books	2116130010230000 6329	$500.00
1	1	2	Goal Binders		$1,800.00
2	1	1	Summit K-12 Resource		$5,492.50
2	1	2	Professional Development		$0.00
2	2	1	PBIS Incentive Party		$2,500.00
2	2	1	CKH Traction Visits		$13,800.00
2	2	1	PBIS Cart Items		$2,300.00
2	2	2	Behavior Support Para		$26,885.00
2	3	1	Teacher		$71,424.50
2	3	2	Staffing		$18,000.00
2	3	3	Supplemental Materials		$5,684.00
2	4	1	Substitutes/Supplemental Pay		$4,000.00
2	4	2	Supplemental pay for teachers	6118	$4,000.00
2	5	1	Supplemental Materials		$5,684.00
2	6	1	Solution Tree		$14,200.00
3	1	1	Title One Program Resources		$43,854.00
3	2	1	TEPSA Registration and Transportation		$1,900.00
4	1	1	Technology Supplies		$2,500.00
				Sub-Total	$225,024.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$225,024.00
				+/- Difference	$0.00
				Grand Total Budgeted	$293,067.00
				Grand Total Spent	$225,024.00
				+/- Difference	$68,043.00

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