College Station ISD

Accountability Rating: B

2026-2027 District Improvement Plan

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Mission Statement

Success...each life...each day...each hour.

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships.

Together we prepare our learners for their own unique success -- **each life... each day... each hour.**

Board Beliefs

We believe the purpose of education is to develop productive citizens. CSISD will…

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together. CSISD will…

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education. CSISD will…

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learners' success now and in the future. CSISD will…

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences. CSISD will….

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The College Station Independent School District Comprehensive Needs Assessment is grounded in the analysis of multiple measures of data, including demographic information, student learning outcomes, district processes and programs, and stakeholder perceptions. Together, these data sources provide a comprehensive understanding of district strengths, challenges, and priorities and serve as the foundation for continuous improvement planning and strategic decision-making.

Demographic data indicate that CSISD serves more than 13,600 students representing diverse racial, ethnic, linguistic, and educational backgrounds. The district continues to experience increasing student needs, including students identified as emergent bilingual, special education, Section 504, at-risk, homeless, and economically disadvantaged. While the district maintains strong graduation rates, college and career readiness outcomes, and participation in advanced coursework, demographic data highlight the importance of ensuring equitable access to rigorous learning opportunities, targeted interventions, and comprehensive support systems for all student groups.

Student learning data reflect a high-performing district characterized by sustained academic growth and achievement. CSISD earned an overall accountability rating of 86 in 2026, with eight campuses receiving an A rating and all campuses meeting state accountability standards. Students continue to demonstrate strong growth on NWEA MAP assessments, increasing College, Career, and Military Readiness outcomes, high participation in advanced coursework, and performance that generally exceeds state averages. Analysis of student learning data also identifies ongoing opportunities to reduce achievement gaps among specialized student populations and strengthen academic outcomes in targeted areas, including middle school mathematics and support systems for historically underperforming student groups.

District processes and program data demonstrate continued progress toward implementation of the district's Strategic Plan. Professional Learning Communities, a comprehensive Multi-Tiered System of Supports framework, instructional technology initiatives, cybersecurity enhancements, and expanded student access to digital learning tools are strengthening instructional systems and organizational effectiveness. Data suggest that continued refinement of PLC practices, MTSS implementation, teacher development, technology integration, and recruitment and retention systems will further improve educator effectiveness and student outcomes.

Perception data collected through ThoughtExchange surveys and stakeholder feedback indicate strong support for CSISD's educational programs, learning environments, and commitment to student success. Parents, students, staff, and community members report positive perceptions regarding academic opportunities, safety, relationships with teachers, and overall school climate. Feedback also identified opportunities to strengthen family engagement, student behavioral supports, communication practices, and social-emotional and mental health resources. The high level of stakeholder participation and overall alignment of responses demonstrates broad community support for district priorities while informing areas for continued improvement.

Collectively, analysis of demographic, student learning, district process and program, and perception data demonstrates that CSISD is a high-performing district committed to continuous improvement. While significant strengths exist in academic achievement, student growth, college and career readiness, community engagement, and strategic implementation efforts, the district remains focused on improving outcomes for all student groups through data-driven decision making, high-quality instruction, comprehensive support systems, and meaningful stakeholder engagement.

Demographics

Summary

During the 2026–2027 school year, our district will serve a total of 13,600 + students, with 48.7% females and 51.2% males. The district reflects a diverse student population, with students representing multiple racial and ethnic backgrounds. The largest student group is White (49.5%), followed by Hispanic (23.9%), Black (13.9%), Asian (8.1%), Two or More Races (3.7%), American Indian (0.4%), and Hawaiian/ Pacific Islander (0.18%).

Our student demographics highlight the importance of addressing diverse learning needs. The district serves English Language Learners (ELLs) (6.4% of the total population) who require targeted language development and instructional supports to ensure academic success. Additionally, 17.1% of our students receive special education services, 34.8% are identified as at-risk, and 10.4% are supported under Section 504 plans—underscoring the critical need for inclusive practices, differentiated instruction, and robust intervention systems across all grade levels.

The district's improvement efforts must focus on equitable access to high-quality instruction and resources for all students. This includes closing achievement gaps among student groups, providing culturally responsive teaching, supporting multilingual learners, and ensuring students with disabilities have the tools and opportunities necessary to thrive. By aligning instructional practices, professional development, and community engagement with the needs of our diverse population, we can continue to promote academic growth and prepare all students for future success.

CSISD employed 2,070 staff members during the 2025-2026 school year. The following is the breakdown of the CSISD staff:

Staff Classification	Number	Percentage of Total Staff
Total Staff	2,056	100%
Teachers	963	46.8%
Professional Support	239	11.6%
Campus Administration	49	2.3%
Educational Aids	281	13.6%
Auxiliary	508	24.7%
Central Administration	16	0.7%

The following data is lagging data from TEA, so we are reporting the class of 2025. The class of 2026 data will be released from TEA in 2027.

- The graduation rate for the class of 2025 was 96.1% and the dropout rate was 0.2%.
- Student earning total credit in the class of 2025 for CCMR credit was 895 which is 81% of the graduation class of 2025.

Across CSISD we have the following enrollments into advanced, advanced placement (AP), and dual credit courses:

- Advanced Courses (5th grade and up) - 8,968
- Advanced Placement (AP) - 3,175
- Dual Credit - 295

Strengths

CSISD is a high-performing and diverse district that serves more than 13,600 students through a strong system of academic, behavioral,

and specialized supports. The district's strengths include a highly qualified workforce, exceptional graduation and dropout rates, strong College, Career, and Military Readiness outcomes, and extensive student participation in advanced coursework. CSISD's diverse student population enriches the learning environment and reflects the district's commitment to high expectations for all learners. These strengths provide a solid foundation for continued growth and improvement as the district works to ensure success for every student.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
2 ★	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3 ★	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4 ★	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
5 ★	CSISD is having to respond and react to issues in the technology and cybersecurity spaces.	The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

6 ★

Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.

Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

7 ★

Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.

Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

8 ★

In College Station ISD, 0.46% of total enrollment are experiencing housing instability, with 84.4% (54 students) forced into doubled-up, temporary shared living arrangements due to economic hardship. This lack of permanent, stable housing exposes these students to heightened risk of academic disruption, attendance challenges, and emotional distress, hindering their ability to achieve.

A localized shortage of affordable family housing, paired with economic disadvantage (38.75% of district students), forces low-income families into overcrowded, temporary doubled-up arrangements or emergency shelters when facing financial shocks (such as job loss, medical expenses, or rent increases).

9 ★

Black/African American and Hispanic/Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.

Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.

10 ★

The district's ability to maintain a highly effective workforce is impacted by increasing competition for qualified educators, vacancies in critical instructional areas, and employee turnover, creating challenges in ensuring all students have consistent access to effective teachers and instructional support personnel.

Current Human Resources capacity and recruitment systems limit the district's ability to fully implement strategic recruitment, onboarding, and retention initiatives necessary to attract and retain highly effective educators in a competitive labor market.

11 ★

Homeless students demonstrated lower academic performance than their peers on state and local assessments, indicating a need for targeted supports to ensure equitable access to educational opportunities and academic success.

Frequent residential transitions, inconsistent school attendance, and barriers to accessing academic and support services limit the ability of homeless students to fully engage in instruction and achieve at levels comparable to their peers.

12 ★

Homeless students have a higher rate of chronic absenteeism than the district average, resulting in lost instructional time and increased risk for lower academic achievement.

Housing instability, transportation challenges, and family mobility create barriers to consistent school attendance for homeless students.

13 ★

As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.

The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

14 ★

Analysis of teacher performance data, T-TESS evaluation trends, instructional coaching feedback, and student achievement data indicates a need to strengthen educator understanding and implementation of the Texas Teacher Evaluation and Support System (T-TESS) and Teacher Incentive Allotment (TIA) performance standards. Variability in teacher knowledge of effective instructional practices, goal-sett

New and returning teachers possess varying levels of familiarity with T-TESS expectations, professional growth processes, and instructional best practices. Ongoing professional learning is needed to strengthen implementation and support educator development.

★ = Priority

Student Learning

Summary

Academic Achievement and Student Success

College Station ISD continues to demonstrate a strong trajectory of academic excellence and student achievement. In 2026, CSISD earned an overall accountability rating of **86**, marking the **third consecutive year of improvement** since the Texas Education Agency refreshed its accountability system. The district's rating increased from **81 in 2023 to 86 in 2026**, reflecting sustained progress and a commitment to continuous improvement. Districtwide, **11 campuses improved their overall accountability scores from 2025 to 2026**, and every CSISD campus earned an acceptable rating of **C or higher**. Notably, **eight campuses earned an overall rating of "A,"** representing the highest number of A-rated schools in district history since TEA began assigning letter grades in 2019.

CSISD has also demonstrated significant gains in **College, Career, and Military Readiness (CCMR)**. Since the implementation of the current accountability system in 2023, A&M Consolidated High School increased its CCMR outcomes from **67% to 83%**, College Station High School improved from **72% to 82%**, and College View High School achieved remarkable growth from **43% to 100%**. All three high school campuses showed year-over-year improvement in 2026, underscoring the district's commitment to preparing students for postsecondary success.

The district's commitment to excellence is further reflected in the **47 Distinction Designations** earned across CSISD campuses in 2026. Distinction Designations recognize exceptional performance when compared to similar schools across Texas in areas such as student achievement, academic growth, postsecondary readiness, and performance in core academic subjects. Four elementary campuses, **Forest Ridge Elementary, River Bend Elementary, Rock Prairie Elementary, and South Knoll Elementary**, earned distinctions in every available category, highlighting the district's strong instructional programs and academic outcomes across grade levels.

The district's academic success is further evidenced by strong student growth measures on the **NWEA MAP assessment**. End-of-year 2025-2026 data indicate that CSISD students are demonstrating consistently strong academic growth across grade levels and content areas. Districtwide growth trends exceeded national norms, with all achievement deciles posting growth at or above the 50th percentile, a result identified by NWEA as atypical and indicative of strong student performance. The data also show accelerated learning from winter to spring and significant growth among historically underperforming student groups, supporting the district's strategic goal of improving outcomes for all learners. Overall, CSISD students continue to achieve at high levels while demonstrating strong year-over-year growth, reflecting the effectiveness of the district's instructional programs, targeted interventions, and commitment to continuous improvement.

Advanced academic participation remains a significant strength within CSISD. At **A&M Consolidated High School**, 45% of seniors in the Class of 2025 completed at least one Advanced Placement (AP) exam during high school, 38% earned a score of 3 or higher on at least one AP exam, and 16% completed five or more AP exams. Similarly, at **College Station High School**, 49% of seniors took at least one AP exam, 41% scored a 3 or higher, and 14% completed five or more AP exams. These outcomes demonstrate a culture of rigor and high expectations that encourages students to engage in challenging coursework and earn college-level credit while still in high school.

Student readiness indicators further reflect the district's strong academic performance. Among the Class of 2025 graduates, **66.8% met Texas Success Initiative (TSI) criteria in both Reading Language Arts and Mathematics**, indicating college readiness in key academic areas. Additionally, CSISD students continue to perform well on a variety of state and national measures, including STAAR assessments, SAT, ACT, and Advanced Placement exams. Across most performance indicators, CSISD student groups outperform state averages, demonstrating the effectiveness of the district's instructional practices and support systems. 33 seniors from the class of 2026 were named **National Merit Commended Scholars** and in addition, 8 seniors were name **National Merit Semifinalists**.

Beyond academics, CSISD provides exceptional opportunities for student engagement through fine arts programming. For the **sixth consecutive year**, CSISD was recognized as one of the **Best Communities for Music Education**. Student participation in music programs remains strong, with **5,715 elementary students enrolled in music classes**, **836 students participating in orchestra**, **1,100 students in band**, **510 students in choir**, and **676 intermediate students enrolled in general music courses**. These opportunities contribute to a well-rounded educational experience that supports both academic and personal growth.

Overall, CSISD's strong accountability performance, increasing CCMR outcomes, extensive advanced academic participation, high levels of college readiness, and nationally recognized fine arts programs demonstrate a district-wide commitment to excellence. These accomplishments provide a solid foundation for continued growth and support the district's vision of preparing every student for success in college, career, military service, and life.

Strengths

CSISD's strengths are evident through sustained academic growth, high student achievement, and a strong commitment to preparing students for success beyond graduation. The district has demonstrated continuous improvement in accountability performance, earning its highest rating since the implementation of the current accountability system and increasing the number of A-rated campuses districtwide. Students consistently perform above state and national expectations, supported by strong instructional programs that promote both achievement and growth. Significant gains in College, Career, and Military Readiness, high graduation rates, extensive participation in Advanced Placement and advanced coursework, and strong college readiness indicators reflect a culture of high expectations and academic rigor.

The district's success is further highlighted by exceptional student growth on NWEA MAP assessments, recognition through 47 state distinction designations, and national recognition of student achievement, including National Merit Scholars and Commended Scholars. Beyond academics, CSISD provides comprehensive opportunities for student engagement through award-winning fine arts programs, fostering the development of well-rounded learners. Collectively, these strengths demonstrate a district culture focused on excellence, continuous improvement, equitable student growth, and preparation for future success in college, careers, military service, and life.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
2 ★	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
3 ★	The technology network needs to grow and build capacity to support additional devices.	We are working to add additional devices across each campus in our district.
4 ★	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.
5 ★	CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.	An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

6 ★	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7 ★	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.
8 ★	In College Station ISD, 0.46% of total enrollment are experiencing housing instability, with 84.4% (54 students) forced into doubled-up, temporary shared living arrangements due to economic hardship. This lack of permanent, stable housing exposes these students to heightened risk of academic disruption, attendance challenges, and emotional distress, hindering their ability to achieve.	A localized shortage of affordable family housing, paired with economic disadvantage (38.75% of district students), forces low-income families into overcrowded, temporary doubled-up arrangements or emergency shelters when facing financial shocks (such as job loss, medical expenses, or rent increases).
9 ★	Black/African American and Hispanic/Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.	Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.
10 ★	While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.	District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

11 ★	Homeless students demonstrated lower academic performance than their peers on state and local assessments, indicating a need for targeted supports to ensure equitable access to educational opportunities and academic success.	Frequent residential transitions, inconsistent school attendance, and barriers to accessing academic and support services limit the ability of homeless students to fully engage in instruction and achieve at levels comparable to their peers.
12 ★	Homeless students have a higher rate of chronic absenteeism than the district average, resulting in lost instructional time and increased risk for lower academic achievement.	Housing instability, transportation challenges, and family mobility create barriers to consistent school attendance for homeless students.

★ = Priority

District Processes & Programs

Summary

To accomplish Goal 1, Specific Result 1.2 of the CSISD Strategic Plan, the district partnered with Solution Tree to establish and strengthen Professional Learning Communities (PLCs) in every school. This partnership, which began in summer 2023 and will continue into the foreseeable future, is designed to ensure that campuses have consistent systems and processes in place for analyzing student data, collaborating in grade-level and departmental teams, and engaging in professional learning—all with the ultimate aim of improving learning outcomes for every student.

In alignment with Goal 2, CSISD is creating and implementing a district-wide Multi-Tiered System of Support (MTSS) framework to address the academic, behavioral, and social-emotional needs of all students. This work is focused on increasing the success of under-performing student groups through comprehensive and calibrated supports that promote both equity and achievement.

Goal 5 centers on improving the district's technology ecosystem. CSISD is pursuing this goal by expanding student access to devices, strengthening infrastructure, and maintaining a safe and secure digital environment. Efforts include increasing the number of classroom device sets, enhancing network capacity, and protecting sensitive information. The technology department also continues to evaluate staffing needs to ensure that efficient and effective support is available across the district.

Finally, Goal 6 emphasizes transforming the learner experience through purposeful integration of instructional technology. To achieve this, CSISD has developed a comprehensive instructional technology plan for teachers and staff, designed to meet the needs of students at every grade level. Recognizing that technology is ever-evolving, the district remains committed to a dynamic approach to technology management and integration—ensuring that resources, networks, and practices continue to effectively support teaching, learning, and student growth.

Strengths

Through Professional Learning Communities (PLCs) and Collaborative Team Meetings, educators are building habits of collective responsibility, shared decision-making, and purposeful collaboration, all with a single focus: ensuring that every student grows and succeeds.

Central to this vision is empowering teachers to use data not as a compliance measure, but as a tool for transformation. By learning to interpret information from NWEA MAP, Edmentum, common formative assessments, classroom grades, and STAAR results, teachers can make timely instructional adjustments that personalize learning and close gaps. This intentional use of data equips educators to meet students where they are and accelerate their progress.

Our commitment to a district-wide Multi-Tiered System of Support (MTSS) reinforces this same vision. MTSS equips schools with the tools, resources, and structures to support the whole child—academically, behaviorally, and socially-emotionally. By creating a unified framework of supports, CSISD is ensuring that every student, regardless of need, has access to the opportunities and interventions necessary to thrive.

Technology is also a critical part of this vision for the future of learning. With more devices than ever before, stronger network capacity, and a deliberate focus on instructional technology, CSISD is transforming classrooms into spaces where learning is more engaging, more connected, and more relevant. The goal is not just to increase access, but to integrate technology in ways that deepen understanding, spark creativity, and prepare students for success in a rapidly changing world.

Together, these efforts represent our shared mission for CSISD: Success, Each Live, Each Day, Each Hour. This is evident in our schools where collaboration drives continuous improvement, data guides purposeful action, supports are tailored to meet diverse needs, and technology enhances teaching and learning. CSISD's mission ensures that every student is equipped not only for academic success today but also for the opportunities and challenges of tomorrow.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
2 ★	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3 ★	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4 ★	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
5 ★	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.

6

The technology network needs to grow and build capacity to support additional devices.

We are working to add additional devices across each campus in our district.

7

Technology security needs are ever changing due to continually evolving cybersecurity threats.

Technology is ever evolving and bad actors are always looking at schools as possible targets.

8

With the shift away from using student owned devices in schools, CSISD is working to close the device access gap in all classrooms.

Our district has been a bring your own device district for many years and this shift to no student devices in the most recent legislative session has caused access gaps in our classrooms.

9

CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.

An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

10

CSISD is having to respond and react to issues in the technology and cybersecurity spaces.

The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

11

Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.

Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

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A localized shortage of affordable family housing, paired with economic disadvantage (38.75% of district students), forces low-income families into overcrowded, temporary doubled-up arrangements or emergency shelters when facing financial shocks (such as job loss, medical expenses, or rent increases).

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Black/African American and Hispanic/Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.

Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.

15 ★

While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.

District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

16 ★

As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.

The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

17 ★	Analysis of teacher performance data, T-TESS evaluation trends, instructional coaching feedback, and student achievement data indicates a need to strengthen educator understanding and implementation of the Texas Teacher Evaluation and Support System (T-TESS) and Teacher Incentive Allotment (TIA) performance standards. Variability in teacher knowledge of effective instructional practices, goal-sett	New and returning teachers possess varying levels of familiarity with T-TESS expectations, professional growth processes, and instructional best practices. Ongoing professional learning is needed to strengthen implementation and support educator development.

★ = Priority

Perceptions

Summary

To ensure our strategic priorities reflect the needs of our school community, the district utilized ThoughtExchange to gather broad, authentic feedback from staff, parents, and students. Across **52 active and completed engagement topics**, our outreach generated robust participation and strong community consensus:

- **Extensive Reach:** Over **20,000 individual engagement** were seen across our survey exchanges, giving our district a broad and representative cross-section of input.
- **Active Thought Sharing:** Participants contributed **2,000 original thoughts and suggestions** (averaging roughly 1 thought per participant), providing deep qualitative insight into our district's strengths and areas for growth.
- **High Engagement & Validation:** Stakeholders cast **40,000 ratings** on each other's ideas—averaging over **15 ratings per participant**. This high level of peer rating ensures that top-ranked priorities represent genuine community agreement rather than isolated opinions.
- **Consensus & Alignment:** Overall analysis shows **Medium Alignment** across our stakeholder groups. Out of thousands of interactions, only **36 key areas of differing opinion** were identified, demonstrating that our community shares a unified vision on most major district priorities while highlighting specific areas where targeted communication and collaboration are needed.
- **Surveys topics** included the following: school district calendar development, district wide professional development conferences, feedback on professional learning, end of year staff perception data, school safety, College Station Realtor Association perceptions, student perceptions, parent perceptions, community advisory committee input, DEIC member input, and campus based surveys/ thought exchanges.

Strengths

Parent Survey Spring 2026 Summary

The survey results indicate a generally positive sentiment among parents regarding the educational experience provided by CSISD schools. A significant majority of parents agree or strongly agree that their child's teachers design learning experiences tailored to individual needs (73%), encourage personal learning goals (65%), and use varied instructional approaches (69%). Additionally, parents feel confident in the academic support provided (71%) and believe their children are appropriately challenged (68%). Communication and safety are also well-regarded, with 81% of parents feeling respected and welcomed by school staff, and 78% confident in their child's physical safety. However, there are areas for improvement, particularly in addressing disruptive behavior and enhancing communication consistency across schools.

End of year 2026 Staff Survey

The survey results from College Station ISD reveal a strong sense of community and dedication among staff, with 58% identifying as teachers and 39% having worked in the district for over 10 years. The majority of participants (69%) expressed interest in exploring future flexible learning opportunities. Qualitative responses highlight the rewarding nature of working with students and the importance of feeling valued through feedback and support.

Elementary School Student Survey Spring 2026

The overall sentiment from the survey indicates a positive perception of the school environment, with a strong emphasis on supportive teachers and inclusive practices. A significant majority of students feel that their teachers help them learn and reach their goals, with 54% strongly agreeing and 35% agreeing. Additionally, 49% strongly agree and 35% agree that everyone at their school has a chance to do well, regardless of who they are.

Intermediate School Student Survey Spring 2026

The overall sentiment from the engagement suggests that students generally feel supported in their learning environment, with a majority expressing positive experiences regarding personal goals, teacher support, and opportunities for growth. Notably, 55% of students agree they have personal goals they work toward at school, and 50% agree that their teachers provide learning experiences that help them reach

these goals. Additionally, 40% strongly agree that all students have a chance to succeed, and 51% agree they know where to go for help with schoolwork.

Middle School Student Survey Spring 2026

The survey results indicate a generally positive sentiment towards personal goal setting and the support provided by teachers, with 56% of participants agreeing that they have personal goals they work toward at school, and 56% agreeing that their teachers provide learning experiences that help them reach these goals.

High School Student Survey Spring 2026

The overall sentiment from the participants indicates a generally positive view of their school environment, with a majority expressing satisfaction with personal goal setting, teacher support, and opportunities for growth. The quantitative data shows that 51% agree and 37% strongly agree that they have personal goals they work toward at school, while 62% agree that teachers provide learning experiences that help them reach these goals. Additionally, 56% agree that the school provides opportunities to improve and grow.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.	While family engagement opportunities have expanded, consistent participation across all campuses and stakeholder groups has not yet reached desired levels. Additional communication systems, outreach efforts, and campus implementation practices are needed to strengthen family engagement districtwide.
2 ★	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
3 ★	CSISD is having to respond and react to issues in the technology and cybersecurity spaces.	The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.
4 ★	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.
5 ★	While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.	District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

6 ★

As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.

The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.	While family engagement opportunities have expanded, consistent participation across all campuses and stakeholder groups has not yet reached desired levels. Additional communication systems, outreach efforts, and campus implementation practices are needed to strengthen family engagement districtwide.
2 ★	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
3 ★	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
4 ★	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
5 ★	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
6 ★	The technology network needs to grow and build capacity to support additional devices.	We are working to add additional devices across each campus in our district.

7 ★	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.
8 ★	Technology security needs are ever changing due to continually evolving cybersecurity threats.	Technology is ever evolving and bad actors are always looking at schools as possible targets.
9 ★	With the shift away from using student owned devices in schools, CSISD is working to close the device access gap in all classrooms.	Our district has been a bring your own device district for many years and this shift to no student devices in the most recent legislative session has caused access gaps in our classrooms.
10 ★	CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.	An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
11 ★	CSISD is having to respond and react to issues in the technology and cybersecurity spaces.	The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.
12 ★	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

13

Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.

Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

14

In College Station ISD, 0.46% of total enrollment are experiencing housing instability, with 84.4% (54 students) forced into doubled-up, temporary shared living arrangements due to economic hardship. This lack of permanent, stable housing exposes these students to heightened risk of academic disruption, attendance challenges, and emotional distress, hindering their ability to achieve.

A localized shortage of affordable family housing, paired with economic disadvantage (38.75% of district students), forces low-income families into overcrowded, temporary doubled-up arrangements or emergency shelters when facing financial shocks (such as job loss, medical expenses, or rent increases).

15

Black/African American and Hispanic/Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.

Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.

16

While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.

District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

17

The district's ability to maintain a highly effective workforce is impacted by increasing competition for qualified educators, vacancies in critical instructional areas, and employee turnover, creating challenges in ensuring all students have consistent access to effective teachers and instructional support personnel.

Current Human Resources capacity and recruitment systems limit the district's ability to fully implement strategic recruitment, onboarding, and retention initiatives necessary to attract and retain highly effective educators in a competitive labor market.

18 ★

Homeless students demonstrated lower academic performance than their peers on state and local assessments, indicating a need for targeted supports to ensure equitable access to educational opportunities and academic success.

Frequent residential transitions, inconsistent school attendance, and barriers to accessing academic and support services limit the ability of homeless students to fully engage in instruction and achieve at levels comparable to their peers.

19 ★

Homeless students have a higher rate of chronic absenteeism than the district average, resulting in lost instructional time and increased risk for lower academic achievement.

Housing instability, transportation challenges, and family mobility create barriers to consistent school attendance for homeless students.

20 ★

As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.

The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

21 ★

Analysis of teacher performance data, T-TESS evaluation trends, instructional coaching feedback, and student achievement data indicates a need to strengthen educator understanding and implementation of the Texas Teacher Evaluation and Support System (T-TESS) and Teacher Incentive Allotment (TIA) performance standards. Variability in teacher knowledge of effective instructional practices, goal-sett

New and returning teachers possess varying levels of familiarity with T-TESS expectations, professional growth processes, and instructional best practices. Ongoing professional learning is needed to strengthen implementation and support educator development.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Alternative Education Accountability (AEA) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/**

- [ ] **stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Technology and resource allocation data**

Goals

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

Performance Objective 1 ☑ High Priority

Throughout the 2026-2027 school year, CSISD will leverage continuous professional learning and collaborative PLC practices to empower instructional staff to provide daily learning experiences tailored to the distinct needs, interests, aspirations, and backgrounds of every learner.

Evaluation Data Source: Attendance at District Hosted Professional Learning Events
Campus usage of Global PD Teams

Strategy 1 ☑ Talent Plan

Provide in-district training opportunities for all faculty, staff, and administrators to learn about and be equipped to implement Yes We Can instructional strategies into the classroom.

Strategy's Expected Result/Impact: Stronger collaboration between general and special educators, tighter alignment between IEP goals and priority academic standards, and improved achievement data for all learners within a Professional Learning Community (PLC)

Staff Responsible for Monitoring: Campus Principals
Executive Directors of Elementary, Secondary, & Special Services
Assistant Superintendent of Teaching & Learning

Problem Statements: Demographics 1, 2, 3, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 11, 12

Funding Sources: Title II Part A Funds 255 Title II, Part A, $31,000

Formative Reviews

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Strategy 2

Provide in-district training opportunities for campus team members to learn about and be equipped to implement Amplify Your Impact practices in their collaborative team meetings.

Strategy's Expected Result/Impact: Tangible improvements in team alignment, instructional clarity, collective teacher efficacy, and student learning outcomes.

Staff Responsible for Monitoring: Campus Principals
Director of School Improvement
Executive Directors of Elementary and Secondary
Assistant Superintendent of Teaching & Learning

Problem Statements: Demographics 1, 2, 3, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 11, 12

Funding Sources: Title II Part A Funds 255 Title II, Part A, $40,000

Formative Reviews

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Strategy 3

Continue to utilize Global PD Teams at the campus level for instructional growth and development.

Strategy's Expected Result/Impact: Instructional Coaches and principals using the resource as a part of professional development sessions as well as collaborative team meeting settings. This resource will help improve student achievement and academic growth through targeted instructional support and effective PLC practices.

Staff Responsible for Monitoring: Campus Principals
Director of School Improvement
Executive Directors of Elementary and Secondary
Assistant Superintendent of Teaching & Learning

Problem Statements: Demographics 1, 2, 3, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 11, 12

Funding Sources: Title II Part A Funds 255 Title II, Part A, $5,215

Formative Reviews

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Strategy 4 ☑ Talent Plan

Continued refinement of the learning walk protocols that are being used as a part of leadership development and growth.

Strategy's Expected Result/Impact: Feedback to teachers improve and campus administrator instructional leadership skills increase

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Executive Directors of Secondary and Elementary

Problem Statements: Demographics 1 - District Processes & Programs 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
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12	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 2 ☑ High Priority

In the 2026-2027 TELPAS assessment, the percentage of emergent bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points.

Evaluation Data Source: TELPAS composite score outcomes

Strategy 1

Strengthen Tier I instruction of Emergent Bilingual students by ensuring training opportunities are provided to all teachers on the newly adopted English Language Proficiency Standards (ELPS), language objectives, Language Proficiency Assessment Committee (LPAC), program implementation and compliance.

Strategy's Expected Result/Impact: Growth in MAP, STAAR, and TELPAS outcomes, program compliance, and teacher effectiveness

Staff Responsible for Monitoring: Language Acquisition Coordinator

Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - District Processes & Programs 2, 3

Funding Sources: Title III, Part A Funds 263 Title III, Part A, $12,000, Title III, Part A Funds 263 Title III, Part A, 6299, $28,400

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
2	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 3 ☑ High Priority

During the 2026-2027 school year, campus leaders will continue to engage in a process for student individual goal setting and progress monitoring through professional learning communities and collaborative team meetings each week.

Evaluation Data Source: Campus Improvement Plans
Campus Professional Development Sessions Documented in Professional Learning System
Professional Learning Community Development
Collaborative Team Meeting Participation

Strategy 1

Utilize data management systems, such as Performance Matters and Student Analytics, to create data portfolios for teachers and students to use varied sources of data in determining student goals.

Strategy's Expected Result/Impact: Create opportunity for student ownership of learning through student goal setting
Increase student learning outcomes

Staff Responsible for Monitoring: Campus Principals
Director of School Improvement
Executive Directors of Elementary and Secondary
Assistant Superintendent of Teaching & Learning

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Strategy 2

Implement common structures for individual student goal setting and progress monitoring using the MAP Growth Goal Explorer in areas assessed by MAP

Strategy's Expected Result/Impact: Create opportunity for student ownership of learning through student goal setting
Increase student learning outcomes

Staff Responsible for Monitoring: Campus Principals
Director of School Improvement
Executive Directors of Elementary and Secondary
Assistant Superintendent of Teaching & Learning

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 4 ☑ High Priority

During the 2025-2026 school year, the Director of State and Federal Programs, Director of School Improvement, and the senior accountant for federal and state programs, will be attending and participating in a variety of professional learning conferences and online learning opportunities that are designed to improve and enhance the state and federal programs in CSISD.

Evaluation Data Source: Participation professional learning through registrations and completions
Sharing learned strategies with Title I campus leadership teams and district teams

Strategy 1

Registration, attendance and provide new learning to the appropriate staff members back in CSISD based upon state and federal program conference requirements.

Strategy's Expected Result/Impact: Improved supports for Title I Campuses
Improved supports for all campuses through the use of Title II and Title IV funds
Improved supports for all federal and state programs used in CSISD

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning
Director of State and Federal Programs
Director of School Improvement

Problem Statements: Demographics 1, 2, 3, 4, 6, 7 - Student Learning 1, 2, 5, 6, 7 - District Processes & Programs 1, 2, 3, 4, 9, 11, 12 - Perceptions 2

Funding Sources: Title I, Part A Funds 211 Title I, Part A, $8,700, Title I, Part A Funds 211 Title I, Part A, $9,900

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

2	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
5	CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.	An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.

2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
9	CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.	An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
11	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
12	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.

Performance Objective 5 ☑ High Priority

During the 2026-2027 school year, CSISD will continue efforts in the recruitment, retention, and development of staff through a variety of professional learning opportunities and recruitment efforts.

Evaluation Data Source: Attendance at seminars and sessions
Utilization of skills learned on their home campus
Sharing of learning with peer groups
Staff retention rates
Staff recruitment and vacancy data
Safety audit results
Required safety training completion rates
Staff climate and perception survey data
District safety compliance documentation

Strategy 1

During the 2026-2027 school year, the human resources department will continue to attend job fairs as well as host local recruitment events in CSISD to increase the recruitment of staff to CSISD.

Strategy's Expected Result/Impact: See an increase of staff recruitment to CSISD

Staff Responsible for Monitoring: Director of Human Resources

Problem Statements: Demographics 10

Funding Sources: Title II Part A Funds 255 Title II, Part A, $25,000

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Strategy 2

The CSISD 2026 - 2027 SPARK New to CSISD Teacher Induction program will be specific to the growth and development of new to CSISD teachers. SWIVLs are available to instructional coaches to use with new hires needed for coaching and growth of teachers.

Strategy's Expected Result/Impact: Grow and develop the teachers new to CSISD
Provide ongoing support to teachers new to CSISD

Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary

Problem Statements: Demographics 1, 2, 3, 4, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 4, 11, 12 - Perceptions 2

Funding Sources: Title IV Part A Funds 214 Title IV Part A, $1,509, Title II Part A Funds 255 Title II, Part A, $17,000

Formative Reviews

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Strategy 3

The CSISD First Year Teacher Academy and Mentor Program is designed to support the specific needs of 0 year and 1 year experience teachers.

Strategy's Expected Result/Impact: Mentors are assigned to each 0 year and 1 year experience teacher along with resources and professional learning pull out days that are designed to meet the needs of first year teachers with the anticipated impact of improved teacher retention, improved student behaviors in the classroom, and improved academic outcomes of students that are in their classrooms.

Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Education

Problem Statements: Demographics 1, 2, 3, 4, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 4, 11, 12 - Perceptions 2

Funding Sources: Title II Part A Funds 255 Title II, Part A, $124,810

Formative Reviews

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Strategy 4

Sending campus principals to the N2Learning Principals' Institute sessions over the course of the school year.

Strategy's Expected Result/Impact: Principal instructional leadership growth and development
Campus leadership capacity expanded across the campus

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning
Director of School Improvement

Problem Statements: Demographics 1, 2, 6, 7 - Student Learning 1, 6, 7 - District Processes & Programs 1, 2, 11, 12

Funding Sources: Title II Part A Funds 255 Title II, Part A, $27,000

Formative Reviews

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Strategy 5

Sending campus assistant principals to the N2Learning Assistant Principals' Institute sessions over the course of the school year.

Strategy's Expected Result/Impact: Principal instructional leadership growth and development
Campus leadership capacity expanded across the campus

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning
Director of School Improvement

Problem Statements: Demographics 1, 2, 6, 7 - Student Learning 1, 6, 7 - District Processes & Programs 1, 2, 11, 12

Funding Sources: Title II Part A Funds 255 Title II, Part A, $6,000

Formative Reviews

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Strategy 6

Purchase of books, supplies, substitutes for professional learning sessions, and resources for professional learning sessions and events in CSISD.

Strategy's Expected Result/Impact: Support the professional learning events in CSISD

Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary
Director of School Improvement

Problem Statements: Demographics 1, 2, 3, 4, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 4, 11, 12 - Perceptions 2

Funding Sources: Title II Part A Funds 255 Title II, Part A, $35,000

Formative Reviews

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Strategy 7

Utilize Title II, Part A funds to support a portion of the salary and benefits of the District Director of Safety and Security to strengthen employee retention, improve workplace safety, coordinate

districtwide safety training, oversee compliance with state safety requirements, and support the recruitment and retention of highly effective staff through the maintenance of safe and secure learning and working environments.

Strategy's Expected Result/Impact: Improved staff perceptions of workplace safety and security.
Increased district capacity to implement proactive school safety practices and training.
Increased ability to recruit and retain highly effective staff in a competitive labor market.
Improved compliance with state school safety requirements.
Enhanced coordination of emergency preparedness, threat assessment, and safety planning activities.

Staff Responsible for Monitoring: Chief of Staff and Leadership
Director of Human Resources
Director of Safety and Security

Problem Statements: Demographics 10

Funding Sources: Title IV Part A 214 Title IV Part A, $72,564

Formative Reviews

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Strategy 8

Provide Responsive Learning T-TESS professional development for new and returning teachers to increase understanding of the T-TESS rubric, effective instructional practices, goal-setting processes, evidence collection, and Teacher Incentive Allotment performance standards. Training will support educator growth, strengthen instructional effectiveness, improve consistency in instructional expectations, and build teacher capacity to support increased student achievement.

Strategy's Expected Result/Impact: Teachers will demonstrate increased understanding of T-TESS performance standards and instructional best practices.
Teachers will effectively implement research-based instructional strategies aligned to the T-TESS rubric.
Increased consistency in instructional expectations and performance across classrooms and campuses.
Improved teacher goal-setting, reflection, and professional growth practices.
Increased number of teachers demonstrating proficient and distinguished performance levels on T-TESS evaluations.
Increased readiness and participation in Teacher Incentive Allotment pathways.
Improved student academic growth and achievement as a result of strengthened instructional practices.

Staff Responsible for Monitoring: Human Resources Coordinator of Professional Learning and TIA

Problem Statements: Demographics 14 - District Processes & Programs 17

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.
10	The district's ability to maintain a highly effective workforce is impacted by increasing competition for qualified educators, vacancies in critical instructional areas, and employee turnover, creating challenges in ensuring all students have consistent access to effective teachers and instructional support personnel.	Current Human Resources capacity and recruitment systems limit the district's ability to fully implement strategic recruitment, onboarding, and retention initiatives necessary to attract and retain highly effective educators in a competitive labor market.
14	Analysis of teacher performance data, T-TESS evaluation trends, instructional coaching feedback, and student achievement data indicates a need to strengthen educator understanding and implementation of the Texas Teacher Evaluation and Support System (T-TESS) and Teacher Incentive Allotment (TIA) performance standards. Variability in teacher knowledge of effective instructional practices, goal-sett	New and returning teachers possess varying levels of familiarity with T-TESS expectations, professional growth processes, and instructional best practices. Ongoing professional learning is needed to strengthen implementation and support educator development.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
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4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
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12	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.
17	Analysis of teacher performance data, T-TESS evaluation trends, instructional coaching feedback, and student achievement data indicates a need to strengthen educator understanding and implementation of the Texas Teacher Evaluation and Support System (T-TESS) and Teacher Incentive Allotment (TIA) performance standards. Variability in teacher knowledge of effective instructional practices, goal-sett	New and returning teachers possess varying levels of familiarity with T-TESS expectations, professional growth processes, and instructional best practices. Ongoing professional learning is needed to strengthen implementation and support educator development.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.

Performance Objective 6 ☑ High Priority

By May 2027, 100% of Fine Arts educators participating in federally funded Band and Theatre instructional coaching will complete the prescribed coaching cycle and demonstrate documented growth in at least two targeted instructional practices, and at least 80% of students included in identified local performance measures will demonstrate measurable growth in targeted TEKS-aligned skills.

Evaluation Data Source: Progress will be monitored through coaching journals, clinician observations, teacher reflections, locally developed student performance measures, midpoint progress reviews, and end-of-year coordination sessions.

The district will maintain the following evidence to document implementation and effectiveness of the federally funded professional development:

-Coaching/clinic attendance and participation records
-Initial educator goals and identified areas of instructional need
-Electronic coaching journals and clinician feedback
-Midpoint progress reviews
-Teacher implementation/reflection documentation
-Pre-/post-student performance assessments or locally developed rubrics
-Student work, performance, production, or portfolio evidence as appropriate to the discipline
-End-of-year program review and continuation recommendations

Strategy 1

CSISD will use Title II Part A funds to provide professional learning support and coaching for CSISD band and theater arts faculty over the course of the 2026-2027 school year.

Strategy's Expected Result/Impact: Increase the professional learning and skills of faculty involved in the training and coaching cycles
Improved fine arts performances of theater and band students

Staff Responsible for Monitoring: Director of Fine Arts

Problem Statements: Student Learning 10 - District Processes & Programs 15 - Perceptions 5

Funding Sources: Title II Part A Funds 255 Title II, Part A, $68,498

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
10	While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.	District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

Performance Objective 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
15	While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.	District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	While fine arts educators provide critical instruction across CSISD, there has been a lack of structured, federally funded professional coaching cycles tailored specifically for Band and Theatre faculty, limiting targeted instructional growth and TEKS-aligned skill mastery for students in these disciplines.	District-wide professional development systems and coaching frameworks have historically prioritized core academic subjects (such as Reading and Mathematics), leaving specialized areas like Fine Arts without dedicated, job-embedded coaching structures or targeted instructional monitoring to drive discipline-specific student outcomes.

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

Performance Objective 1 ☑ High Priority

In the 2026-2027 TELPAS assessment, the percentage of Emergent Bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points and increase the number of reclassification for long term emergent bilingual students at the secondary level.

Evaluation Data Source: TELPAS composite score outcomes

Strategy 1

Provide targeted summer instruction opportunities to help emergent bilingual students improve their academic English skills in listening, speaking, reading, and writing, enabling them to better engage with academic content and build confidence for future learning.

Strategy's Expected Result/Impact: Growth in TELPAS and LAS Links Progress Monitoring outcomes

Staff Responsible for Monitoring: Language Acquisition Coordinator

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

Funding Sources: Title III, Part A Funds 263 Title III, Part A, $30,000

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Strategy 2

Coordinate with campuses to provide the ESL Specialist/Teachers with a consistent time to check in with emergent bilingual students to target: Reclassification, 4 Domains, Speaking in the Microphone, Academic Listening, Reading Strategies & Sentence Stems, Test Prep.

Strategy's Expected Result/Impact: Growth in TELPAS and LAS Links Progress Monitoring outcomes

Staff Responsible for Monitoring: Language Acquisition Coordinator

Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - District Processes & Programs 2, 3

Funding Sources: Title III, Part A Funds 263 Title III, Part A, $20,000, Title III, Part A Funds 263 Title III, Part A, $30,130

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Strategy 3

Utilize Bilingual Instructional Coaches and campus teams to analyze achievement data to inform and prioritize program and instructional improvement efforts while maximizing individual student achievement so that all emergent bilingual students meet or exceed target scores on the 2027 STAAR assessments.

Strategy's Expected Result/Impact: Growth in TELPAS and LAS Links Progress Monitoring outcomes

Staff Responsible for Monitoring: Language Acquisition Coordinator

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3

Funding Sources: Title III, Part A Funds 263 Title III, Part A, $20,000, Title I, Part A Funds 211 Title I, Part A, $185,860

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
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3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, the MAP Growth (reading) median growth for all grade levels on each campus will be at the 65th percentile or higher.

Evaluation Data Source: MAP Growth (reading) data

Strategy 1

Training for teachers on instructional strategies during August professional learning paired with team processing time

Strategy's Expected Result/Impact: Increased effectiveness of instruction and student growth in reading

Staff Responsible for Monitoring: ICs/Department Chairs/Team facilitators
Campus Principals
Coordinator of ELAR

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

Funding Sources: 255 Title II, Part A, $6,500

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Strategy 2

Training for instructional coaches throughout the year over ELAR instructional strategies that will be used in the coaching of ELAR teachers.

Strategy's Expected Result/Impact: Increased effectiveness of instruction and student growth in reading
Increased effectiveness of instructional coach support of ELAR teachers

Staff Responsible for Monitoring: ICs/Department Chairs/Team facilitators
Campus Principals
Coordinator of ELAR

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

Funding Sources: Title II Part A Funds 255 Title II, Part A, $8,994

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Strategy 3

Overview ELAR information on effective instructional strategies for campus admin

Strategy's Expected Result/Impact: Increased effectiveness of instruction and student growth in reading
Increased effectiveness of instructional coach support of ELAR teachers
Increased knowledge of campus principals of ELAR instructional strategies and supports for teachers

Staff Responsible for Monitoring: ICs/Department Chairs/Team facilitators
Campus Principals
Coordinator of ELAR

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 3 ☑ High Priority

Over the 2026-2027 school year, CSISD will increase the student academic and behavior success of students by establishing a calibrated, comprehensive academic Multi-Tiered System of Supports (MTSS) Program.

Evaluation Data Source: Campus Improvement Plans
Intervention Plans in Analytics & Insights
Usage of MTSS Handbook Online

Strategy 1

Provide comprehensive services for students experiencing homelessness by offering nutritious school meals, eligible transportation to and from their school of origin, and additional collaborative services for those in high school who are in danger of not graduating.

Strategy's Expected Result/Impact: Increased academic success and attendance percentages

Staff Responsible for Monitoring: Director of Federal and State Programs

Problem Statements: Demographics 8, 11, 12 - Student Learning 8, 11, 12 - District Processes & Programs 13

Funding Sources: Title I, Part A Funds 211 Title I, Part A, $100

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Strategy 2

Utilize State Compensatory Education (SCE) funds to offer accelerated instruction, drop-out prevention strategies, targeted instructional interventions, summer programming, and additional programs, services, and instructional materials and supplies to supplement the regular education program for the at-risk student population.

Strategy's Expected Result/Impact: The gap between at-risk and non-at-risk student performance and drop-outs will be reduced.

Staff Responsible for Monitoring: Director of Federal and State Programs
Executive Director of Secondary
Executive Director of Elementary
Campus Principals

Problem Statements: Demographics 1, 2, 3, 4, 6, 7 - Student Learning 1, 2, 6, 7 - District Processes & Programs 1, 2, 3, 4, 11, 12 - Perceptions 2

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.

2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

8	In College Station ISD, 0.46% of total enrollment are experiencing housing instability, with 84.4% (54 students) forced into doubled-up, temporary shared living arrangements due to economic hardship. This lack of permanent, stable housing exposes these students to heightened risk of academic disruption, attendance challenges, and emotional distress, hindering their ability to achieve.	A localized shortage of affordable family housing, paired with economic disadvantage (38.75% of district students), forces low-income families into overcrowded, temporary doubled-up arrangements or emergency shelters when facing financial shocks (such as job loss, medical expenses, or rent increases).
11	Homeless students demonstrated lower academic performance than their peers on state and local assessments, indicating a need for targeted supports to ensure equitable access to educational opportunities and academic success.	Frequent residential transitions, inconsistent school attendance, and barriers to accessing academic and support services limit the ability of homeless students to fully engage in instruction and achieve at levels comparable to their peers.
12	Homeless students have a higher rate of chronic absenteeism than the district average, resulting in lost instructional time and increased risk for lower academic achievement.	Housing instability, transportation challenges, and family mobility create barriers to consistent school attendance for homeless students.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
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4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.

Performance Objective 4 ☑ High Priority

During the 2027 summer accelerated instruction program, CSISD will continue to increase the student success of under-performing student groups through the utilization of accelerated instructional support resources that are designed to meet the needs of students not performing at grade level.

Evaluation Data Source: Pre and post assessment given to students that are in the summer accelerated program.

Strategy 1

The district ELAR and Math Coordinators will examine student performance data to determine the additional instructional resources that need to be secured in order to improve the academic outcomes of accelerated summer school students.

Strategy's Expected Result/Impact: Improve the academic foundation and performance of struggling students that attend accelerated summer school

Staff Responsible for Monitoring: Accelerated summer school administrators
ELAR Coordinator
Math Coordinator

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 5 ☑ High Priority

During the 2026-2027 school year, CSISD will used Title I funds to hire MTSS Coaches for each of the 10 Title I campuses with the intent of providing differentiated academic and behavior support through the MTSS program.

Evaluation Data Source: Student Academic Outcomes - MAP, STAAR, Classroom Grades
Student Behavior Referral Data

Strategy 1

Hiring & retention of 10 MTSS Coordinators for the 10 Title I Campuses.

Strategy's Expected Result/Impact: Improvement in student academic outcomes, specifically Tier 2 and Tier 3
Improvement in student behavior data

Staff Responsible for Monitoring: Campus Administration
Executive Directors of Elementary and Secondary
Director of Federal and State Programs
Director of School Improvement

Problem Statements: Demographics 1 - District Processes & Programs 1

Funding Sources: Title I, Part A Funds 211 Title I, Part A, $819,217

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.

Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.

Performance Objective 6 ☑ High Priority

Over the course of the 2026-2027 school year, College Station ISD (CSISD) will increase overall enrollment in advanced academic pathways by identifying academically prepared students and implementing open-access campus recruitment initiatives.

Evaluation Data Source: AP, Dual Credit, and advanced course enrollment/participation data Participation rates by campus, grade level, and student demographic group Year-over-year comparison of advanced academic enrollment PSAT, MAP, STAAR, and other readiness data compared with advanced-course enrollment Course participation and withdrawal data Student and parent surveys regarding awareness of and barriers to advanced academic opportunities District and campus communication/outreach efforts related to advanced academic program

Strategy 1

Analyze district and campus-level advanced academic participation data to identify enrollment variances across campuses, unrealized campus capacity, and students who demonstrate academic readiness on standardized indicators (e.g., PSAT/NMSQT, MAP, or STAAR) but are not currently participating.

Strategy's Expected Result/Impact: Increased identification of participation gaps and students who demonstrate readiness for advanced coursework, allowing the district to implement targeted strategies that expand access, reduce barriers, and increase participation in advanced academic opportunities across all student populations.

Staff Responsible for Monitoring: Advanced Academic Coordinator

Problem Statements: Demographics 9 - Student Learning 9 - District Processes & Programs 14

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Strategy 2

Collaborate with campus administrators, counselors, teachers, students, and families to identify and reduce barriers to advanced academic participation and implement targeted strategies that increase awareness, recruitment, enrollment, and access to advanced academic opportunities across the district.

Strategy's Expected Result/Impact: Increased awareness of and access to advanced academic opportunities, resulting in greater student participation across the district and reduced participation gaps among campuses and student populations.

Staff Responsible for Monitoring: Advanced Academic Coordinator

Problem Statements: Demographics 9 - Student Learning 9 - District Processes & Programs 14

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
9	Black/African American and Hispanic/ Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.	Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	Black/African American and Hispanic/ Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.	Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.

Performance Objective 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
14	Black/African American and Hispanic/ Latino students are markedly underrepresented in the Gifted and Talented (GT) program compared to their overall enrollment in the district.	Current referral, screening, and identification practices may not consistently identify all students demonstrating advanced academic potential. A review of identification systems and outreach practices is needed to ensure students with demonstrated readiness have opportunities to be considered for GT services.

Performance Objective 7 ☑ High Priority

During 2026-2027 CSISD will evaluate the district's Gifted and Talented (GT) program by analyzing identification data, evaluating current referral and identification practices, and implementing targeted strategies to increase opportunities for students from historically underrepresented populations to be identified and served.

Evaluation Data Source: GT identification and representation data by student group, campus, and grade level Year-over-year comparison of GT identification rates Comparison of district GT demographics to overall district student demographics GT referral, screening, testing, and qualification data Identification rates of historically underrepresented student populations Campus-level GT representation and disproportionality data Documentation of changes to GT referral, screening, and identification practices Teacher/campus training participation and feedback related to recognizing gifted potential GT transfer student identification and placement data

Strategy 1

Analyze district and campus-level GT identification and representation data to identify disproportionality, trends, and potential barriers affecting the identification of students from historically underrepresented populations.

Strategy's Expected Result/Impact: Increased understanding of gaps and disproportionality within GT identification, allowing the district to implement targeted, data-informed practices that improve equitable identification and increase representation of historically underrepresented student populations in GT services.

Staff Responsible for Monitoring: Advanced Academic Coordinator and GT Specialist

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Strategy 2

Review and strengthen GT referral, screening, and identification practices to increase opportunities for students from historically underrepresented populations to demonstrate gifted potential and be considered for GT services.

Strategy's Expected Result/Impact: Increased opportunities for students from historically underrepresented populations to be considered for GT services, resulting in improved identification practices and a GT population that more closely reflects the district's overall student population.

Staff Responsible for Monitoring: Advanced Academic Coordinator
Campus GT Specialist

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 7 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 8 ☑ High Priority

By the end of the 2026-2027 school year, STAAR Reading and English EOC scores will show 95% of students who previously earned meets or masters will maintain or improve their performance level.

Evaluation Data Source: STAAR Reading + English EOC scores

Strategy 1

Training for teachers on instructional strategies during August professional learning paired with team processing time

Strategy's Expected Result/Impact: Increased effectiveness of instruction

Staff Responsible for Monitoring: ICs/Department Chairs/Team leads
Campus Principals
Coordinator of ELAR

Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2

Funding Sources: Title II Part A Funds 255 Title II, Part A,

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Strategy 2

Training for instructional coaches throughout the year with a focus on instructional support of ELAR teachers.

Strategy's Expected Result/Impact: Increased effectiveness of ELAR instruction
Increased effectiveness of instructional coaching support

Staff Responsible for Monitoring: ICs/Department Chairs/Team leads
Campus Principals
Coordinator of ELAR

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Strategy 3

Overview information on effective instructional strategies for campus admin

Strategy's Expected Result/Impact: Increased effectiveness of instruction
Increased knowledge of campus administration related to ELAR instructional practices

Staff Responsible for Monitoring: Coordinator of ELAR
Executive Director of Secondary Education
Executive Director of Elementary Education

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
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Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 8 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.

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Performance Objective 9 ☑ High Priority

Percentage of Students in the Did Not Meet performance level on 5th and 8th Science STAAR has been relatively static over the last 3 years. In the 2026-2027 school year, we will lower the percentage of students in Did Not Meet performance level by 5 percentage points.

Evaluation Data Source: STAAR performance levels
NWEA MAP Growth levels

Strategy 1

Evaluate intervention systems currently in place for science on our intermediate and middle school campuses and determine ways to increase reps of intervention per week.

Strategy's Expected Result/Impact: Evaluating current intervention systems will provide a clear picture of current realities; this will allow us to determine next steps for increasing reps.

Staff Responsible for Monitoring: Science Teachers
Math/Science Instructional Coaches
Coordinator of Science
Campus Administrators

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Strategy 2

Implement ways to increase intervention reps per week for students in science.

Strategy's Expected Result/Impact: Increasing intervention reps will close content and skill gaps.

Staff Responsible for Monitoring: Science Teachers
Math/Science Instructional Coaches
Coordinator of Science
Campus Administrators

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 9 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 10 ☑ High Priority

Closing the Gaps student groups performance on 5th and 8th Science STAAR are significantly lower than the campus average. Passing Rates in these two populations will increase by 5%age points on all campuses.

Evaluation Data Source: STAAR subpopulation data
MAP subpopulation data

Strategy 1

Disaggregate current science data and conduct classroom observations (measuring participation/engagement of the subpops in the high priority strategies of 3D science) to further understand the root causes of lagging performance

Strategy's Expected Result/Impact: Understanding whether causes are consistent across campuses will help us develop targeted strategies to address the achievement gaps

Staff Responsible for Monitoring: Science Teachers
Math/Science Instructional Coaches
Coordinator of Science
Campus Administrators

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

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Strategy 2

Deepen implementation of the highest priority and most effective science instructional strategies through professional development and PLC processes: phenomena-based sensemaking, structured scientific discourse, the model revision cycle, and explicit instruction through minilesson cycles.

Strategy's Expected Result/Impact: Improvement of participation and performance in science

Staff Responsible for Monitoring: Science Teachers
Math/Science Instructional Coaches
Coordinator of Science
Campus Administrators

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

Funding Sources: Title II Part A Funds 255 Title II, Part A, $5,000

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Performance Objective 10 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 10 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 11

By the end of the 2026-2027 school year, CSISD will increase student engagement and academic outcomes for targeted student groups through the district-wide implementation of evidence-based Tier 1 proactive behavior practices and classroom systems, as measured by Tier 1 implementation fidelity, behavioral data, attendance, and academic achievement data.

Evaluation Data Source: Tier 1 implementation/fidelity data, PEIMS discipline reports, Office Discipline Referrals (office discipline referrals), Suspension/removal data, Attendance/chronic absenteeism, NWEA MAP growth, STAAR academic achievement/growth data

Strategy 1

Increased implementation fidelity of district Tier 1 behavior practices across campuses, reduction in office discipline referrals and suspension/removal rates, increased attendance, and decreased chronic absenteeism among targeted student groups.

Strategy's Expected Result/Impact: Reduction in Office Discipline Referrals and suspension rates across campuses. Increase in attendance rates and decrease in chronic absenteeism for targeted student groups

Staff Responsible for Monitoring: MTSS Coordinator
Campus Administration
Counselors
Behavior Coordinator

Problem Statements: Demographics 2, 3, 4, 6 - Student Learning 1, 2, 6 - District Processes & Programs 2, 3, 4, 11 - Perceptions 2

Funding Sources: Title II Part A Funds 255 Title II, Part A, $33,467, Title IV Part A Funds 214 Title IV Part A, $71,291

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Strategy 2

Provide specialized professional learning and certification opportunities for the District Behavior Coordinator in evidence-based Tier 1 and Tier 2 behavioral intervention practices. The coordinator will develop and deliver a district-wide train-the-trainer model to build campus-level capacity for staff, reduce discipline referrals, and improve classroom behavior systems across all campuses.

Strategy's Expected Result/Impact: Increased district-wide capacity to support student behavioral needs, enhanced implementation fidelity of Tier 1 proactive classroom systems and Tier 2 behavior interventions, reduction in office discipline referrals and suspension/removal rates, and improved attendance.

Staff Responsible for Monitoring: MTSS Behavior Coordinator
Executive Director of Elementary
Executive Director of Secondary

Problem Statements: Demographics 3, 4 - Student Learning 2 - District Processes & Programs 3, 4 - Perceptions 2

Funding Sources: Title IV Part A Funds 214 Title IV Part A, $4,221

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Strategy 3

Utilize Rank One Athletics software to maintain electronic student athletic participation records, physical examination documentation, emergency medical information, required UIL forms, and safety-related compliance monitoring to support safe and healthy participation in extracurricular athletic programs.

Strategy's Expected Result/Impact: Improved access to student health and emergency information.
Increased compliance with UIL and district participation requirements.
Improved monitoring of student athletic eligibility and medical documentation.
Enhanced student safety during athletic participation.
More efficient communication between coaches, parents, athletic trainers, and administrators.

Staff Responsible for Monitoring: Director of Athletics
Campus Athletic Coordinators
Athletic Trainers

Problem Statements: Demographics 13 - District Processes & Programs 16 - Perceptions 6

Funding Sources: Title IV Part A 214 Title IV Part A, $5,000

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Performance Objective 11 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
13	As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.	The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

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6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

Performance Objective 11 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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11	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
16	As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.	The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

Performance Objective 11 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.
6	As participation in extracurricular and athletic programs continues to grow, the district must maintain comprehensive systems to manage student health information, emergency contacts, medical documentation, and participation requirements to ensure safe and healthy participation in school-sponsored activities.	The increasing complexity of student health, safety, and participation requirements requires a centralized digital management system to ensure compliance, communication, and timely access to critical student information.

Performance Objective 12 ☑ High Priority

By the end of the 2026-2027 school year, CSISD will increase student engagement and academic outcomes for targeted student groups through the systematic implementation, expansion, and progress monitoring of evidence-based Tier 2 behavioral interventions, as measured by MTSS intervention data, intervention fidelity, behavioral referral data, attendance, and academic indicators.

Evaluation Data Source: MTSS behavior referral and intervention logs, Tier 2 intervention fidelity data, student progress-monitoring data, discipline data, suspension/removal data, attendance/chronic absenteeism data, and

NWEA MAP/STAAR academic data for targeted student groups.

Strategy 1

Implement a standardized district-wide Tier 2 behavior framework that establishes consistent criteria for identification, intervention selection, progress monitoring, and data-based decision-making for students whose behavioral needs interfere with academic engagement and success.

Strategy's Expected Result/Impact: Increased access to and fidelity of Tier 2 behavioral interventions across campuses; increased percentage of students receiving timely, data-informed behavioral support; improved student behavioral outcomes; reduced repeat referrals and disciplinary removals; and improved attendance and academic engagement for students receiving Tier 2 interventions.

Staff Responsible for Monitoring: Campus MTSS Coordinator
Campus Administration
Campus Counselors
Coordinator MTSS Behavior

Problem Statements: Demographics 3, 4 - Student Learning 2 - District Processes & Programs 3, 4 - Perceptions 2

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Strategy 2

Conduct quarterly district- and campus-level audits of discipline referrals, removals, and access to behavioral interventions across student subgroups to identify disproportionality, implementation gaps, and campuses requiring targeted behavioral support.

Strategy's Expected Result/Impact: Identification and mitigation of discipline disproportionality and inequitable access to behavioral interventions across student groups, resulting in more consistent disciplinary practices, increased access to appropriate behavioral supports, and reduced exclusionary discipline and removal rates.

Staff Responsible for Monitoring: Campus MTSS Coordinator
Campus Administration
Campus Counselors
Coordinator MTSS Behavior

Problem Statements: Demographics 3, 4 - Student Learning 2 - District Processes & Programs 3, 4 - Perceptions 2

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Performance Objective 12 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.

Performance Objective 12 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 12 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.

Performance Objective 12 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.	Student social-emotional and mental health needs have increased in recent years, creating a need for expanded supports, intervention systems, and staff capacity to address student needs effectively.

Performance Objective 13 ☑ High Priority

By May 2027, at least 76% of Grade 5-8 students at each campus will meet the Mathematics Closing the Gaps Growth Performance Target, as measured by STAAR results.

Evaluation Data Source: NWEA MAP Growth Data
STAAR Mathematics 2027

Strategy 1

As a part of district professional development days, provide professional learning and coaching on high-impact mathematics instructional strategies aligned to the TEKS and district instructional expectations.

Strategy's Expected Result/Impact: Increased instructional effectiveness will lead to stronger student achievement and growth in mathematics, supporting each campus in meeting the Mathematics Closing the Gaps Growth Performance Target.

Staff Responsible for Monitoring: Math Coordinator
Executive Director of Secondary Education
Campus Administrators
Instructional Coaches

Problem Statements: Demographics 1, 6, 7 - Student Learning 6, 7 - District Processes & Programs 1, 11, 12

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Strategy 2

Implement the newly adopted Tier 1 mathematics instructional resources across Grades 5-8 with fidelity through targeted training, collaborative planning, and instructional support and the use of learning walks to evaluate the implementation of Tier 1 instructional materials.

Strategy's Expected Result/Impact: Consistent use of high-quality instructional materials will strengthen Tier 1 instruction, improve alignment to the TEKS, and increase student mathematics growth as measured by STAAR.

Staff Responsible for Monitoring: Math Coordinator
Executive Director of Secondary Education
Campus Administrators
Instructional Coaches

Problem Statements: Demographics 6, 7 - Student Learning 6, 7 - District Processes & Programs 11, 12

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Performance Objective 13 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 13 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 13 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.	Teachers enter the profession and district with varying levels of experience, preparation, and content expertise. Consistent coaching, professional learning, instructional support, and implementation monitoring are needed to strengthen instructional practices and improve student outcomes.
11	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.

12	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 14 ☑ High Priority

By May 2027, each campus will achieve at least 72% of our historically low performing student groups meeting the Mathematics Closing the Gaps Growth Performance Target, as measured by STAAR results.

Evaluation Data Source: STAAR Mathematics 2027

Strategy 1

Implement a consistent MTSS process across all campuses by conducting regular mathematics data reviews, progress monitoring, and targeted intervention planning for our historically low performing student groups identified through universal screening and formative assessment data.

Strategy's Expected Result/Impact: Campus teams will use data consistently to monitor student progress, adjust interventions, and ensure students receive timely, targeted support, resulting in increased mathematics growth and improved performance on the STAAR Progress Measure.

Staff Responsible for Monitoring: Math Coordinator
Executive Director of Secondary Education
Campus Administrators
MTSS Coaches
Instructional Coaches

Problem Statements: Demographics 6, 7 - Student Learning 6, 7 - District Processes & Programs 11, 12

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Strategy 2

Ensure all students identified under HB 1416 receive required accelerated mathematics instruction, ongoing progress monitoring, and documented instructional adjustments in accordance with state requirements.

Strategy's Expected Result/Impact: Eligible students will receive timely accelerated instruction and targeted support, resulting in improved mathematics achievement and growth while ensuring compliance with HB 1416 requirements.

Staff Responsible for Monitoring: Math Coordinator
Executive Director of Secondary Education
Campus Administrators
MTSS Coaches
Instructional Coaches

Problem Statements: Demographics 2, 6 - Student Learning 1, 6 - District Processes & Programs 2, 11

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Performance Objective 14 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
6	Despite overall district academic excellence, a significant achievement gap persists between the general student population and specialized student groups--specifically Special Education (SPED), Economically Disadvantaged (Eco Dis), and Emergent Bilingual (EB) students.	Specialized student groups often require differentiated instructional supports, targeted interventions, and individualized progress-monitoring systems. Continued refinement of instructional and intervention practices is needed to accelerate achievement and growth outcomes.
7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 14 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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7	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Performance Objective 14 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

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12	Middle school math performance shows a downward trend in 7th-grade non-accelerated pathways and requires targeted instructional and intervention supports.	Student performance data indicate a high concentration of students requiring additional mathematics intervention and support within the non-accelerated pathway. Consistent implementation of targeted instructional practices and intervention systems is needed to improve outcomes.

Goal 3

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

Performance Objective 1

☑ **High Priority**

During the 2026-2027 school year, CSISD will provide three parent engagement opportunities that serve to empower parents of emergent bilingual students.

Evaluation Data Source: Parent Surveys

Strategy 1

Provide a Parent Academy for EB parents to increase their understanding of the programs and supports available for their children to successfully progress academically and linguistically in the CSISD school system.

Strategy's Expected Result/Impact: Increased parental engagement and satisfaction
Use of the following programs:
Dual Language: Amira Lectura
ESL: TELPAS Talks & English Language Development Strategies

Staff Responsible for Monitoring: Language Acquisition Coordinator

Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - District Processes & Programs 2, 3

Funding Sources: Title III, Part A Funds 263 Title III, Part A, $8,500

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Strategy 2

By May 2027, each Title I campus will host at least two parent and family engagement events focused on supporting student learning, with at least 35% of families participating in at least one event, as measured by sign-in sheets and feedback surveys.

Strategy's Expected Result/Impact: Increased parent participation; Increased parent satisfaction during engagement opportunities

Staff Responsible for Monitoring: Director of Federal and State Programs
Campus Principals

Problem Statements: Perceptions 1

Funding Sources: Title I, Part A Funds 211 Title I, Part A, $28,000

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.	While family engagement opportunities have expanded, consistent participation across all campuses and stakeholder groups has not yet reached desired levels. Additional communication systems, outreach efforts, and campus implementation practices are needed to strengthen family engagement districtwide.

Performance Objective 2 ☑ High Priority

During the 2026-2027 school year, CSISD will continue to provide training and ongoing support for staff in promoting positive relationships among students, staff and parents each semester.

Evaluation Data Source: Campus Improvement Plans
Exemplars
PowerSchool Professional Learning Sessions

Strategy 1

Monitor implementation of character education curriculum pre-K-12 that promotes positive relationships among students, staff and families .

Strategy's Expected Result/Impact: Improved student behavior
Improve students understanding of social norms and behavioral expectations
Prepare students for life experiences that go beyond the walls of the school

Staff Responsible for Monitoring: Campus Principals
Executive Directors of Elementary and Secondary Education
Director of Student Services

Problem Statements: Demographics 3 - Student Learning 2 - District Processes & Programs 3

Funding Sources: Title IV Part A 214 Title IV Part A, $31,992

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Strategy 2

Provide school leaders with guidance, resources and feedback strategies to strengthen communication and relationships with students, staff and families.

Strategy's Expected Result/Impact: School leaders use communication strategies, survey feedback and other engagement data to identify opportunities and implement practices that promote positive school experiences.

Staff Responsible for Monitoring: Director of Communications

Problem Statements: Perceptions 1

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.	While family engagement opportunities have expanded, consistent participation across all campuses and stakeholder groups has not yet reached desired levels. Additional communication systems, outreach efforts, and campus implementation practices are needed to strengthen family engagement districtwide.

Performance Objective 3 ☑ High Priority

CSISD will utilize Federal Funds during the 2026-2027 school year through the use of indirect costs allocations to support the varied needs related to our Title I campuses.

Evaluation Data Source: Title I Campus Administrative Set Aside
Title II Administrative Set Aside
Title III Administrative Set Aside
Title IV Administrative Set Aside

Strategy 1

CSISD will the indirect costs allocations to support the varied needs related to our Title I campuses.

Strategy's Expected Result/Impact: Improve the academic outcomes of Title I Campuses

Staff Responsible for Monitoring: Chief Financial Office
Director of State and Federal Programs

Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2

Funding Sources: Title II Indirect Cost 255 Title II, Part A, $19,199, Title IV Part A 214 Title IV Part A, $8,707, Title III Indirect Costs 263 Title III, Part A, $6,821, Title I Indirect Costs 211 Title I, Part A, $124,360

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.

Goal 4

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

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, we will see an increase in the amount of adopted schools, community partnerships, and engagement with higher education agencies over the 2025-2026 school year.

Evaluation Data Source: The number of adopted schools
The number of enraged community partners
The number of partnerships and engagement with higher education agencies

Strategy 1

Conduct online surveys in the fall and spring to gather feedback from families about their perception of their child's school and the district overall.

Strategy's Expected Result/Impact: The district will see engagement in surveys increase as families become familiar with the process and utilize the data to improve engagement strategies.

Staff Responsible for Monitoring: Director of Communications
Community Engagement Coordinator

Problem Statements: Perceptions 1

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Strategy 2

Provide opportunities for parents and community members to learn about the district and its schools through committees, meetings and communication.

Strategy's Expected Result/Impact: Parent and community engagement will increase with opportunities to be more involved.

Staff Responsible for Monitoring: Director of Communications
Community Engagement Coordinator

Problem Statements: Perceptions 1

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.	While family engagement opportunities have expanded, consistent participation across all campuses and stakeholder groups has not yet reached desired levels. Additional communication systems, outreach efforts, and campus implementation practices are needed to strengthen family engagement districtwide.

Performance Objective 2 ☑ High Priority

CSISD will establish a districtwide system that connects community partners with meaningful opportunities to support and engage with CSISD schools

Evaluation Data Source: Volunteer and service organization systems data
Community engagement data
System for campuses to match volunteers

Strategy 1

Develop a clear and consistent process for schools to connect with local organizations, businesses and higher education agencies through meaningful engagement opportunities.

Strategy's Expected Result/Impact: All 19 schools + CTE Center utilize the CSISD Engagement Hub to provide engagement opportunities for the local community.

Staff Responsible for Monitoring: Director of Communications
Community Engagement Coordinator

Problem Statements: Perceptions 1

Funding Sources: Relatrix Engagement Software 214 Title IV Part A, $10,000

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.	While family engagement opportunities have expanded, consistent participation across all campuses and stakeholder groups has not yet reached desired levels. Additional communication systems, outreach efforts, and campus implementation practices are needed to strengthen family engagement districtwide.

Goal 5

CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 1

☑ **High Priority**

By May 2027, CSISD will improve the technology infrastructure, including enhancing WiFi access to ensure comprehensive coverage by updating and changing access points across the district by 20%.

Evaluation Data Source: Technology Infrastructure Project Completion

Strategy 1

Continue upgrades of campus and administrative infrastructure, including network switch, cabling, power protection systems, and servers.

Strategy's Expected Result/Impact: Improve the technology network capacity and functionality across CSISD

Staff Responsible for Monitoring: Chief of Staff and Leadership
Director of Technology

Problem Statements: Student Learning 3 - District Processes & Programs 6

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Strategy 2

Increase available bandwidth both on and between campuses.

Strategy's Expected Result/Impact: Improve the broadband capacity and functionality across CSISD

Staff Responsible for Monitoring: Chief of Staff and Leadership
Director of Technology

Problem Statements: Student Learning 3 - District Processes & Programs 6

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The technology network needs to grow and build capacity to support additional devices.	We are working to add additional devices across each campus in our district.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
6	The technology network needs to grow and build capacity to support additional devices.	We are working to add additional devices across each campus in our district.

Performance Objective 2 ☑ High Priority

During the 2026-2027 school year, CSISD will enhance the safety and security of the technology infrastructure to protect privacy of information and secure sensitive data.

Evaluation Data Source: Monthly assessments being conducted on a random sample of all employees, targeted retraining to be provided as required
Annual penetration tests

Strategy 1

Over the course of the 2026-2027 school year, CSISD will implement cybersecurity safety measures across all CSISD networks through the partnership with Texas A&M University Cybersecurity Systems.

Strategy's Expected Result/Impact: Improve the safety and security of our technology network and systems
Improve the safety and security of our data and private information

Staff Responsible for Monitoring: Chief of Staff and Leadership
Director of Technology
Technology Department

Problem Statements: Demographics 5 - District Processes & Programs 7, 10 - Perceptions 3

Formative Reviews

November	February	April	June

Strategy 2

CSISD has a partnership with a cybersecurity company to help provide ongoing employee

training and behavioral assessment to ensure employees are well versed in cybersecurity risks associated with online activity.

Strategy's Expected Result/Impact: Training completion by October 15
Ongoing Phishing Campaign during the school year
A decrease in employees engagement phishing threats as a part of the training program

Staff Responsible for Monitoring: Chief of Staff and Leadership
Director of Technology
Technology Department

Problem Statements: Demographics 5 - District Processes & Programs 7, 10 - Perceptions 3

Formative Reviews

November	February	April	June

Strategy 3

Evaluate efforts to educate students about online risks and develop a plan to increase instruction in digital citizenship specifically related to cybersecurity threats

Strategy's Expected Result/Impact: Improve the safety and security of our technology network and systems
Improve the safety and security of our data and private information

Staff Responsible for Monitoring: Chief of Staff and Leadership
Director of Technology
Technology Department
Director of Digital Learning

Problem Statements: Demographics 5 - District Processes & Programs 7, 10 - Perceptions 3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	CSISD is having to respond and react to issues in the technology and cybersecurity spaces.	The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
7	Technology security needs are ever changing due to continually evolving cybersecurity threats.	Technology is ever evolving and bad actors are always looking at schools as possible targets.
10	CSISD is having to respond and react to issues in the technology and cybersecurity spaces.	The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	CSISD is having to respond and react to issues in the technology and cybersecurity spaces.	The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

Performance Objective 3 ☑ High Priority

During the 2026-2027 school year, CSISD will invest in supplemental technology software that provide Emergent Bilingual students with equitable access to instructional and assessment tools, enhancing their ability to effectively engage with academic content.

Evaluation Data Source: District Technology Plan
Program inventory

Strategy 1

Invest in supplemental technology software that provide Emergent Bilingual students with equitable access to instructional and assessment tools, enhancing their ability to effectively engage with academic content.

Strategy's Expected Result/Impact: Growth in MAP, STAAR, and TELPAS outcomes

Staff Responsible for Monitoring: Language Acquisition Coordinator

Problem Statements: Student Learning 5 - District Processes & Programs 8, 9

Funding Sources: Title III, Part A Funds 263 Title III, Part A, $5,000

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.	An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
8	With the shift away from using student owned devices in schools, CSISD is working to close the device access gap in all classrooms.	Our district has been a bring your own device district for many years and this shift to no student devices in the most recent legislative session has caused access gaps in our classrooms.
9	CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.	An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Goal 6

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

Performance Objective 1

Each month all 19 CSISD campuses will have their digital learning committees host meetings on their campus to increase the instructional capacity of all teachers through the purposeful use of technology in the classroom.

Evaluation Data Source: Development and implementation of technology professional learning
Recruitment of instructional staff members to participate
Progress monitoring of DLA expectations and schoology course submissions

Strategy 1

At the monthly meetings, the Digital Learning Ambassadors will preview the instructional strategies to be influenced by the campus Schoology course for the next month.

Strategy's Expected Result/Impact: Each month a member(s) of the committee will be designated as the campus pioneer to take the instructional risk in the classroom and the impact of the risk will be reported back to the campus via the campus Schoology Course.

Extending teacher reach, increasing student engagement, immediate formative data for teachers to use, increase in peer collaboration

Staff Responsible for Monitoring: District Digital Learning Coach
Director of Digital Learning
Campus Digital Learning Ambassador

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 4 - District Processes & Programs 2, 3, 5 - Perceptions 4

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
2	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
4	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.	Student performance varies among student groups due to differences in academic readiness, attendance patterns, access to interventions, and mastery of grade-level standards. Continued refinement of instructional practices, intervention systems, and progress-monitoring processes is needed to improve outcomes for all students.
3	CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area for both academic and behavior MTSS.	Districtwide academic and behavioral support systems are in the early stages of implementation and require continued development, calibration, and consistency across campuses to maximize effectiveness.
5	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.	Teachers and administrators continue to develop their ability to use multiple measures of student learning to inform instructional planning, intervention decisions, and student support strategies.

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

CSISD monitors all state assessment data as well as formative assessment data from NWEA MAP to identified gaps in learning and then develops plans designed to meet the needs of these students. This work is completed at both the district and campus level. The appropriate coordinator / director / executive director will follow up with specifics campuses to ensure the plans are implement and support is provided.

1.2 Identifying students who may be at risk for academic failure;

All CSISD schools submit grades per our grading guidelines so as to ensure that students have grades in each class, these grades are entered in a timely manner, progress reports are sent home, and students have the opportunity to improve their grades if desired by the student and/or parent.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Title I campuses specifically have the opportunity to use their funds to support students in the manner in which the campus administration deems appropriate. This could be the hiring of an additional professional teacher to reduce class size, the hiring of tutors to provide academic support, or the use of funds for program supplies and materials that are above and beyond what is provided by the district.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Specific student programs are monitored by their designated coordinator / director for areas of strengths as well as improvements. Plans are developed to address any area of concern and implemented with the campus administration and support for implementation and follow up is provided by the appropriate coordinator / director.

Descriptor 2: Teacher Quality

CSISD monitors the hiring and placement of inexperienced and out of field teachers and works closely with camps administration through the hiring process to ensure that low-income students and minority students are not being taught at higher rates by these teachers than their peers. This is also monitored each semester through the Texas Equity Plan process.

Descriptor 3: School Improvement and Support Activities

CSISD has a Director of School Improvement as well as a Coordinator of School Improvement. Their responsibilities are focused on the needs of each campus to support them through the use of data, discussions of best instructional practices, monitors school behavior data, discussions around behavior incident data, monitors for implementation of district identified strategies and practices. Specifically, when a school has been formally identified as in need of improvement, the Director of School Improvement partners with the campus principal and leadership team to ensure focused work has been identified, the appropriate strategies are in place to meet the areas of required improvement, monitors for implementation, and provides onsite coaching to the principal and leadership team throughout the process.

Descriptor 4: Measure of Poverty

CSISD does not have a PNP that participates with Title I programs, therefore this measure of poverty is not taken. The PNP that does participate with CSISD is for Title II and Title IV. CSISD ensures the following of guidelines and process from TEA and the US Department of Education.

Descriptor 5: Nature of Programs

CSISD does not provide services through neglected or delinquent facilities as those do not exist within our district.

Descriptor 6: Services to Homeless Children and Youth

CSISD has a funding formula from the state that we use to determine the costs for programs and uses that formula in the distribution of funds for the identified program.

Descriptor 7: Parent and Family Engagement Strategy

Each Title I campus has a funding allotment for Parent Family Engagement allocated to them from the district Title I allocation. There are specific processes and requirements in place for each campus to follow for the use of the PFE funds which are in compliance with the Texas Education Agency.

Descriptor 8: Early Childhood Education Programs and Transition Plans

CSISD has an early childhood program that operates under the federal early childhood program separate from Title I.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Students at targeted assistance schools are identified though their performance on reading and math on their state

assessments. Campus administration are taught how to identify these specific students by the Director of School Improvement and specific instructional practices are discussed and implemented to meet the needs of these students that go above and beyond the regular classroom instruction.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

CSISD counselors met with each middle school student 1:1 and talk about their specific situation and develop a plan that is specific to their need. Students that are identified as in need of dual credit courses, career counseling, post - secondary strategies are identified through the process and their counselor works specifically with them to develop the plan and support them throughout the plan.

Descriptor 11: Discipline Disproportionality

The Director of School Improvement works closely with the Director of Special Services to monitor disproportionality data, works closely with campus administration to ensure each campus is aware of their status and ensures the development of non-exclusionary discipline practices so that students are not excluded from the classroom. The campus discipline data is monitored by ethnicity as well as program and socioeconomic status.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The CTE Department in CSISD works with each high school and middle school to communicate about CTE programs and opportunities. Data is examined and enrollment efforts are made to increase enrollment in underrepresented populations in CTE. The CTE programs are hands on programs that are designed to develop career skills for all students.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Our CTE program does offer both academic and work based learning opportunities for all students. Recruitment and enrollment efforts are made to increase the underrepresented populations in the CTE program.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Funding sources for all federal programs are identified in the District and Campus (where applicable) improvement plans.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Title IV funds are used to support the campus libraries through enrichment activities that are identified by the campus librarians.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Jeff Mann

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Title I, Part A Funds	--	$8,700.00
1	4	1	Title I, Part A Funds	--	$9,900.00
2	1	3	Title I, Part A Funds	--	$185,860.00
2	3	1	Title I, Part A Funds	--	$100.00
2	5	1	Title I, Part A Funds	--	$819,217.00
3	1	2	Title I, Part A Funds	--	$28,000.00
3	3	1	Title I Indirect Costs	--	$124,360.00
				Sub-Total	$1,176,137.00
				Budgeted Fund Source Amount	$1,176,137.00
				+/- Difference	$0.00

255 Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title II Part A Funds	--	$31,000.00
1	1	2	Title II Part A Funds	--	$40,000.00
1	1	3	Title II Part A Funds	--	$5,215.00
1	5	1	Title II Part A Funds	--	$25,000.00
1	5	2	Title II Part A Funds	--	$17,000.00
1	5	3	Title II Part A Funds	--	$124,810.00
1	5	4	Title II Part A Funds	--	$27,000.00
1	5	5	Title II Part A Funds	--	$6,000.00
1	5	6	Title II Part A Funds	--	$35,000.00
1	6	1	Title II Part A Funds	--	$68,498.00
2	2	1		--	$6,500.00
2	2	2	Title II Part A Funds	--	$8,994.00
2	8	1	Title II Part A Funds	--	$0.00
2	10	2	Title II Part A Funds	--	$5,000.00
2	11	1	Title II Part A Funds	--	$33,467.00
3	3	1	Title II Indirect Cost	--	$19,199.00
				Sub-Total	$452,683.00
				Budgeted Fund Source Amount	$452,683.00
				+/- Difference	$0.00

263 Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title III, Part A Funds	--	$12,000.00
1	2	1	Title III, Part A Funds	6299	$28,400.00
2	1	1	Title III, Part A Funds	--	$30,000.00
2	1	2	Title III, Part A Funds	--	$20,000.00
2	1	2	Title III, Part A Funds	--	$30,130.00
2	1	3	Title III, Part A Funds	--	$20,000.00
3	1	1	Title III, Part A Funds	--	$8,500.00
3	3	1	Title III Indirect Costs	--	$6,821.00
5	3	1	Title III, Part A Funds	--	$5,000.00
				Sub-Total	$160,851.00
				Budgeted Fund Source Amount	$160,851.00
				+/- Difference	$0.00

214 Title IV Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Title IV Part A Funds	--	$1,509.00
1	5	7	Title IV Part A	--	$72,564.00
2	11	1	Title IV Part A Funds	--	$71,291.00
2	11	2	Title IV Part A Funds	--	$4,221.00
2	11	3	Title IV Part A	--	$5,000.00
3	2	1	Title IV Part A	--	$31,992.00
3	3	1	Title IV Part A	--	$8,707.00
4	2	1	Relatrix Engagement Software	--	$10,000.00
				Sub-Total	$205,284.00
				Budgeted Fund Source Amount	$205,284.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	