College Station ISD

College Station High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

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



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

Mission Statement

College Station High School

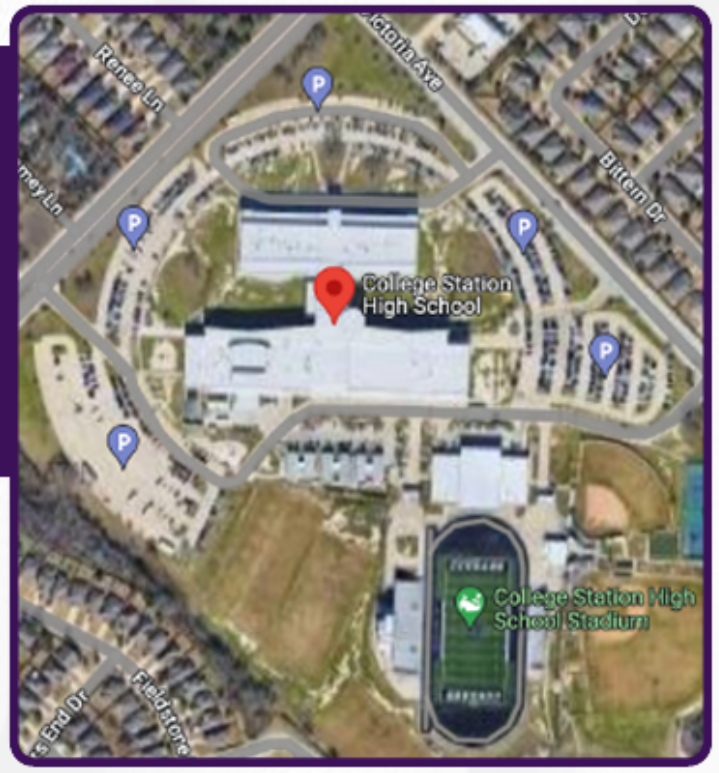
FORTY 02

OUR MISSION:

Pursue Perfection...Achieve Excellence

OUR VISION:

College Station High School is dedicated to fostering inclusivity and unity among students, staff, and parents while relentlessly pursuing excellence across all domains, embodying the Cougar Qualities as a cohesive Cougar Family.



Vision

College Station High School

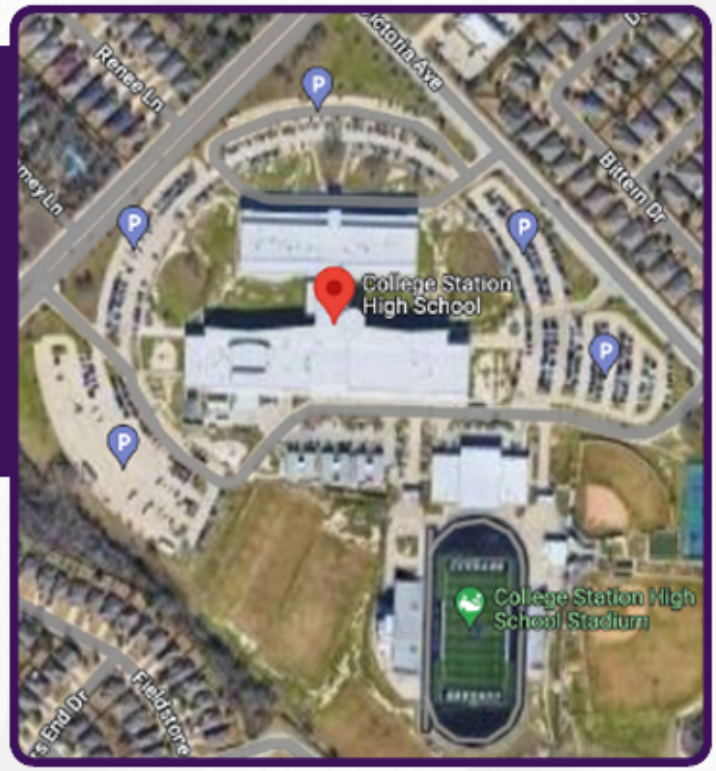
FORTY 02

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Value Statement

AS A RESULT OF THAT COMMITMENT:

Our campus is characterized by our family culture in which all of our educators take collective responsibility in teaching and exhibiting our Cougar Qualities.

Character
Do the right thing I Exhibit high morals I Be honest and trustworthy

Outstanding Leadership
Make good decisions I Motivate & inspire others I Make a positive impact on society

Understanding of Others
Respect self & others I Be open-minded I Exhibit positive communication skills

Goal-Oriented
Dare to dream I Reach high I Strive toward success

Academic Excellence
Acquire knowledge & skills to be successful in life I Be motivated by your self-worth

Responsibility
Take initiative I Know your obligation I Exercise self-discipline

Service
Make a difference in your home, school, & community

OUR COLLECTIVE COMMITMENTS:

In order to fulfill our fundamental purpose, each member of our Cougar staff commits to the following---

- We will be on time and prepared to contribute our shared responsibility to the team with positive intent.
- We will teach the essential learning that is in line with our agreed curriculum and scope & sequence.
- We will continuously monitor our student learning by utilizing campus and district assessments.
- We will utilize our data to drive our instructional practice and intervene on a continual basis.
- We will maintain a growth mindset by seeking research-based instructional practices.
- We will communicate timely and effectively to all members of our Cougar Family on our student progress.

OUR SCHOOLWIDE GOALS:

We will monitor the following indicators to mark our progress ---

- Close the gaps on all student groups.
- Increase student achievement on all indicators.
- Increase the number of students who are prepared to be productive members in a global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS On Data Suite for 2024-2025 (as of July 2025)

School Population	Count	Percent
Student Total	**2,226**	**100%**
9th Grade	583	26.19%
10th Grade	582	26.15%
11th Grade	528	23.72%
12th Grade	533	23.94%

Student Demographics	Count	Percent
Gender		
Female	1,007	45.24%
Male	1,219	54.76%
Ethnicity		
Hispanic-Latino	566	25.43%
Race		
American Indian - Alaskan Native	6	0.27%
Asian	216	9.70%
Black - African American	257	11.55%
Native Hawaiian - Pacific Islander	2	0.09%
White	1,118	50.22%
Two-or-More	61	2.74%

Student Programs

	Count	Percent
Dyslexia	191	8.58%
Gifted and Talented	278	12.49%
Regional Day School Program for the Deaf	1	0.04%
Section 504	356	15.99%
Special Education (SPED)	256	11.50%
Bilingual/ESL		
Emergent Bilingual (EB)	213	9.57%
Bilingual	0	0.00%
English as a Second Language (ESL)	207	9.30%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	1	0.04%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	14	0.63%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	869	39.04%
Foster Care	1	0.04%
IEP Continuer	17	0.76%
Immigrant	8	0.36%
Intervention Indicator	134	6.02%
Migrant	1	0.04%
Military Connected	5	0.22%
Transfer In Students	44	1.9766%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	777	34.91%
Free Meals	645	28.98%
Reduced-Price Meals	132	5.93%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	14	0.63%
Shelter	2	0.09%
Doubled Up	9	0.40%
Unsheltered	0	0.00%
Hotel/Motel	3	0.13%
Not Unaccompanied Youth	13	0.58%
Is Unaccompanied Youth	1	0.04%

Special Education Services

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	38	14.84%
Auditory impairment	1	0.39%
Visual impairment	2	0.78%
Deaf-Blind	0	0.00%
Intellectual disability	42	16.41%
Emotional disturbance	23	8.98%
Learning disability	87	33.98%
Speech impairment	5	1.95%
Autism	57	22.27%
Developmental delay	0	0.00%
Traumatic brain injury	1	0.39%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	5	1.95%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	100	39.06%
Resource Room	72	28.12%
VAC	11	4.30%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	68	26.56%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 3 Possible Years for All Campuses									
County-District Number: 021901 District Name: COLLEGE STATION ISD									
	2022 - 2023			2023 - 2024			2024 - 2025		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
021901003 - College Station H S	214	2,134	10.03%	264	2,197	12.02%	256	2,226	11.50%

Staff Information

	Count	Percent
Administrative Support	19	10.38%
Teacher	151	82.51%
Educational Aide	13	7.10%
Auxiliary	0	0.00%

Campus Student							
	Fall						
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Perce
High Schools							
(021901003) - College Station H S	2,134	41	34.82	37.21	0.70	1,999.34	

2022-2023

Campus Student							
	Fall						
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Perce
High Schools							
(021901003) - College Station H S	2,197	41	35.09	37.42	0.77	2,067.15	

2023-2024

Campus Student							
	Fall						
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Perce
High Schools							
(021901003) - College Station H S	2,226	44	34.91	36.25	0.65	2,058.63	

2024-2025

Campus Staff											
	Staff										
Campus	Principals	Administrative Support		Educational Aide		SnapShot		Retention From Prior Year		Mobility New to Ca	
		Count	FTE	Count	FTE	Count	FTE	Count %	FTE %	Count %	
High Schools											
(021901003) - College Station H S	Justin R Grimes	26	17.63	16	16.00	147	139.19	74.83	76.44	3.22	

2022-2023

Campus Staff											
	Staff										T
Campus	Principals	Administrative Support		Educational Aide		SnapShot		Retention From Prior Year		Mobility New to Can	
		Count	FTE	Count	FTE	Count	FTE	Count %	FTE %	Count %	F
High Schools											
(021901003) - College Station H S	Justin R Grimes	26	17.91	15	14.98	153	141.06	87.75	87.46	8.16	

2023-2024

Campus Staff											
Campus	Staff										
	Principals	Administrative Support		Educational Aide		SnapShot		Retention From Prior Year		Mobility New to Ca	
		Count	FTE	Count	FTE	Count	FTE	Count %	FTE %	Count %	F
High Schools											
(021901003) - College Station H S	Justin R Grimes	19	15.91	13	12.56	151	139.38	81.69	82.63	1.30	

2024-2025

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
24-25	Sixth six weeks	93.3%		0%	4,421	↑
24-25	Fifth six weeks	93.7%		0%	3,928	↑
24-25	Fourth six weeks	93.9%		0%	3,715	↑
24-25	Third six weeks	94.4%		0%	3,590	↑
24-25	Second six weeks	94.8%		0%	3,091	↑
24-25	First six weeks	96%		0%	2,389	ND

Year	Discipline	St
24-25	Sixth six weeks	3
24-25	Fifth six weeks	5
24-25	Fourth six weeks	2
24-25	Third six weeks	3
24-25	Second six weeks	6
24-25	First six weeks	2

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
No Attendance Data Found						

Year	Discipline	
23-24	Sixth six weeks	
23-24	Fifth six weeks	
23-24	Fourth six weeks	
23-24	Third six weeks	
23-24	Second six weeks	
23-24	First six weeks	

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
No Attendance Data Found						

Year	Discipline	S
22-23	Sixth six weeks	
22-23	Fifth six weeks	
22-23	Fourth six weeks	
22-23	Third six weeks	
22-23	Second six weeks	
22-23	First six weeks	

Texas Education Agency

2025 Accountability Rating Overall Summary

COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

✸ Confidential ✸

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**81**	**B**	
Student Achievement		**82**	**B**	**70%**
STAAR Performance	62	91		
College, Career and Military Readiness	71	75		
Graduation Rate	96.2	80		
School Progress		**82**	**B**	**0%**
Academic Growth	74	80	B	
Relative Performance (Eco Dis: 34.9%)		82	B	✓
Closing the Gaps	**59**	**78**	**C**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



District/Campus Results Driven Accountability - Discipline Removals SPED Risk Ratios for 2024 - 2025		
District/Campus Name	**Black or African American**	

District/Campus Results Driven Accountability - Discipline Removals SPED Risk Ratios for 2024 - 2025

(021901) - College Station ISD SPED Indicator #14: SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) Risk Ratio	**2.6**	**Needs to be below 2.5**
(021901) - College Station ISD SPED Indicator #15: SPED OSS and Expulsion > 10 Days Rate (Ages 3-21) Risk Ratio	**2**	
(021901) - College Station ISD SPED Indicator #16: SPED ISS ≤10 Days Rate(Ages 3-21) Risk Ratio	**3.1**	
(021901) - College Station ISD SPED Indicator #17: SPED ISS > 10 Days Rate (Ages 3-21) Risk Ratio	**2**	
(021901) - College Station ISD SPED Indicator #18: SPED Total Disciplinary Removals Rate (Ages 3-21) Risk Ratio	**2.9**	
(021901003) - College Station H S SPED Indicator #14: SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) Risk Ratio	1.4	**Needs to be below 2.5**
(021901003) - College Station H S SPED Indicator #15: SPED OSS and Expulsion > 10 Days Rate (Ages 3-21) Risk Ratio	0	
(021901003) - College Station H S SPED Indicator #16: SPED ISS ≤10 Days Rate(Ages 3-21) Risk Ratio	1.7	
(021901003) - College Station H S SPED Indicator #17: SPED ISS > 10 Days Rate (Ages 3-21) Risk Ratio	1.2	
(021901003) - College Station H S SPED Indicator #18: SPED Total Disciplinary Removals Rate (Ages 3-21) Risk Ratio	1.5	





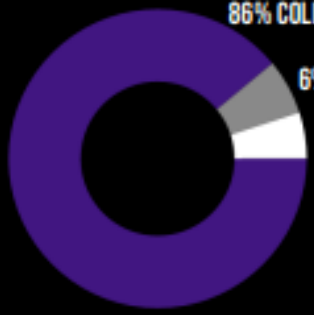
CHARACTER • OUTSTANDING LEADERSHIP • UNDERSTANDING OF OTHERS • GOAL-ORIENTED • ACADEMIC EXCELLENCE • RESPONSIBILITY • SERVICE

4.32
CUT OFF GPA FOR TOP 10%

44% GRADUATE WITH HONORS
ABOVE 3.5 GPA

Top 3
TRADITIONS
WALK OF CHAMPIONS
SWAYING ALMA MATER
SENIOR SUNSET

RECOGNIZED AS ONE OF AMERICA'S BEST HIGH SCHOOLS BY US NEWS AND WORLD REPORT SINCE 2016



National Competitions
BUSINESS PROFESSIONALS OF AMERICA
SCIENCE FAIR | FCCLA
FFA | SKILLSUSA
5

9
GRADUATING CLASSES
HAVE RECEIVED OVER
$45
MILLION IN SCHOLARSHIPS

CLASS OF 2024

5	5	9
NATIONAL MERIT SEMI-FINALIST SCHOLARS	NATIONAL MERIT COMMENDED SCHOLARS	COLLEGE BOARD RECOGNIZED SCHOLARS

28
AP COURSES OFFERED

146
AP SCHOLARS

78%
AP TEST PASS RATE

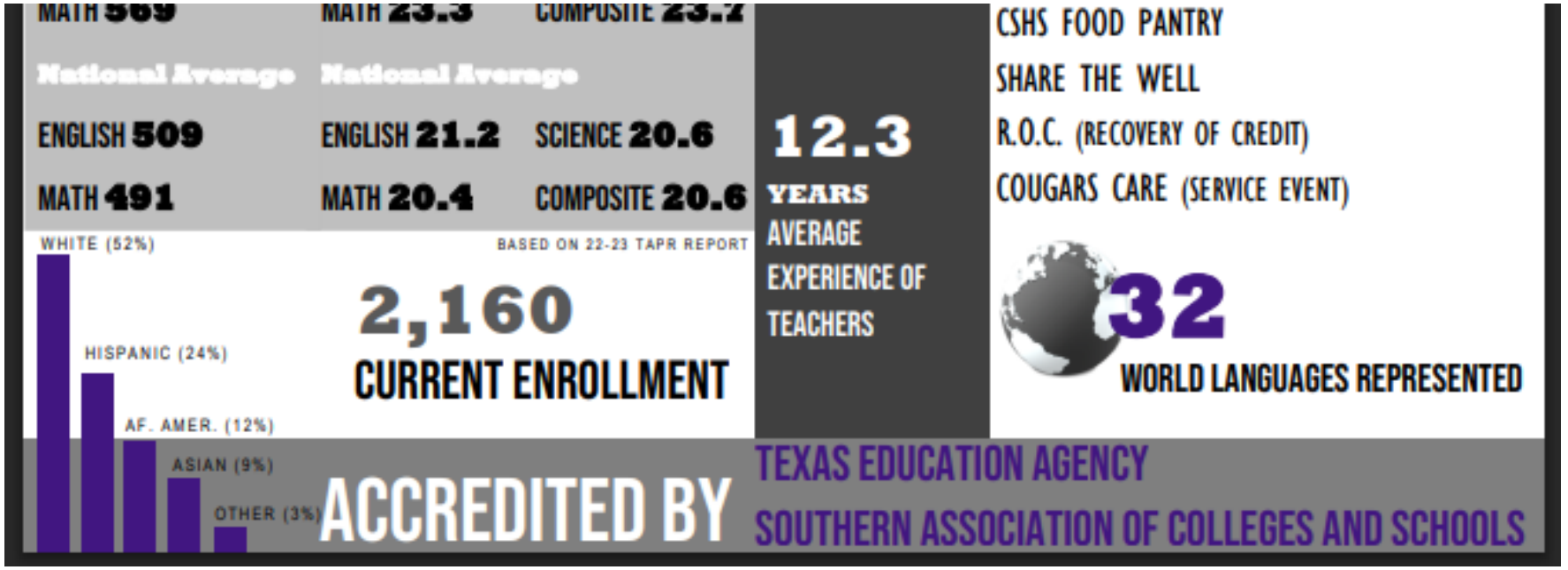
950+
EXAMS

SAT scores at CSHS
ENGLISH **579**

ACT scores at CSHS
ENGLISH **23.5** SCIENCE **23.9**

75+
CLUBS & ORGANIZATIONS

INTERVENTIONS & INNOVATIVE SPECIAL PROGRAMS
COUGAR A.C.E. (9TH GRADE MATH & READING SUPPORT)



Demographics Strengths

Staff retention at the campus has demonstrated notable improvement over time, with 74.83% retained in 2022–2023, increasing to 87.75% in 2023–2024. Although retention declined to 81.69% in 2024–2025, this figure still reflects a higher percentage retained from the previous year, indicating an overall positive trend in staff stability.

This upward shift suggests that recent efforts to improve staff satisfaction, support, and campus culture may be having a beneficial impact. However, to sustain and build upon this progress, there remains a need to further strengthen systems for staff support, professional development, and employee engagement. Continuing to prioritize these areas will help ensure long-term retention and a consistent, high-quality instructional environment for students.

- CSHS averaged a 95% attendance rate for the Fall 2024 semester, which achieved the District target mark for Attendance Incentive.
- CSHS trended lower on discipline incidents for 4 of 6 six weeks from the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although staff retention has improved overall since 2022-2023, with a more positive trend emerging in 2024-2025, the campus has not yet achieved consistently high year-over-year retention. The most recent rate of 81.69% reflects progress but still indicates room for growth in retaining experienced and effective staff.
Root Cause: While targeted efforts have contributed to improved retention, underlying challenges remain, including high workload demands, varying levels of staff support and mentorship, and inconsistent opportunities for professional growth and recognition. These factors can influence staff satisfaction and commitment, impacting long-term retention efforts.

Student Learning

Student Learning Summary

Year	Subject	Status	Flag	Goal	Status Trend
STAAR EOC Performance for 2024 - 2025 School Year					
24-25	EOC Algebra I	88%		80%	↓
24-25	EOC Biology	95%		80%	↓
24-25	EOC English I	81%		80%	↓
24-25	EOC English II	83%		80%	↓
24-25	EOC U.S. History	98%		80%	—

Texas Education Agency

2025 Accountability Rating Overall Summary

COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

✸ Confidential ✸

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		81	B	

Student Achievement		**82**	**B**	**70%**
STAAR Performance	62	91		
College, Career and Military Readiness	71	75		
Graduation Rate	96.2	80		
School Progress		**82**	**B**	**0%**
Academic Growth	74	80	B	
Relative Performance (Eco Dis: 34.9%)		82	B	✓
Closing the Gaps	**59**	**78**	**C**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



STAAR EOC Differential Report for 2024 - 2025 Spring Administration

County-District Number: 021901 District Name: COLLEGE STATION ISD

STAAR EOC Differential Report for 2024 - 2025 Spring Administration

Campus	Grade Level	Algebra							English I				
		2023 - 2024			2024 - 2025			+/-	2023 - 2024			2024 - 2	
		Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Me
(021901003) College Station H S	9	415	360	86%	331	296	89%	3%	591	467	79%	535	447
	10	18	9	50%	16	7	43%	-7%	27	8	29%	35	4
	11	3	3	100%	3	1	33%	-67%	4	2	50%	6	4
	12	2	1	50%	0	0	0%	-50%	0	0	0%	0	0
	All	438	373	85%	350	304	86%	1%	622	477	76%	576	455

<= 49% 50%-69% 70%-79% 80%-89% >= 90%

TE Ac We	2023 TEA website		2024 TEAL		2025 TEAL		24 to 25 Ch	2023 TEA website		2024 TEAL		2025 TEAL		24 to 25 Ch	2023 TEA website		2024 TEAL		2025 TEAL		24 to 25 Ch	2023 TEA website		2024 TEAL		2025 TEAL		24 to 25 Ch	2023 TEA website		2024 TEAL		2025 TEAL		24 to 25 Cha
Dis	Domain I		Domain I		Domain I		Do I	Domain IIA		Domain IIA		Domain IIA		Do IIA	Domain IIB		Domain IIB		Domain IIB		Do IIB	Domain III		Domain III		Domain III		Do III	Overall		Overall		Overall		Ove
Col Sta ISD	83	B	83	B	84	B	1	76	C	79	C	79	C	0	80	B	80	B	81	B	1	77	C	79	C	79	C	0	81	B	82	B	83	B	1
Cal																																			
CO ST, H S	82	B	81	B	82	B	1	85	B	83	B	80	B	-3	83	B	81	B	82	B	1	79	C	72	C	78	C	6	83	B	80	B	81	B	1

Texas Education Agency

2025 Distinction Designation Summary

Top 25 Percent: Comparative Academic Growth (AG)

COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

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	Campus Name	District Name	AG Raw Score
1	CLEAR LAKE H S (084910002)	CLEAR CREEK ISD	80
2	FOSTER H S (079901003)	LAMAR CISD	79
3	GLENDA DAWSON H S (020908007)	PEARLAND ISD	75
4	MIDLOTHIAN H S (070908001)	MIDLOTHIAN ISD	75
5	CANYON H S (046902001)	COMAL ISD	74
	COLLEGE STATION H S (021901003)	**COLLEGE STATION ISD**	**74**
6	WARREN H S (015915019)	NORTHSIDE ISD	74
7	KINGWOOD PARK H S (101913013)	HUMBLE ISD	73
8	LAKE BELTON H S (014903010)	BELTON ISD	73
9	MANSFIELD H S (220908003)	MANSFIELD ISD	73
10	MCKINNEY NORTH H S (043907004)	MCKINNEY ISD	72
11	SOTOMAYOR H S (015915029)	NORTHSIDE ISD	72
12	GEORGE RANCH H S (079901009)	LAMAR CISD	71
13	MAGNOLIA H S (170906001)	MAGNOLIA ISD	71
14	VETERANS MEMORIAL H S (178904015)	CORPUS CHRISTI ISD	71
15	AZLE H S (220915001)	AZLE ISD	70
16	CLEAR BROOK H S (084910003)	CLEAR CREEK ISD	70
17	DULLES H S (079907001)	FORT BEND ISD	70

17	DULLES H S (079907001)	FORT BEND ISD	70
18	GRANBURY H S (111901001)	GRANBURY ISD	70
19	JACK C HAYS H S (105906001)	HAYS CISD	70
20	LA PORTE H S (101916001)	LA PORTE ISD	70
21	BOSWELL H S (220918001)	EAGLE MT-SAGINAW ISD	69
22	BURLESON H S (126902001)	BURLESON ISD	69
23	HARKER HEIGHTS H S (014906007)	KILLEEN ISD	69
24	AMARILLO H S (188901001)	AMARILLO ISD	68
25	ANDERSON H S (227901009)	AUSTIN ISD	68
26	CLEAR CREEK H S (084910001)	CLEAR CREEK ISD	68
27	SHADOW CREEK H S (020901006)	ALVIN ISD	67
28	STEPHEN F AUSTIN H S (079907007)	FORT BEND ISD	67
29	TAFT H S (015915007)	NORTHSIDE ISD	67
30	STRATFORD H S (101920006)	SPRING BRANCH ISD	66
31	WEATHERFORD H S (184903001)	WEATHERFORD ISD	65
32	WEISS H S (227904005)	PFLUGERVILLE ISD	65
33	A & M CONS H S (021901001)	COLLEGE STATION ISD	63
34	BIRDVILLE H S (220902010)	BIRDVILLE ISD	63
35	CENTRAL H S (220907004)	KELLER ISD	63
36	FORNEY H S (129902001)	FORNEY ISD	63
37	NORTHWEST H S (061911001)	NORTHWEST ISD	63
38	STONY POINT H S (246909007)	ROUND ROCK ISD	63
39	BURLESON CENTENNIAL H S (126902006)	BURLESON ISD	62
40	HUTTO H S (246906001)	HUTTO ISD	62

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Raw Score of 72

Texas Education Agency

2025 Distinction Designation Summary

Top 25 Percent: Comparative Closing the Gaps (CTG)

COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

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	Campus Name	District Name	CTG Raw Score
1	FOSTER H S (079901003)	LAMAR CISD	92
2	GEORGE RANCH H S (079901009)	LAMAR CISD	88
3	MANSFIELD H S (220908003)	MANSFIELD ISD	86
4	MCKINNEY NORTH H S (043907004)	MCKINNEY ISD	85
5	GLENDA DAWSON H S (020908007)	PEARLAND ISD	84
6	VETERANS MEMORIAL H S (178904015)	CORPUS CHRISTI ISD	83
7	LAKE BELTON H S (014903010)	BELTON ISD	82
8	BOSWELL H S (220918001)	EAGLE MT-SAGINAW ISD	81
9	SHADOW CREEK H S (020901006)	ALVIN ISD	81
10	CLEAR LAKE H S (084910002)	CLEAR CREEK ISD	79

11	BIRDVILLE H S (220902010)	BIRDVILLE ISD	78
12	GRANBURY H S (111901001)	GRANBURY ISD	78
13	MIDLOTHIAN H S (070908001)	MIDLOTHIAN ISD	78
14	STEPHEN F AUSTIN H S (079907007)	FORT BEND ISD	77
15	CLEAR BROOK H S (084910003)	CLEAR CREEK ISD	76
16	BURLESON H S (126902001)	BURLESON ISD	75
17	STONY POINT H S (246909007)	ROUND ROCK ISD	73
18	WEISS H S (227904005)	PFLUGERVILLE ISD	73
19	LA PORTE H S (101916001)	LA PORTE ISD	70
20	STRATFORD H S (101920006)	SPRING BRANCH ISD	70
21	CENTRAL H S (220907004)	KELLER ISD	68
22	CLEAR CREEK H S (084910001)	CLEAR CREEK ISD	68
23	FORNEY H S (129902001)	FORNEY ISD	68
24	JACK C HAYS H S (105906001)	HAYS CISD	68
25	CANYON H S (046902001)	COMAL ISD	66
26	HARKER HEIGHTS H S (014906007)	KILLEEN ISD	66
27	ANDERSON H S (227901009)	AUSTIN ISD	64
28	KINGWOOD PARK H S (101913013)	HUMBLE ISD	64
29	AMARILLO H S (188901001)	AMARILLO ISD	63
30	MAGNOLIA H S (170906001)	MAGNOLIA ISD	62
31	AZLE H S (220915001)	AZLE ISD	61
32	TAFT H S (015915007)	NORTHSIDE ISD	61
	COLLEGE STATION H S (021901003)	**COLLEGE STATION ISD**	**59**

33	DULLES H S (079907001)	FORT BEND ISD	59
34	A & M CONS H S (021901001)	COLLEGE STATION ISD	58
35	WEATHERFORD H S (184903001)	WEATHERFORD ISD	58
36	BURLESON CENTENNIAL H S (126902006)	BURLESON ISD	56
37	NORTHWEST H S (061911001)	NORTHWEST ISD	54
38	SOTOMAYOR H S (015915029)	NORTHSIDE ISD	50
39	WARREN H S (015915019)	NORTHSIDE ISD	39
40	HUTTO H S (246906001)	HUTTO ISD	32

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Raw Score of 79

Texas Education Agency

2025 Graduation Rate

COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

✷ Confidential ✷

Calculation Report

Graduation Rate	All Students
Class of 2024, 4-year	93.9
Class of 2023, 5-year	96.2
Class of 2022, 6-year	95.2
Annual Dropout*	
Component Score	**96.2**

* Used only if 4-, 5-, or 6-year value is not available.

Data Table

Performance On Target

Growth On Target

Archetype 1

Archetype	Domain I Grade	Performance Descriptor	Domain IIA Grade	Growth Descriptor	Focus Area
1	A or B	On Target	A or B	On Target	Specifics

specifics

to grow, identify the specific teachers, specific kids, and specific parts of the curriculum in need of support

AP Language & Composition 24-25
121 Students Total

	CSHS	TEXAS	GLOBAL
Total Students	121	74,781	617,177
Mean Score	3.95	2.84	3.19
Scores 3%+ to earn college credit	97.5%	61.6%	74.3%

SCORE	CSHS	TEXAS	GLOBAL
1	0%	19%	10%
2	2%	20%	16%
3	27%	30%	33%
4	43%	22%	28%
5	27%	10%	13%

Texas Education Agency
2025 Closing the Gaps
COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

✷ Confidential ✷

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	22	32	68.8	50.0%	34.4
Graduation Status	5	16	31.3	10.0%	3.1
ELP Status	4	4	100.0	10.0%	10.0
School Quality Status	6	16	37.5	30.0%	11.3
Closing the Gaps Score					**59**

Indicator	CSHS
Accelerated Student Learning: Mathematics	Q1
Accelerated Student Learning: RLA	Q2
Advanced/Dual-Credit Completion: Mathematics (9-12)	Q1
Advanced/Dual-Credit Completion: RLA (9-12)	Q4

Indicator	CSHS
Advanced/Dual-Credit Completion: Science (9-12)	Q2
Advanced/Dual-Credit Completion: Social Studies (9-12)	Q4
Algebra I Performance (Masters Grade Level)	Q1
AP/IB Examination Participation: Any Subject	Q1
AP/IB Examination Participation: Mathematics	Q2
AP/IB Examination Participation: RLA	Q1
AP/IB Examination Participation: Science	Q2
AP/IB Examination Participation: Social Studies	Q1
AP/IB Examination Results (Examinees >= Criterion): Mathematics	Q1
AP/IB Examination Results (Examinees >= Criterion): RLA	Q1
AP/IB Examination Results (Examinees >= Criterion): Science	Q1
AP/IB Examination Results (Examinees >= Criterion): Social Studies	Q1
Attendance Rate	Q1
Average ACT Score: Mathematics	Q1
Average ACT Score: RLA	Q1
Average ACT Score: Science	Q1
Average SAT Score: Evidence-Based Reading and Writing (EBRW)	Q1
Average SAT Score: Mathematics	Q1
College, Career, and Military Ready Graduates	Q4
English I Performance (Masters Grade Level)	Q2
English II Performance (Masters Grade Level)	Q2
EOC Biology Performance (Masters Grade Level)	Q1
EOC U.S. Social Studies Performance (Masters Grade Level)	Q1
Four-Year Longitudinal Graduation Plan Rate	Q4
Four-Year Longitudinal Graduation Rate	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	Q1
Retest Growth: Mathematics	Q2
Retest Growth: RLA	Q3
Retest Growth: Science	Q3
SAT/ACT Participation	Q4
SAT/ACT Results for Accelerated Testers in Mathematics (Masters Grade Level)	Q1
TSI Criteria Graduates	Q4

Texas Education Agency

2025 Identification of Schools for Improvement

COLLEGE STATION H S (021901003) - COLLEGE STATION ISD - BRAZOS COUNTY

✷ Confidential ✷

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) +	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	**1**	**0**	-	**0**	-	**0**	**0**	**0**	**0**	-	**0**
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	1	3	4	-	4	-	4	3	3	3	3	3
2024	0	3	3	-	4	-	4	3	3	3	3	3
2025	1	3	3	-	3	-	3	3	3	3	3	3
Academic Achievement Status: Mathematics												
2023	3	3	4	-	3	-	4	3	3	3	-	4
2024	3	3	3	-	4	-	4	3	3	3	3	4
2025	3	3	4	-	4	-	3	3	3	3	3	4
Graduation (Federal Graduation Rate)												
2023	1	0	3	-	3	-	4	2	0	2		
2024	3	0	3	-	4	-	3	3	0	1		
2025	0	2	3	-	3	-	0	3	2	2		
School Quality (College, Career, and Military Readiness Performance)												
2023	2	0	3	-	3	-	3	2	3	2	-	3
2024	0	0	3	-	3	-	3	0	0	2	-	3
2025	3	0	3	-	3	-	3	1	0	0	-	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									4			
2024									3			
2025									4			

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Student Learning Strengths

Our school prides itself on fostering an environment where student learning is at the forefront of our mission. We have implemented a comprehensive curriculum that is both challenging and engaging, ensuring that students are not only absorbing information but are also encouraged to think critically and creatively. Our dedicated team of educators is committed to providing personalized attention to each student, recognizing their unique learning styles and adapting teaching methods to meet their individual needs. This approach has resulted in a noticeable improvement in student performance and a genuine enthusiasm for learning across all grade levels. Additionally, we have integrated technology into our classrooms, providing students with access to a wealth of resources and tools that enhance their learning experience and prepare them for the demands of the modern world. Through these efforts, we are cultivating a community of lifelong learners who are well-equipped to succeed in their future academic and professional endeavors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our school is committed to ensuring that every student has the opportunity to succeed and reach their full potential. However, we have identified a challenge in our graduation rate of African American students, which does not fully reflect the capabilities and aspirations of our student body.
Root Cause: Our African American sub population has the highest failure rate, and significant disproportionality behavior incidents compared to the rest of our student body.

School Processes & Programs

School Processes & Programs Summary

Our school is committed to fostering a nurturing and inclusive environment where every student feels valued and supported. We have implemented a comprehensive support system that includes counseling services, mentoring, and various extracurricular activities designed to promote social and emotional well-being. By prioritizing a culture of inclusivity, we ensure that all students have the opportunity to thrive both academically and personally.

We have developed a robust academic curriculum that is both challenging and engaging, tailored to meet the diverse needs of our student body. Our curriculum is regularly reviewed and updated to incorporate the latest educational research and best practices. This ensures that our students are not only prepared for standardized assessments but also equipped with critical thinking and problem-solving skills necessary for success in the 21st century.

Professional development for our educators is a cornerstone of our school's philosophy. We provide ongoing training and resources to ensure that our teachers are equipped with the latest pedagogical strategies and technological tools. This commitment to professional growth enables our educators to deliver high-quality instruction and foster a dynamic learning environment.

Community involvement is a key aspect of our school's mission. We actively engage with parents, local businesses, and community organizations to create partnerships that enhance the educational experience for our students. Through these collaborations, we offer a variety of programs and initiatives that extend learning beyond the classroom and into the community.

Our school places a strong emphasis on technology integration to enhance learning and prepare students for a digital world. We have invested in state-of-the-art technology and provide students with access to digital resources that support their learning across all subjects. By integrating technology into our curriculum, we aim to develop students' digital literacy and prepare them for future academic and career opportunities.

School Processes & Programs Strengths

Our Professional Learning Community (PLC) has demonstrated remarkable strength in the successful integration of an intervention time known as WIN (What I Need) into our daily schedule. By dedicating time five days a week, we have created a structured opportunity for targeted support, allowing us to address the diverse learning needs of our students more effectively. This consistent intervention period ensures that every student receives personalized attention, fostering an environment where academic growth is prioritized and achievable for all.

Furthermore, the implementation of WIN has enhanced our collaborative efforts as educators. It has encouraged a culture of shared responsibility and teamwork, as teachers work together to identify student needs, develop intervention strategies, and monitor progress. This collaborative approach not only strengthens our instructional practices but also builds a supportive community among staff, ultimately benefiting our students' educational experiences.

Additionally, the integration of WIN into our bell schedule reflects our commitment to innovation and adaptability in our educational practices. By proactively adjusting our schedule to include this intervention time, we demonstrate our dedication to continuous improvement and our willingness to embrace new methods that support student success. This forward-thinking approach positions our school as a leader in educational excellence, setting a standard for others to follow.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our African American, Economically Disadvantaged, and SPED sub-pops are the lowest performers both academically and behaviorally.
Root Cause: Our Tier 2 and Tier 3 support systems are in the developing stages.

Perceptions

Perceptions Summary

As a school, we prioritize the safety of our students, and it is heartening to know that parents feel confident in the measures we have implemented to ensure their child's well-being. Our commitment to maintaining a secure environment is unwavering, and we continuously evaluate and enhance our safety protocols to meet the highest standards.

Transparent communication is a cornerstone of our relationship with parents and the wider school community. We strive to keep all stakeholders informed and engaged through regular updates, open forums, and accessible channels for feedback. This transparency fosters trust and collaboration, ensuring that everyone is aligned in supporting our students' educational journey.

We are dedicated to creating an inclusive and nurturing environment where students feel connected to their peers, teachers, and the school community. By promoting a culture of belonging and respect, we encourage students to engage actively in their learning and extracurricular activities, which enhances their overall school experience.

Supporting our teachers is essential to the success of our educational mission. We provide them with the resources, professional development opportunities, and collaborative platforms they need to thrive in their roles. By valuing and empowering our educators, we ensure that they can deliver high-quality instruction and inspire our students to achieve their full potential.

Finally, the pride that the community feels in our campus is a testament to the collective efforts of students, staff, and families. We are committed to upholding the values and standards that make our school a source of pride, and we will continue to work together to celebrate our achievements and address any challenges that arise.

Perceptions Strengths

As the principal, I am proud to highlight that our teachers have expressed a strong sense of trust and support from the campus administration. This mutual respect and collaboration between faculty and administration create a positive and productive work environment, enabling teachers to focus on delivering high-quality education to our students. The open lines of communication and shared goals ensure that our educators feel valued and empowered in their roles.

Our students' sense of safety within the school is a testament to our commitment to providing a secure and nurturing environment. We prioritize the well-being of our students by implementing comprehensive safety measures and fostering a culture of respect and inclusivity. This safe atmosphere allows students to engage fully in their learning experiences, knowing they are protected and supported.

Parents' trust in the school to provide a quality experience for their children is a cornerstone of our community's strength. We strive to maintain transparent communication with parents and involve them in their children's educational journey. By consistently delivering a robust curriculum and extracurricular opportunities, we ensure that parents feel confident in the school's ability to nurture and develop their children's potential.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our staff survey, teachers believe that students need more social emotional learning opportunities and support.
Root Cause: Our SEL curriculum and opportunities are in the developing stages.

Priority Problem Statements

Problem Statement 1: Our African American, Economically Disadvantaged, and SPED sub-pops are the lowest performers both academically and behaviorally.

Root Cause 1: Our Tier 2 and Tier 3 support systems are in the developing stages.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Our school is committed to ensuring that every student has the opportunity to succeed and reach their full potential. However, we have identified a challenge in our graduation rate of African American students, which does not fully reflect the capabilities and aspirations of our student body.

Root Cause 2: Our African American sub population has the highest failure rate, and significant disproportionality behavior incidents compared to the rest of our student body.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to our staff survey, teachers believe that students need more social emotional learning opportunities and support.

Root Cause 3: Our SEL curriculum and opportunities are in the developing stages.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Although staff retention has improved overall since 2022-2023, with a more positive trend emerging in 2024-2025, the campus has not yet achieved consistently high year-over-year retention. The most recent rate of 81.69% reflects progress but still indicates room for growth in retaining experienced and effective staff.

Root Cause 4: While targeted efforts have contributed to improved retention, underlying challenges remain, including high workload demands, varying levels of staff support and mentorship, and inconsistent opportunities for professional growth and recognition. These factors can influence staff satisfaction and commitment, impacting long-term retention efforts.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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: By May 2026, CSHS Instructional Staff will provide engaging, flexible lessons that encourage higher-order thinking, persistence and achievement on a daily basis.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Campus Professional Development Sessions Documented in Professional Learning System
Walk Through Data
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a system for regular data analysis meetings where teachers review student performance data from formative assessments to identify gaps in understanding. Use this data to adjust instruction and provide targeted support for Tier 2 and Tier 3 students. **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create a mentorship program where experienced teachers mentor new or struggling teachers in developing engaging and flexible lesson plans that incorporate higher-order thinking skills. Mentors and mentees should meet bi-weekly to discuss lesson planning and student engagement strategies. **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop a collaborative planning time for teachers to work together in grade-level or subject-area teams to design lessons that incorporate project-based learning and real-world problem-solving activities. Ensure these lessons are aligned with the needs of Tier 2 and Tier 3 students. **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our African American, Economically Disadvantaged, and SPED sub-pops are the lowest performers both academically and behaviorally. **Root Cause**: Our Tier 2 and Tier 3 support systems are in the developing stages.

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

Performance Objective 2: By January 2026, 25% of CSHS faculty and admin will have been trained in the Solution Tree PLC practices.

High Priority

Evaluation Data Sources: Attendance at Solution Tree Conferences
Attendance at Solution Tree District Hosted Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Organize monthly professional development workshops focused on Solution Tree PLC practices, ensuring that 25% of faculty and admin are trained by January 2026. Use a mix of in-person and virtual sessions to accommodate different schedules and learning preferences. **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish a mentorship program where experienced staff members who have been trained in Solution Tree PLC practices mentor new or less experienced staff. This will provide consistent support and guidance, helping to reduce workload stress and improve staff satisfaction. **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement a feedback loop where faculty and admin can provide input on the PLC training process and content. Use this feedback to make adjustments and improvements, ensuring the training is relevant and beneficial to staff needs. **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Although staff retention has improved overall since 2022-2023, with a more positive trend emerging in 2024-2025, the campus has not yet achieved consistently high year-over-year retention. The most recent rate of 81.69% reflects progress but still indicates room for growth in retaining experienced and effective staff. **Root Cause**: While targeted efforts have contributed to improved retention, underlying challenges remain, including high workload demands, varying levels of staff support and mentorship, and inconsistent opportunities for professional growth and recognition. These factors can influence staff satisfaction and commitment, impacting long-term retention efforts.

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

Performance Objective 3: During the 25-26 school year, CSHS will engage in a process for student individual goal setting and progress monitoring through targeted WIN interventions.

High Priority

Evaluation Data Sources: Campus Improvement Plans
RTI Scheduler Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Integrate social emotional learning (SEL) components into the WIN intervention sessions by dedicating 10 minutes of each session to SEL activities, such as mindfulness exercises, role-playing scenarios, or group discussions on emotional regulation. **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish a system for students to set personal SEL goals as part of their individual goal setting process. Teachers will guide students in identifying areas for growth in SEL and monitor progress through regular check-ins and reflections. **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement a mentoring program of community members who are trained to support younger students in developing SEL skills. This could involve regular meetings where mentors and mentees engage in SEL activities and discussions. **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: According to our staff survey, teachers believe that students need more social emotional learning opportunities and support. **Root Cause**: Our SEL curriculum and opportunities are in the developing stages.

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

Performance Objective 1: In the 2025-2026 TELPAS, the percentage of Emergent Bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points.

High Priority

Evaluation Data Sources: TELPAS composite score outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a structured Tier 2 and Tier 3 support system for Emergent Bilingual students by providing targeted language development interventions. This could include small group instruction focusing on language skills during designated intervention periods. **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize data from formative assessments to identify specific language development gaps in Emergent Bilingual students and tailor instruction to address these gaps. Teachers will meet monthly to review data and adjust instructional plans accordingly. **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increase family engagement by hosting quarterly workshops for parents of Emergent Bilingual students to provide them with resources and strategies to support language development at home. **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our African American, Economically Disadvantaged, and SPED sub-pops are the lowest performers both academically and behaviorally. **Root Cause**: Our Tier 2 and Tier 3 support systems are in the developing stages.

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

Performance Objective 2: Increase student success of underperforming groups by establishing a calibrated, comprehensive academic Multi-Tiered System of Supports (MTSS) Program.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Intervention Plans in Performance Matters
Usage of MTSS Handbook Online

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a data-driven process to identify students in need of Tier 2 and Tier 3 supports by analyzing academic performance data and behavioral records on a monthly basis. **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a structured intervention schedule where students receive targeted support in small groups or one-on-one sessions, focusing on specific academic and behavioral goals. **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our school is committed to ensuring that every student has the opportunity to succeed and reach their full potential. However, we have identified a challenge in our graduation rate of African American students, which does not fully reflect the capabilities and aspirations of our student body. **Root Cause**: Our African American sub population has the highest failure rate, and significant disproportionality behavior incidents compared to the rest of our student body.
School Processes & Programs
Problem Statement 1: Our African American, Economically Disadvantaged, and SPED sub-pops are the lowest performers both academically and behaviorally. **Root Cause**: Our Tier 2 and Tier 3 support systems are in the developing stages.

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

Performance Objective 1: To better support the mental health needs of our students, CSHS will provide students and families with social/emotional support during the 25-26 school year.

Evaluation Data Sources: List of Community Resources
Campus Artifacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a comprehensive social-emotional learning (SEL) program by integrating SEL lessons into the existing curriculum. Teachers will dedicate at least 30 minutes per week to SEL activities, focusing on skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish a school-wide SEL committee consisting of teachers, counselors, and administrators to oversee the implementation of SEL initiatives, monitor progress, and make adjustments as needed. The committee will meet monthly to review feedback and data. **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to our staff survey, teachers believe that students need more social emotional learning opportunities and support. **Root Cause**: Our SEL curriculum and opportunities are in the developing stages.

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Performance Objective 1: By June 2026, CSHS will establish relationships with relevant and willing partners to meet identified needs.

High Priority

Evaluation Data Sources: Community Partners Team meeting agendas
Number of established community partnerships connected with identified needs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop a mentorship program by partnering with community leaders and professionals who can provide guidance and support to students, focusing on building SEL competencies. **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to our staff survey, teachers believe that students need more social emotional learning opportunities and support. **Root Cause**: Our SEL curriculum and opportunities are in the developing stages.

Campus Improvement Team

Committee Role	Name	Position
Community / Business	Holly Sharp	PTO President
Campus Behavior Team	Guadalupe Martell-Neira	Spanish Teacher
Campus Behavior Team	Marisa Paine	English Teacher
Campus Behavior Team	Margaret Michel	SPED Staff
Campus Behavior Team	Nicholas Tate	Social Studies Teacher
Campus Guiding Coalition	Stephanie Padgett	Social Studies Teacher
Campus Guiding Coalition	Dawne Welch	CTE Teacher
Campus Guiding Coalition	Courtney Reyes	Math Teacher
Campus Guiding Coalition	Alicia Martindale	Spanish Teacher
Librarian	Tina SanAngelo	Librarian
Campus Athletic Coordinator	Stoney Pryor	Campus Athletic Coordinator
Department Chair	Shelby Klett	SPED DC
Campus Testing Coordinator	Randi Costenbader	Campus Testing Coordinator
AVID Site Coordinator	John Stancyzk	AVID Site Coordinator
Department Chair	Michelle Vizquerra	LOTE DC
Department Chair	Josh Munson	Science DC
Department Chair	Jennifer Rinn	Math DC
Department Chair	Jason Summers	CTE DC
Department Chair	Felicia Brock	Health/PE DC
Department Chair	Courtney Wellmann	English DC
Department Chair	Anne Sellers	Fine Arts DC
Counselor	Maryam Ahmed	Counselor
Counselor	Elizabeth Cosser	Counselor
Counselor	Brandee Gutierrez	Counselor
Department Chair	Ali Kenney	Social Studies DC
Counselor	Montana Long	Counselor
Counselor	Valarie Reed	Lead Counselor

Committee Role	Name	Position
Administrator	Jeremy Dockan	Assistant Principal
Administrator	Karin Graser	Assistant Principal
Administrator	Tish Maye	Assistant Principal
Administrator	Matthew Pekar	Assistant Principal
Administrator	Joseph Sledge	Assistant Principal
Administrator	Justin Grimes	Principal

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