College Station ISD

College Station Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

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Mission Statement

College Station Middle School is a community where students are valued, challenged, and prepared for the future.

Vision

All Knights will become critical thinkers, noble citizens, and contributing members of their community. CSMS will set the standard for others to follow.

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Comprehensive Needs Assessment

Demographics

Summary

College Station Middle School serves a diverse student population of 581 students. The student body is nearly evenly split by gender, with 51.64% female and 48.36% male. Racial and ethnic demographics include 50.60%% White, 23.58%% Hispanic, 1.83% Black/African American, 6.37% Asian, 2.24% identifying as two or more races, 0.52%% American Indian, and 0.86% Hawaiian or Pacific Islander. The campus also supports 7.23% of students who are English Language Learners (ELL) and 20.83% who receive special education services, reflecting a commitment to meeting a wide range of academic and support needs.

Student Demographics	Count	Percent
Gender		
Female	300	51.64%
Male	281	48.36%
Ethnicity		
Hispanic-Latino	137	23.58%
Race		
American Indian - Alaskan Native	3	0.52%
Asian	37	6.37%
Black - African American	92	15.83%
Native Hawaiian - Pacific Islander	5	0.86%
White	294	50.60%
Two-or-More	13	2.24%

Strengths

At College Station Middle School, we take pride in serving a diverse student population of 581 students, which enriches our learning environment and fosters a culture of inclusivity and mutual respect. The nearly even gender distribution, with 50.59% female and 49.41% male students, ensures balanced representation and opportunities for all students to engage and excel in various academic and extracurricular activities.

Our school is a vibrant tapestry of racial and ethnic diversity, with

50.60%% White, 23.58%% Hispanic, 1.83% Black/African American, 6.37% Asian, 2.24% identifying as two or more races, 0.52%% American Indian, and 0.86% Hawaiian or Pacific Islander. This diversity is a cornerstone of our educational philosophy, as it allows students to learn from one another's experiences and perspectives, preparing them for a global society.

We are dedicated to supporting the unique needs of all our students, including the 7.23% who are English Language Learners (ELL). Our ELL programs are designed to provide these students with the language skills necessary to succeed academically while also celebrating their cultural backgrounds. Additionally,

20.83% of our students receive special education services, and we are committed to providing individualized support and resources to ensure that every student has the opportunity to reach their full potential. This commitment reflects our broader mission to create an inclusive and supportive educational environment for all learners.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.
2 ★	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

★ = Priority

Student Learning

Summary

As a school, we are pleased to report that we have experienced growth across all subjects. This indicates that our efforts to enhance teaching strategies and provide additional resources are beginning to yield positive results, and we are committed to continuing this upward trajectory.

However, it is important to acknowledge that our overall achievement in Math and Reading remains below our expectations, with proficiency rates at 51% and 56%, respectively. This highlights the need for targeted interventions and support to help our students reach their full potential in these critical areas.

When examining our data by demographic groups, it is evident that our African American students have shown low growth and achievement in both Math and Reading. This is a significant concern that we are addressing by implementing tailored support programs and engaging with families to better understand and meet the needs of these students.

While also demonstrating low achievement in Math and Reading, our Hispanic population is showing signs of growth. This is encouraging, and we are focused on sustaining and accelerating this progress through culturally responsive teaching practices and additional academic support.

Conversely, our White students have demonstrated high achievement but low growth in Reading and Math. This suggests that while these students perform well, there is room for further academic challenge and enrichment to ensure they continue advancing.

In Science, we are thrilled to report high growth across the board. This success is a testament to the dedication of our Science faculty and the effectiveness of our curriculum enhancements. We aim to replicate this success in other subject areas by analyzing and applying the proven effective strategies in Science.

Strengths

Our school has demonstrated commendable growth across all subjects, which is a testament to our educators' dedication and our students' hard work. This growth indicates that our instructional strategies effectively reach students and foster an environment conducive to learning and improvement.

While our achievement levels in Math and Reading are currently at 51% and 56% respectively, this provides us with a clear focus for targeted interventions and support. It is crucial that we continue to build on the progress we have made and strive to elevate these achievement levels through tailored instructional methods and resources.

Our African American student population has shown low growth and achievement in both Math and Reading. This highlights an area where we must intensify our efforts to provide equitable educational opportunities and support. By implementing culturally responsive teaching practices and additional resources, we aim to enhance these students' learning experiences and outcomes.

While the Hispanic student population is currently experiencing low achievement in Math and Reading, it is showing promising growth. This positive trend suggests that our strategies are beginning to take effect, and we must continue to support and nurture this progress to ensure sustained improvement in their academic performance.

Our White student population has demonstrated high achievement but low growth in Reading and Math. This indicates that while these students are performing well, there is potential for further development. We must focus on challenging these students with more advanced and engaging material to stimulate continued growth and prevent stagnation.

Notably, we have achieved high growth across the board in Science, which is a significant accomplishment. This success reflects the strength of our science curriculum and the effectiveness of our teaching methods in this subject area. We will continue to build on this momentum to maintain and enhance our students' interest and proficiency in Science.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
2 ★	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

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School Processes & Programs

Summary

Our teachers have attended a variety of PD including Behavior Solutions, Solution Tree PLC, Classroom Mgmt, MTSS, etc. We implemented a Weekly Newsletter to parents and one for staff. Our Fine Arts program excelled in all areas including but not limited to... Our Athletics programs have also done well in regards to.... Lastly, we have done a variety of tech forward initiatives such as SPARK, Time to Climb, NearPod, etc.

Strengths

Give specific accolades and accomplishments

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
2 ★	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

★ = Priority

Perceptions

Summary

4 family engagement (Veteran's Day, STEM, Culture, Yes You Can) and EOY Parent Survey

Strengths

give specific growth

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.
2 ★	CSMS did not meet the average attendance goal of 96%. The rate remains between 94% and 95% for the past 3 years. The chronic absence student rate has increased from 6.78% to 10.69% since 2023.	Limited family and student awareness of the impact of attendance on academic success, combined with inconsistent school-wide efforts, may contribute to decreased prioritization of regular attendance.
3 ★	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.
2 ★	CSMS did not meet the average attendance goal of 96%. The rate remains between 94% and 95% for the past 3 years. The chronic absence student rate has increased from 6.78% to 10.69% since 2023.	Limited family and student awareness of the impact of attendance on academic success, combined with inconsistent school-wide efforts, may contribute to decreased prioritization of regular attendance.
3 ★	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.
4 ★	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

★ = 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] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [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] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**

Goals

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

Performance Objective 1

By 05/2027, 100% of CSMS classrooms will implement new evidence-based strategies to connect students to the learning in meaningful ways.

Evaluation Data Source: walkthrough and TTESS

Strategy 1

Teachers will intentionally post the daily learning objective/target where it can be easily seen and referenced by students throughout the lesson. Our focus this year will be on using it throughout the lesson and having quality products.

Strategy's Expected Result/Impact: Posting and referencing learning objectives helps students stay focused, understand the purpose of the lesson, make connections, retain information, and track their progress.

Staff Responsible for Monitoring: Instructional Coaches, Administrations

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

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy

Teachers will consistently implement the First Five strategy within the first five minutes of each class period.

Strategy's Expected Result/Impact: This will assist students in developing necessary responsibility skills by learning how to effectively use their planners, get themselves organized, and follow directions ensuring they are prepared for the upcoming lesson.

Staff Responsible for Monitoring: Instructional Coaches, Administration

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3

Students will take ownership of Goal Setting by goal setting and progress monitoring.

Strategy's Expected Result/Impact: Students will set clear, achievable goals and regularly reflect on their progress. This will foster ownership of learning, accountability, and motivation to improve.

Staff Responsible for Monitoring: Instructional Coaches, Administration, Classroom Teachers

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

Funding Sources: Supplies for students and teachers for tracking goal progress 211 Title I, Part A, $15,737.86

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

By 05/2027, improve the quality of teaching strategies in classrooms, as evidenced by an increase in student engagement and academic performance using differentiated practices.

Strategy's Expected Result/Impact: Increased engagement and participation in lessons will lead to a better student understanding of content and skills.

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Teacher Planning 211 Title I, Part A, $2,400

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Provide ongoing professional learning, coaching, and collaboration to support teachers in implementing responsive teaching and restorative practices that promote inclusive classrooms and positive student behavior.

Strategy's Expected Result/Impact: As behavior and discipline issues decrease, academic achievement will increase.

Staff Responsible for Monitoring: Admin, Guiding Coaliting, Instructional Coaches

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

Funding Sources: PD 211 Title I, Part A, $2,000

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.

2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.
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Goal 2 CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1 ☑ High Priority

By 05/2027, 74% of the Closing the Gaps Report Student Groups at CSMS will demonstrate measurable academic growth on the STAAR Math and Reading assessments compared to prior year performance.

Evaluation Data Source: MAP data, STAAR results

Strategy 1

Allocate dedicated time during the school day for teachers to collaborate and plan targeted interventions for students identified on the federal closing the gaps report.

Strategy's Expected Result/Impact: Learning strategies will address a variety of learning needs.

Staff Responsible for Monitoring: MTSS Coordinator, Instructional Coaches, Admin

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Performance Objective 2

By 05/2027, CSMS will increase the overall percentages of students meeting grade level standards or above on Math, Reading, Science, and Social Studies STAAR by 10% or more.

Evaluation Data Source: STAAR Data, MAP DATA, BOY/MOY/EOY data

Strategy 1

Teachers will improve the quality of teaching strategies in classrooms, as evidenced by an increase in student engagement and academic performance using differentiated practices.

Strategy's Expected Result/Impact: Each core content grows by 10% more of students passing STAAR
Math: 64% to 74% passing
Reading: 78% to 88% passing
Science: 82% to 92%
Social Studies: 67% to 77% passing

Staff Responsible for Monitoring: Admin, MTSS Coordinator, Title 1 Specialist

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Various digital platforms for differentiation 211 Title I, Part A, $12,800, teacher planning 211 Title I, Part A, $2,400

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Academic Tutors will be utilized to assist At Risk students in learning strategies for both Reading and Math

Strategy's Expected Result/Impact: Improved academic outcomes in both Reading and Math

Staff Responsible for Monitoring: principals, MTSS Coordinator, Title 1 Specialist

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

Funding Sources: Academic Tutors 199 State Comp Ed (SCE), Title IA, Schoolwide Acti, $5,280, Academic Tutors 211 Title I, Part A, $33,900

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.
2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.
3	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 3 ☑ High Priority

By 05/2027, CSMS will utilize Title 1 Funds to support professional development and positively affect student learning outcomes, both academically and behaviorally.

Evaluation Data Source: MAP data, CFAs, discipline/behavior data, sign-in sheets, Professional Development participation, tutorial logs,

Strategy 1

Purchase books, supplies, and necessary resources for professional learning.

Strategy's Expected Result/Impact: The funds will be used to provide needed supports for targeted groups who need tier 2 intervention for content.

Staff Responsible for Monitoring: Admin, Title 1 Specialist, MTSS Coordinator

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: PD Reading Materials 211 Title I, Part A, $1,575

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Performance Objective 4 ☑ High Priority

By 05/2027, 100% of students identified as an under performing group on the federal Closing the Gaps report who are performing below grade level in reading and/or mathematics will demonstrate measurable academic growth of 10 points or more as evidenced from Fall MAP data to Spring MAP Data.

Evaluation Data Source: Bi-weekly progress monitoring data, BOY/MOY MAP Growth scores.

Strategy 1

Implement daily, high-dosage small-group instruction and targeted interventions during dedicated intervention blocks (e.g., WIN/MTSS time) for identified underperforming students in reading and math.

Strategy's Expected Result/Impact: Provides individualized support to address specific skill deficits, directly driving measurable MAP growth.

Staff Responsible for Monitoring: Classroom Teachers, MTSS Coordinator, Interventionists.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By 05/2027, CSMS will reduce the chronic absenteeism rate from 7.53% to 5% or lower and our daily attendance will be at 96% or higher.

Evaluation Data Source: attendance data

Strategy 1

Implement a system where At-Risk students check in weekly to discuss attendance and provide support.

Strategy's Expected Result/Impact: This will help students recognize the impact of absences on their learning.

Staff Responsible for Monitoring: Title 1 Specialist
Administration
MTSS Coach

Problem Statements: Perceptions 2

Funding Sources: Title 1 Specialist 211 Title I, Part A, $12,361.07

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Implementing the Roll Call Warrior initiative.

Strategy's Expected Result/Impact: Students who maintain perfect attendance, have no tardies, and are passing all classes will receive incentives every six weeks to motivate regular school attendance.

Staff Responsible for Monitoring: Title 1 Specialist
Administration
MTSS Coach

Problem Statements: Perceptions 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	CSMS did not meet the average attendance goal of 96%. The rate remains between 94% and 95% for the past 3 years. The chronic absence student rate has increased from 6.78% to 10.69% since 2023.	Limited family and student awareness of the impact of attendance on academic success, combined with inconsistent school-wide efforts, may contribute to decreased prioritization of regular attendance.

Performance Objective 2 ☑ High Priority

By May 2027, decrease student incidents of insubordination and classroom disruptions by 10% or more through the implementation of consistent Tier 1 behavior expectations, clear accountability processes, restorative responses, and ongoing teacher training in de-escalation strategies and classroom management practices.

Evaluation Data Source: Referral and discipline data

Strategy 1

The Knight Way - We will be focusing on Integrating the "Knight Way" in which students use our Knight Code of Honor, Mission, and Vision to improve behavior. Teachers will be teaching and reiterating the Knight way to support de-escalation strategies and classroom management practices.

Strategy's Expected Result/Impact: Decrease in behavior incidents within the classroom setting

Staff Responsible for Monitoring: Admin, Instructional Coaches, Guiding Coalition, Title 1 Instructional Asst.

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: 211 Title I, Part A, $20,350.07

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Provide specialized and targeted professional development and training in the areas of classroom management and structure, understanding social bias, and creating interactive lessons to better boost engagement.

Strategy's Expected Result/Impact: Improved student behavior in classrooms as well as in common spaces
Improved student learning outcomes as a result of better classroom management and student behaviors

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Coach

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

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.

2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Discipline referral data indicates a disproportionate rate of office discipline referrals within specific student demographics. Specifically, 48% of all campus discipline referrals were generated by African American students, who represent approximately 15% of the total student enrollment.	Inconsistent school-wide implementation of Tier 1 classroom management practices and Multi-Tiered System of Supports (MTSS) for behavior, combined with limited collaboration between general education and special education staff, leads to misaligned behavioral expectations and increased discipline referrals.

3	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 3 ☑ High Priority

By May 2027 CSMS will provide multiple engagement opportunities for parents and families to increase academic and social/emotional awareness.

Evaluation Data Source: parent surveys and sign-in sheets

Strategy 1

CSMS will host various Parent University Nights on campus to provide parents with academic and social/emotional support skills for our students.

Strategy's Expected Result/Impact: Increased parent involvement, increased academic successes, decrease in behavior incidents

Staff Responsible for Monitoring: Administration, MTSS Coordinator, Title 1 Specialist

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

Funding Sources: Title I Specialist 211 Title I, Part A, $25,000, supplies, snacks, educational materials, staffing 211 Title I, Part A, $2,520

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.
2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

2	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Math and reading assessment data indicate that a significant percentage of students are performing below grade-level proficiency standards on campus benchmark assessments and state measures.	Inconsistent application of common formative assessment data during collaborative planning time prevents general education and special education teams from systematically identifying specific skill gaps, aligning Tier 1 instruction to TEKS rigor, and delivering responsive Tier 2 interventions.

Goal 4

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

Performance Objective 1

By May 2027, CSMS will increase teacher proficiency in integrating instructional technology by using new technology in 25% of lessons provided by ongoing DLA-supported training, coaching, and resources that enhance instructional practices and student learning experiences.

Evaluation Data Source: lesson plans, walkthrough data, T-TESS conferences, DLA data

Strategy 1

Establish a peer observation system where teachers can observe and learn from colleagues who effectively integrate technology into reading instruction.

Strategy's Expected Result/Impact: Teachers will grow in their efficacy of technology implementation in lessons.

Staff Responsible for Monitoring: Admin and instructional coaches.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student academic growth across core content areas is stagnant, with a majority of students failing to meet expected growth targets on interim assessments and STAAR progress measures.	Inconsistent alignment between Tier 1 core instruction, grade-level TEKS rigor, and formative assessments limits the effective use of data in Collaborative Team Meetings (CTMs) to plan targeted interventions and differentiated instruction.

Funding Summary

Funding Summary

199 State Comp Ed (SCE), Title IA, Schoolwide Acti

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Academic Tutors	--	$5,280.00
				Sub-Total	$5,280.00
				Budgeted Fund Source Amount	$5,280.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies for students and teachers for tracking goal progress	--	$15,737.86
1	1	4	Teacher Planning	--	$2,400.00
1	1	5	PD	--	$2,000.00
2	2	1	Various digital platforms for differentiation	--	$12,800.00
2	2	1	teacher planning	--	$2,400.00
2	2	2	Academic Tutors	--	$33,900.00
2	3	1	PD Reading Materials	--	$1,575.00
3	1	1	Title 1 Specialist	--	$12,361.07
3	2	1		--	$20,350.07
3	3	1	Title I Specialist	--	$25,000.00
3	3	1	supplies, snacks, educational materials, staffing	--	$2,520.00
				Sub-Total	$131,044.00
				Budgeted Fund Source Amount	$131,044.00
				+/- 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	