College Station ISD

A&M Consolidated High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

Public Presentation Date:
September 15, 2026

Generated by Plan4Learning.com
September 16, 2026 at 11:16 AM

Mission Statement

To Educate the Hearts and Minds of Students for Life.

Vision

AMCHS is dedicated to educating and empowering students to become confident, resourceful, lifelong learners who are prepared for challenges beyond high school. Students of AMCHS will know the value of giving more than they take, will be responsible for their own actions, and will know that they are an important part of our school community.

Collective Commitments

We will fulfill our fundamental purpose and become the school we describe in our vision statement; members of the staff commit to the following--

We will be positive, contributing members of our collaborative teams.

We will teach the foundational principles of our campus culture and encourage selfless service.

We will teach the essential standards of our agreed-upon curriculum, unit by unit.

We will work with our colleagues to create achievable SMART goals.

We will keep parents/guardians and stakeholders informed of student progress.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The campus needs assessment (CNA) for A&M Consolidated High School (AMCHS) highlights a strong foundation of high academic achievement, a supportive safety culture, and highly effective intervention programs. However, it also exposes critical gaps in curriculum delivery, sub-population supports, staff workload consistency, and technological infrastructure.

1. Curriculum, Instruction, and Assessment

- **Assessment Practices:** Teachers routinely measure student progress using unit tests, teacher-made quizzes, projects, Schoology assessments, AP Classroom, MAP testing, and Common Formative Assessments (CFAs).
- **Collaborative Design:** Teachers play a highly collaborative role in designing assessments, working within grade-level or subject-matter Professional Learning Communities (PLCs) and Collaborative Team Meetings (CTMs).
- **The Academic Mastery Gap:** Instruction and assessments are aligned strictly to TEKS and tested skills. However, feedback indicates a significant disconnect: the curriculum is heavily dominated by *pedagogical academic mastery* (meeting high-stakes EOC/AP testing requirements) with very little room for *andragogy*—specifically self-advocacy, practical "adulting" skills, and real-world applications.

2. Student Achievement and Interventions

- **Highly Effective RTI Framework:** The integration of a designated **RTI (Response to Intervention) period** is widely praised as a "game-changer". It allows teachers to provide real-time, targeted interventions, student-teacher mentoring, tutorials, "Tiger Reset," and grade contracts.
- **Targeting Performance Disparities:** While overall EOC and AP performance is strong, student failures are disproportionately concentrated in **freshman classes and English courses**. There is a growing campus-wide push to transition from only supporting struggling learners to ensuring that *all* students, including advanced cohorts, experience consistent academic growth.

3. Demographics, Subpopulation Support, and Family Engagement

- **Attendance & Systemic Barriers:** Academic struggles are most pronounced among low socioeconomic status (SES) and African American student groups. Furthermore, chronic attendance issues are heavily concentrated among Hispanic, Black, and Vietnamese students, who face systemic barriers such as transportation, health, work schedules, and housing.

- **Ineffective Incentives:** Current campus-wide incentives (such as exam exemptions for attendance) have "little to zero impact" on these at-risk demographics, indicating a critical need for targeted, culturally relevant behavioral and attendance interventions (e.g., tying attendance to special trips, food, or dedicated RTIs).
- **Family Communication Gaps:** While tools like Schoology, HAC/TAC, and administrative newsletters are highly effective for already-involved families, reaching non-involved parents remains a challenge. Feedback suggests expanding the school's Facebook presence in Spanish to reach Hispanic families, translating materials to Vietnamese, and setting up feedback areas during athletic events to better engage Black parents.

4. School Culture, Climate, and Safety

- **Orderly & Welcoming Campus:** The school is generally described as safe, welcoming, and supportive, with a noted decrease in violent and aggressive behaviors.
- **Class skipping & Bathrooms:** Minor concerns persist regarding the cleanliness and safety of certain bathrooms. Additionally, class skipping and "frequent wanderers" in the hallways remain an issue; staff suggest securing funding or volunteers for hall monitors to keep students in class.
- **Relational Strengths:** Climate-building strategies such as Character Strong, Consol Cares, Pep Rallies, "Breakfast of Champions," and "Game of Life" are highly utilized to support student and staff well-being.

5. Staff Quality, Professional Development, and Retention

- **Strong Retention but High Workloads:** The campus maintains a high teacher retention rate, which supports a positive professional culture. However, low stipends and TIA (Teacher Incentive Allotment) rates compared to other Texas districts make recruitment challenging.
- **Instructional Consistency Issues:** High rates of teacher absence due to coaching, student extracurricular activities, and district-level training create a severe substitute teacher shortage, which directly impacts daily instructional consistency.
- **Evaluation & Coaching:** While some veteran staff criticize T-TESS as an ineffective tool for measuring performance, observation and evaluation data are increasingly used to drive objective classroom reflection and targeted instructional coaching.

6. Technology Integration and Infrastructure

- **Engagement vs. WiFi Frustrations:** Digital tools like Nearpod and Lumio are highly valued for making learning engaging. However, **unreliable WiFi** across campus remains a persistent bottleneck that slows down instruction.
- **Resource Demands:** There is an ongoing need for updated technology, including classroom laptop sets (COWs), iPads for student portfolios (especially in Fine Arts and Art), smart boards on wheels, and ID scanners for tracking attendance and hero points.
- **Training Disconnect:** Although technology PD has built some instructional confidence, staff express frustration with "overloaded and short-lived" technological programs, noting that teachers

are rarely given enough time to master one platform before the district introduces another

Demographics

Summary

A&M Consolidated High School (AMCHS) is the oldest school in College Station ISD and first opened its doors 106 years ago. AMCHS currently serves 2,221 students with 127 teachers and support staff. Although gifted and talented students comprise 14.6% of the population at AMCHS, the enrollment of our gifted and talented students in advanced classes is not indicative of those demographics. The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) across the district. We would also like to expand the number of students taking a Career Technical Education course to expose more students to career opportunities.

The following sections summarize the demographic trends and characteristics of the student body from the 2022–2023 through the 2025–2026 school years.

1. Ethnic Distribution

The campus is predominantly White, though it serves several significant minority populations. While most groups have remained stable, the White student population has seen a slight proportional increase in the most recent data cycle.

Ethnicity	2022–23 %	2023–24 %	2024–25 %	2025–26 %
White	52.9%	53.0%	54.8%	56.33%
Hispanic	23.4%	24.2%	23.2%	22.44%
African American	14.9%	14.4%	13.7%	12.14%
Asian	4.8%	4.1%	3.9%	4.45%
Two or More Races	3.5%	3.6%	3.8%	3.92%
American Indian / Pacific Islander	~0.6%	~0.7%	~0.6%	~0.7%

2. Gender Breakdown

The student body is consistently split nearly evenly between male and female students. For the 2025–2026 school year, the breakdown is **50.2% Female** (1,039 students) and **49.8% Male** (1,029 students).

3. Student Programs and Cohorts

A significant portion of the student body is served through specialized programs, with several cohorts showing steady growth:

- **Special Education (SE):** This population has grown consistently over the last five years, rising from 211 students in 2021–2022 to **270 students (approx. 11%)** in 2025–2026.
- **Economically Disadvantaged:** Approximately **one-third** of the student body qualifies as economically

disadvantaged, a metric that has remained steady between 32% and 35% over the last four years.
- **Emergent Bilingual (EB) / English Learners (EL):** This group has seen gradual growth, increasing from 3.7% (80 students) in 2022–2023 to **4.8% (103 students)** by 2024–2025.
- **At-Risk Students:** As of the 2024–2025 school year, **33.9%** (734 students) were identified as being at risk of dropping out.
- **Gifted and Talented (G/T):** Approximately **14.6%** of students are enrolled in G/T programs.

4. Grade-Level Enrollment (2025–2026)

The current enrollment is slightly higher in the lower grades, indicating a larger incoming 9th-grade cohort:

- **Grade 9:** 572 students (27.7%)
- **Grade 10:** 504 students (24.4%)
- **Grade 11:** 509 students (24.6%)
- **Grade 12:** 483 students (23.3%)

5. Staff Demographics (2024–2025)

The instructional staff at AMCHS is less diverse than the student population. Approximately **82.9% of teachers are White**, **9.5% are Hispanic**, and **6.5% are African American**. Teachers have an average of **10.1 years of experience**, and the student-to-teacher ratio is **16.1:1**.

Strengths

Based on the data and staff feedback in the sources, A&M Consolidated High School (AMCHS) demonstrates several demographic-related strengths, particularly regarding **academic growth across diverse populations, high graduation probabilities, and staff experience.**

AMCHS is intentional and committed to fostering a positive climate that is both disciplined and maintains high expectations for all of our students. This environment is carefully cultivated by our dedicated staff, who provide unwavering support to ensure that every student is equipped to meet the academic and personal demands placed upon them. Our focus on discipline and high expectations creates a structured and nurturing atmosphere where students can thrive.

Our campus' diversity allows our students to understand different perspectives and encourages learning and personal growth. This diversity is a cornerstone of our educational philosophy, as it encourages learning and personal growth, preparing our students to succeed in an increasingly interconnected world. By embracing and celebrating our diverse community, we equip our students with the skills and empathy needed to navigate and contribute positively to society.

We take pride in the fact that approximately 30 of our former students have returned to AMCHS to work as teachers or in support roles. This not only speaks to the strong sense of community and belonging that our school fosters but also, highlights the positive impact our school has had on their lives, inspiring them to contribute to the education of future generations.

1. Academic Growth Across All Subgroups

A major strength is the school's ability to drive high levels of academic growth across diverse student populations. This was most evident in the recent Biology results:

- **Widespread Growth Success:** In the 2025–2026 "Life Sciences" cohort, nearly all subgroups met or exceeded growth projections: **93% of Asian students**, **80% of Hispanic students**, and **78% of African American students** reached their individual growth targets.
- **Surge in Advanced Achievement:** Advanced "Masters Grade Level" achievement in Biology nearly doubled in one year (from 26% to 44%), driven by strong performance across these diverse cohorts.

2. Strong Graduation Outcomes

AMCHS consistently maintains high graduation rates for students across nearly all demographic and program subgroups:

- **High Longitudinal Rates:** For the Class of 2024, the four-year longitudinal graduation rate was exceptionally strong: **100% for African American students**, **100% for Asian students**, **99.2% for White students**, and **97.4% for Hispanic students**.
- **Graduation Probability:** Even when looking at the entire student body currently enrolled, the average probability of on-time graduation remains high (approximately 91–93%) for almost every subgroup, including students in the 504 Plan, Economically Disadvantaged, and Emergent Bilingual programs.

3. Inclusivity and Program Growth

The school has shown a commitment to serving growing populations of students with specialized needs:

- **Special Education (SE) Support:** The SE student population has grown steadily from 211 students in 2021–2022 to **270 students** in 2025–2026, indicating an expanded capacity to serve this cohort.
- **Gifted and Talented (G/T):** Approximately **14.6%** of students are enrolled in G/T programs, which is significantly higher than the state average of 8.7%.

4. Experienced and Stable Staff

The professional staff demographics contribute to a stable learning environment:

- **Experience:** Teachers at AMCHS have an average of **10.1 years of experience**, with nearly 40% of the staff having more than 11 years in the classroom.
- **Effectiveness:** Campus leadership notes that most teachers are effective with most students and that high pass rates on EOCs and AP scores reflect this professional quality.

Texas Education Agency

2024-25 Staff Information (TAPR)

A & M CONS H S (021901001) - COLLEGE STATION ISD - BRAZOS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**166.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	151.3	91.0%	62.0%	63.8%
Teachers	134.9	81.1%	46.7%	48.3%
Professional Support	10.2	6.2%	12.1%	10.8%
Campus Administration (School Leadership)	6.2	3.7%	2.4%	3.4%
Educational Aides	15.0	9.0%	13.9%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	8.0	4,125.0
Part-time Librarians	0.0	n/a	3.0	583.0
Full-time Counselors	3.0	n/a	25.0	13,704.0
Part-time Counselors	2.0	n/a	5.0	1,298.0
Total Minority Staff	**34.8**	**20.9%**	**32.8%**	**55.3%**
Teachers by Ethnicity				
African American	8.7	6.5%	4.0%	12.8%
Hispanic	12.8	9.5%	15.2%	31.0%
White	111.8	82.9%	78.8%	52.2%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	0.7%	0.6%	2.2%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.5	0.4%	0.9%	1.3%
Teachers by Sex				
Males	60.6	44.9%	22.6%	24.6%
Females	74.3	55.1%	77.4%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.4%	2.4%
Bachelors	83.1	61.6%	70.2%	71.4%
Masters	51.2	38.0%	29.2%	25.4%
Doctorate	0.5	0.4%	0.2%	0.8%
Teachers by Years of Experience				
Beginning Teachers	30.9	22.9%	14.2%	7.3%
1-5 Years Experience	27.8	20.6%	21.7%	28.3%
6-10 Years Experience	24.3	18.0%	17.3%	19.7%
11-20 Years Experience	26.4	19.6%	26.8%	27.6%
21-30 Years Experience	22.9	17.0%	16.5%	14.1%
Over 30 Years Experience	2.5	1.9%	3.4%	3.0%
Number of Students per Teacher	16.1	n/a	14.8	15.0

5. Positive Student Culture

Demographics and social dynamics appear to be a point of cultural pride:

- **Social Cohesion:** Leadership responses indicate that students are very helpful toward one another and that student groups from different demographics **mix easily** within the school environment.
- **Environment:** Students generally report feeling **safe and valued** on campus, which is cited as a foundational strength for promoting academic achievement.

- **Attendance**: Student attendance has improved from 93.41 % in 2024-2025 school year up to 95 % in 2025-2026 chool year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	A&M Consolidated High School (AMCHS) faces persistent disproportionality in disciplinary referrals, chronic absenteeism, and advanced academic achievement among African American and Hispanic student populations, which is sustained by internal systemic factors including staffing assignments, inconsistent policy enforcement, and instructional time loss.	African American, Hispanic, and at-risk students are disproportionately assigned to foundational courses taught by less-experienced teachers who lack sufficient instructional coaching and support, contributing to disparities in achievement, engagement, and discipline outcomes.

★ = Priority

Student Learning

Summary

For the 2025-2026 school year, A&M Consolidated High School (AMCHS) achieved an **Overall Accountability Rating of 89 (B)**. The campus earned **distinction designations** for Academic Achievement in Reading/Language Arts, Science, and Social Studies. This is the highest Accountability Rating that A&M Consolidated has earned since the ratings have moved to this accountability system

State and Local Assessment Performance

AMCHS demonstrated high performance on state assessments, with **89% of all students** reaching the "Approaches Grade Level" standard or above across all subjects.

- **Subject-Specific STAAR EOC Success:** Performance was particularly strong in **Science (98% Approaches)** and **Social Studies (96% Approaches)**, followed by Mathematics and Reading/ Language Arts (both at 89%).
- **Progressive Growth:** Comparison data shows an upward trend; for example, English I "Approaches" scores rose from 78% in 2025 to **82% in 2026**, and Biology rose from 95% to **98%** in the same period.
- **Local Benchmarks:** The campus routinely utilizes **MAP testing**, BOY/EOY (Beginning/End of Year) diagnostics, and **Common Formative Assessments (CFAs)** to measure achievement and respond with real-time interventions like RTI.

Advanced Courses, Dual Enrollment, and College Readiness

The campus provides a robust advanced curriculum, including AP, Advanced, and Dual Credit courses.

- **Advanced Placement (AP):** In 2026, students took over **1,400 AP exams** with an **86% pass rate** (score of 3 or higher). The school recognized **281 AP Scholars** and multiple National Merit Finalists and Scholars.
- **College Entrance Exams:** The Class of 2026 achieved an **average SAT score of 1188** and an **average ACT score of 26.3**, both significantly exceeding national averages.
- **Dual Credit:** For 2025 annual graduates, **22.4% earned dual course credits**, representing at least three hours in RLA/Math or nine hours in any subject.
- **College, Career, and Military Readiness (CCMR): 83% of 2025 graduates** met CCMR criteria. Additionally, **70.3% of graduates** met Texas Success Initiative (TSI) criteria in both RLA and Mathematics.

Graduation, Dropouts, and Retention

- **Graduation Rates:** AMCHS maintains exceptionally high graduation rates, with **98.6% for the Class of 2025** (4-year) and **99.6% for the Class of 2024** (5-year extended).

- **Graduation Plans:** For 2025 graduates, **82.6%** followed a plan involving a completed IEP and workforce readiness or an advanced diploma plan.
- **Post-Secondary Plans:** Approximately **87% of the Class of 2026** planned to attend higher education institutions, while 13% chose military, work, or vocational paths.
- **Dropouts:** The annual dropout rate for grades 9-12 remained extremely low at **0.1%** for the 2024-2025 school year.

Special Populations and Demographic Data
While overall performance is high, there are notable gaps among specific sub-populations on state assessments.

- **Special Education: 72% of current special education students** reached "Approaches Grade Level" or above across all subjects.
- **Emergent Bilingual (EB):** Current EB students performed at a **65% "Approaches" level** overall, though this rises to 74% when including monitored students.
- **Economic Disadvantage:** Students identified as economically disadvantaged performed at a **79% "Approaches" level**.
- **Grades and Failures:** Leadership noted that the **largest proportion of failures** occurs among freshmen and within English courses.

Attendance and Staff Effectiveness

- **Attendance:** Student attendance has seen a steady five-year increase, reaching **95.0%** in the 2025-2026 school year.
- **Teacher Effectiveness:** Leadership data reflects that most teachers are effective, resulting in **high pass rates on EOCs and AP scores**. However, the campus notes that high levels of teacher absence for student or district activities can impact instructional consistency.

Strengths

A&M Consolidated High School (AMCHS) demonstrates significant strengths across academic achievement, college readiness, and student retention, as evidenced by its **Overall Accountability Rating of 89 (B)** for the 2025-2026 school year.
Academic Achievement and Distinctions

- **State Designations:** The campus earned four **Distinction Designations** in 2026 for Academic Achievement in **Reading/Language Arts, Science, and Social Studies**.

- **STAAR Performance:** Overall, **89% of students** reached the "Approaches Grade Level" standard across all subjects, with high proficiency in **Science (98%)** and **Social Studies (96%)**.

- **Performance Levels:** A high percentage of students exceed basic standards, with **71% reaching the "Meets Grade Level"** standard and **29% achieving "Masters Grade Level"**.

College and Career Readiness

- **Superior Testing Scores:** The Class of 2026 achieved an **average SAT score of 1188** and an **average ACT score of 26.3**, both of which significantly outperform national averages (1050 and 19.4, respectively).
- **Advanced Placement (AP) Success:** The school maintains a robust AP program with an **86% pass rate** (scores of 3 or higher) on more than 1,400 exams taken. This success led to the recognition of **281 AP Scholars**.
- **Post-Secondary Transitions:** Approximately **87% of students** in the Class of 2026 attend post-secondary educational institutions, while the remaining 13% pursue military, work, or vocational routes.
- **CCMR Criteria: 83% of annual graduates** met the state's College, Career, and Military Readiness criteria.

Graduation and Retention Success

- **High Graduation Rates:** AMCHS reports exceptional graduation success, including a **98.6% 4-year graduation rate** for the Class of 2025 and a **99.6% 5-year extended rate** for the Class of 2024.
- **Minimal Dropouts:** The annual dropout rate for grades 9-12 is extremely low at **0.1%**.
- **Advanced Diplomas: 82.6% of graduates** earned a Foundation High School Program diploma with a **Distinguished Level of Achievement (DLA)**.

Attendance and Program Diversity

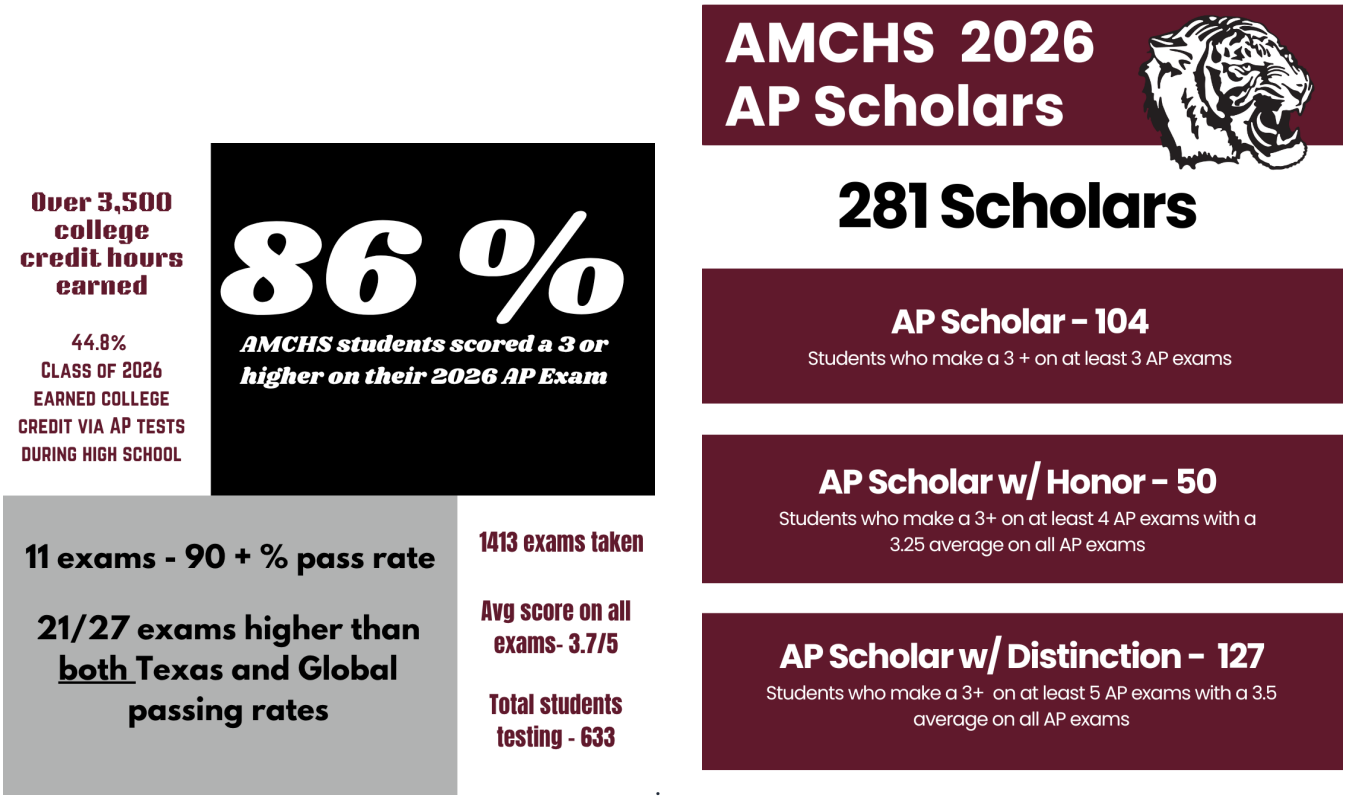
- **Attendance Growth:** The campus has seen a **steady five-year increase in attendance**, rising

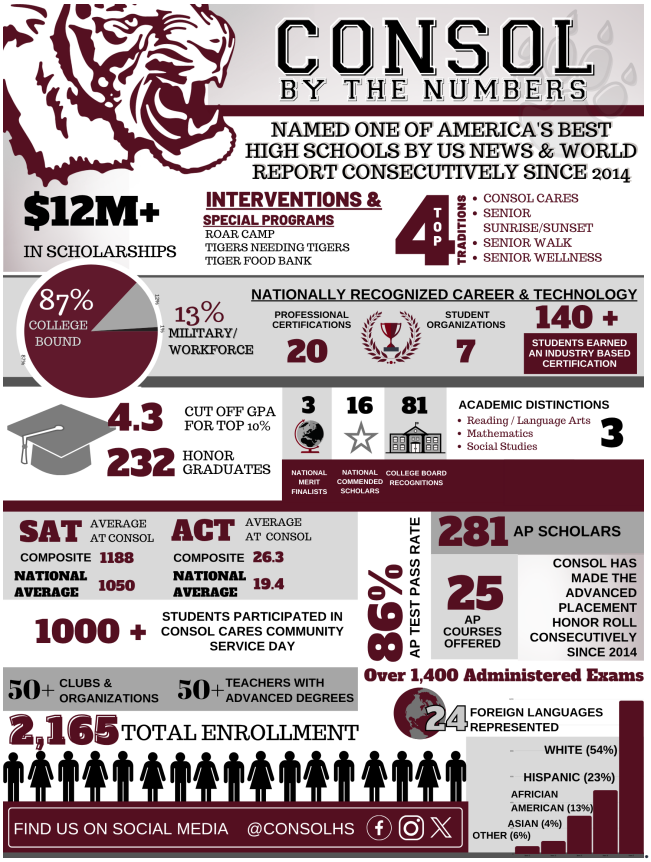
from 92.50% in 2021-2022 to **95.00%** in 2025-2026.

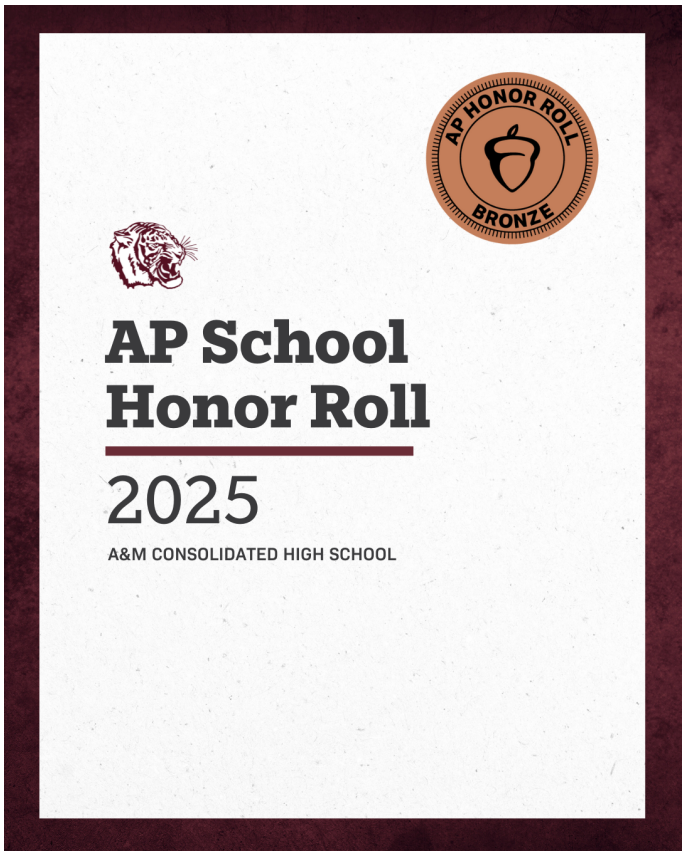
- **Diverse Opportunities:** Students have access to a wide array of programs, with **60.4% of students enrolled in Career and Technical Education (CTE)** and a diverse curriculum including Advanced, AP, and Dual Credit offerings.

- **National Recognition:** The Class of 2026 included **3 National Merit Finalists**, 16 Commended Scholars, and 81 College Board Recognitions.

--PDF Page Break-




CONSOL
BY THE NUMBERS
NAMED ONE OF AMERICA'S BEST HIGH SCHOOLS BY US NEWS & WORLD REPORT CONSECUTIVELY SINCE 2014
$12M+
IN SCHOLARSHIPS
INTERVENTIONS & SPECIAL PROGRAMS
ROAR CAMP
TIGERS NEEDING TIGERS
TIGER FOOD BANK
4 TOP TRADITIONS
CONSOL CARES
SENIOR SUNRISE/SUNSET
SENIOR WALK
SENIOR WELLNESS
87% COLLEGE BOUND
13% MILITARY/ WORKFORCE
NATIONALLY RECOGNIZED CAREER & TECHNOLOGY
PROFESSIONAL CERTIFICATIONS 20
STUDENT ORGANIZATIONS 7
140 + STUDENTS EARNED AN INDUSTRY BASED CERTIFICATION
4.3 CUT OFF GPA FOR TOP 10%
232 HONOR GRADUATES
3 NATIONAL MERIT FINALISTS
16 NATIONAL COMMENDED SCHOLARS
81 COLLEGE BOARD RECOGNITIONS
ACADEMIC DISTINCTIONS
Reading / Language Arts
Mathematics
Social Studies
3
SAT AVERAGE AT CONSOL
COMPOSITE 1188
NATIONAL AVERAGE 1050
ACT AVERAGE AT CONSOL
COMPOSITE 26.3
NATIONAL AVERAGE 19.4
1000 + STUDENTS PARTICIPATED IN CONSOL CARES COMMUNITY SERVICE DAY
86% AP TEST PASS RATE
281 AP SCHOLARS
25 AP COURSES OFFERED
CONSOL HAS MADE THE ADVANCED PLACEMENT HONOR ROLL CONSECUTIVELY SINCE 2014
Over 1,400 Administered Exams
50+ CLUBS & ORGANIZATIONS
50+ TEACHERS WITH ADVANCED DEGREES
24 FOREIGN LANGUAGES REPRESENTED
2,165 TOTAL ENROLLMENT
WHITE (54%)
HISPANIC (23%)
AFRICIAN AMERICAN (13%)
ASIAN (4%)
OTHER (6%)
FIND US ON SOCIAL MEDIA @CONSOLHS


AP HONOR ROLL
BRONZE
AP School Honor Roll
2025
A&M CONSOLIDATED HIGH SCHOOL

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While AMCHS maintains a high 89% overall STAAR "Approaches" rate, a significant achievement gap persists for African American (76%), Special Education (72%), and Economically Disadvantaged (79%) students . This disparity is further complicated by high chronic absenteeism (19.1%), which disproportionately impacts African American (31.2%) and Economically Disadvantaged (30.5%) populations.	Collaborative planning time that is intentional in focusing on Questions 3 and 4 of the PLC cycle. Additionally, providing relevant, differentiated professional development that provides support for diverse learners.

★ = Priority

School Processes & Programs

Summary

At AMCHS, collaboration is central to decision-making. The Leadership Team, composed of department heads from across content areas, meets weekly to maintain a cohesive vision and focus on student achievement. The Counseling Department works closely with administration and department heads to gather feedback on class offerings and teacher assignments, while the Special Education Department ensures that the needs of all students are prioritized in the decision-making process.

The Guiding Coalition has been instrumental in leading instructional change. In recent years, they spearheaded the implementation of priority days for core departments, which evolved into a structured RTI Scheduler system beginning in the 2025–2026 school year. This approach provides students with daily opportunities for enrichment or remediation, either through self-selection or teacher placement, ensuring targeted academic support. We will continue to refine our RTI processes to target not only academic needs but also behavioral and social/emotional needs.

Administration fosters a supportive and transparent environment through an open-door policy and consistent stakeholder communication. Weekly updates are provided through the *Consol Connection* newsletter, and faculty meetings held twice a month focus on professional learning. This past school year, teachers also engaged in collaborative trios, implementing strategies from *The Art and Science of Teaching* and sharing research-based practices with colleagues. Our next steps from *The Art and Science of Teaching* will be to include professional development tailored to the specific needs of our staff. This year, we will focus on the implementation of strategies garnered from training on Executive Functioning and De-escalation to ensure all students will experience success.

Beyond the classroom, AMCHS is deeply committed to student involvement. Many teachers serve as coaches, sponsors, or directors, giving students diverse opportunities for engagement. Currently, 66% of students participate in UIL activities, in addition to leadership and career organizations such as Student Council, FFA, and SkillsUSA. The annual Consol Cares Day of Service further connects students with the community—last year, over 1,000 students (48% of the student body) partnered with local nonprofits. Research supports what AMCHS values: students who are connected to their school community thrive academically and socially.

In curriculum development, the district has made significant progress in creating research-aligned frameworks for core areas. However, non-core areas still face challenges, as documents are not consistently available. New staff in these departments often rely on colleagues for guidance, though ongoing work is being done to produce and revise scope-and-sequence documents and curriculum calendars. The purposeful implementation of Content Team Facilitators will provide targeted support for both teachers and students, strengthening instructional practices and enhancing student learning outcomes.

AMCHS is in its third year of professional learning communities (PLCs) in core subjects. Teachers who have a PLC period must meet a minimum of twice weekly to analyze data, create formative assessments, and adjust instruction based on student performance. Additionally, the campus leverages multiple leadership teams—Leadership, Behavior, and the Guiding Coalition—for professional development planning. Department heads and staff surveys guide session content, and teachers are encouraged to share expertise with colleagues. Throughout the summer, staff members will attend Solution Tree professional learning sessions to strengthen their instructional practices, deepen their understanding of Professional Learning Communities (PLCs), and enhance student achievement.

The 2023 district bond provided substantial technology enhancements, increasing access to COWs, traditional labs, and other digital tools. Ongoing training supports teachers in refining their use of technology in instruction, and the district remains committed to ensuring staff have the resources necessary to maximize student success.

Strengths

AMCHS will continue to strengthen collaborative PLC teams within core, tested subject areas. Each PLC engages in common planning to examine student learning, determines next steps for students who are not yet mastering content, and designs opportunities to extend learning for students who are already proficient. To further support this work, AMCHS has implemented a dedicated time for targeted intervention and extension, establishing priority days for core subjects and utilizing the RTI Scheduler.

The campus also utilizes several teams—Leadership, Behavior, and the Guiding Coalition—for professional development planning. Staff development is aligned to state and district requirements as well as campus needs. Before finalizing each session, department heads provide input on proposed agendas. Additionally, staff surveys are used to gather feedback, and teachers are encouraged to share their expertise by leading colleagues in targeted areas of professional learning.

Many teachers at AMCHS also serve as athletic coaches, sponsors, or directors, which provides students with a wide range of opportunities for involvement. Currently, 66% of students participate in UIL events, not including the many who engage in other clubs and organizations such as Student Council, FFA, and SkillsUSA.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.	Inconsistent behavior management, misaligned assessment data, and irrelevant professional development lacking implementation time prevent effective interventions for underperforming students.

★ = Priority

Perceptions

Summary

The following summary synthesizes the perceptions of students, staff, and parents at A&M Consolidated High School (AMCHS) based on the provided surveys and campus needs assessment data.

AMCHS families are highly supportive of extracurricular activities and competitive events. One example of this is Consol Cares, our annual day of service where students volunteer with local nonprofits and elementary schools. Last year, approximately 1000 students --48% of the student body participated.

Academically, AMCHS consistently performs at a high level on standardized assessments, demonstrating that we prepare students not only for success in high school, but also for future collegiate and career opportunities. Last year, we finished in the top 10 for the UIL Academic State title and finished 8th place in the Lone Star Cup. The Class of 2026, was awarded over 12 million dollars in scholarships.

Overall, AMCHS students deeply value their relationships with peers and staff, as well as opportunities to participate in extracurricular activities.

1. School Culture and Relationships

- **Staff Connections:** Staff report a very high sense of **professional collaboration (86%)** and **mutual respect (94%)** among colleagues. Many describe a "family-like" environment fostered by campus leadership.
- **Student-Adult Relationships:** Both students and staff perceive a positive bond between them. Approximately **70% of students** agree that adults at the school care about them, and **87% of staff** feel these relationships are grounded in mutual respect.
- **Peer Interactions:** There is a significant disconnect regarding how students treat one another. Only **28% of students** feel their peers treat each other with respect, a concern echoed by staff who noted issues with roaming, inappropriate language, and a lack of respect in hallways.

2. Learning and Academic Support

- **Student Motivation:** Students have high perceptions of their own potential, with **88%** reporting they have personal goals they work toward at school.
- **RTI and Interventions:** Perceptions of **Response to Intervention (RTI)** are generally positive. Staff describe it as a "game changer" for supporting struggling learners, and students appreciate the availability of tutorials. However, some staff believe the system could be more effectively utilized for both intervention and enrichment.
- **Curriculum and Real-World Prep:** Parents and students express a desire for more **practical life skills** (e.g., financial literacy) and real-world connections, which received lower favorability scores (41%–47%) compared to general academic satisfaction.

3. Discipline and Campus Management

- **Cell Phone Policy:** This is a major point of contention. While some staff believe the ban has increased classroom engagement, only **30% of students** believe the policy actually helps limit distractions so they can focus on learning. Many students feel it hinders communication and access to educational tools.
- **Consistency of Rules:** Staff and new teachers perceive a lack of **consistency in rule enforcement**—specifically regarding dress code, hall passes, and IDs—which leads to feelings of favoritism or "May craziness."

4. Professional Environment and Technology

- **Professional Development (PD):** There is widespread dissatisfaction among staff regarding PD. Only **23%** find the training relevant to their needs, with many describing district-level sessions as a "mere formality" that lacks role-specific value.
- **Decision-Making:** Staff feel largely excluded from the decision-making process. Only **29%** believe leadership involves them in meaningful ways, leading to feelings of burnout when sudden policy changes occur without teacher input.
- **Technology Perceptions:** Technology is viewed as both a vital tool and a source of frustration. Students and staff value it for collaboration, but only **36% of staff** feel the infrastructure (Wi-Fi, devices) works reliably during instruction. There are also staff concerns regarding the "regression" caused by technology and the need for better browser controls to combat distractions like AI and games.

5. Safety and Well-Being

- **Physical Safety:** Most stakeholders feel safe on campus, with **86% of staff** and **74% of parents** expressing confidence in physical safety.
- **Emotional and Mental Health:** While students generally feel supported, staff feel their own mental health is often overlooked. Only **39% of staff** feel the workplace supports their well-being, citing large class sizes and high workloads as primary stressor.

WHAT STUDENTS ENJOY

Based on the provided surveys and campus assessments, students at A&M Consolidated High School (AMCHS) have high perceptions of several aspects of their school experience, particularly regarding **personal achievement, supportive relationships, and interactive technology**.

1. Personal Success and Goal Setting

Students have a very high perception of their own potential and the school's role in helping them reach it.

- **Personal Goals:** A significant **88% of students** report having personal goals they work toward at school.
- **Opportunities for Growth:** 71% of students agree that the school provides them with meaningful opportunities to improve and grow.
- **Instructional Support:** 72% of students feel their teachers provide learning experiences that help them reach their academic goals.

2. Supportive Adult and Peer Relationships

Positive interactions with school staff and friends are central to students' enjoyment of the campus environment.

- **Caring Adults: 70% of students** feel that the adults at school care about and support them. Staff noted that students specifically appreciate when teachers show up to their extracurricular activities outside of class hours.
- **Support for Learning:** 73% of students know where to go and who to ask for help when they struggle with schoolwork.
- **Friendships:** Students value close friendships, which provide emotional support and make school more enjoyable. Staff also observe that students are generally helpful to one another and that social groups mix easily.

3. Interactive and Collaborative Technology

While students have mixed feelings about device restrictions, they enjoy technology when it is used for creation and teamwork.

- **Collaboration: 84% of students** perceive technology as a helpful tool for sharing ideas, working with others, or creating projects.
- **Engaging Tools:** Students specifically enjoy interactive platforms like **Nearpod**, which they describe as a "fun way for them to learn".
- **Resource Access:** Technology is valued for its ability to help students conduct research, access resources, and facilitate communication with teachers.

4. Diverse Learning and Extracurricular Activities

Students enjoy learning that is hands-on, practical, or tied to their future interests.

- **Instructional Style:** Students express a preference for **hands-on learning**, visual aids, and practical activities over traditional lectures.
- **Specialized Courses:** Programs like **Career and Technical Education (CTE)** and AP courses are highly valued for providing relevant career insights and skills.
- **Clubs and Organizations:** Students find significant value in participating in clubs, service organizations (such as the

Environmental Club), and leadership groups (like BPA).
- **Campus Traditions:** "Fun activities" and traditions, such as **Senior Sunrise/Senior Sunset** and Student Appreciation Week, are specifically mentioned as highlights of the school culture.

5. Targeted Academic and Wellness Support
- **RTI (Response to Intervention):** Many students appreciate the RTI system for providing tutorials that build their academic confidence.
- **Mental Health Initiatives:** Campus-led RTI sessions focused on **mental health awareness** were reported as being very well received by the student body.
- **Learning Ownership:** Staff perceive that students value having the opportunity to make choices and take ownership of their learning, with an 88% favorability rating from a staff perspective.

WHAT STUDENTS DISLIKE

Facilities and Infrastructure

- **Bathrooms:** A recurring concern among stakeholders is the state and management of the **bathrooms**, which are specifically noted as an exception to the school's generally safe and orderly environment.
- **Technology Issues:** Students and staff deal with persistent **Wi-Fi connectivity problems**. Additionally, while technology is widely used, there is a perceived lack of teacher control over student devices, leading to distractions like games and unauthorized AI use. There are also concerns about a potential future **reduction in access to laptop carts**.

Academic and Programmatic Frustrations
- **Support Inconsistency:** Students have **mixed emotions** regarding the level of support they receive, noting that while it is strong with some teachers, it is lacking with others.
- **RTI "Buy-In":** There is a notable **lack of student buy-in for Response to Intervention (RTI)** sessions. This is particularly true for student-athletes, who perceive RTI as an obstacle because it causes them to "miss practice."
- **Lack of Vision Awareness:** Despite the school having a mission and vision statement, respondents indicate that **students do not know this information at all**.

Campus Environment and Discipline
- **Inconsistent Rule Enforcement:** Some students and staff perceive **inconsistency in how rules are enforced**, specifically regarding the dress code, hall monitoring, cell phone usage, and the e-hall pass system.
- **Physical Building Challenges:** The layout of the building is described as making it **difficult to keep kids in class**, providing too many opportunities for students to roam or skip.
- **External Barriers:** For certain student populations—specifically Hispanic, Black, and Vietnamese students—dislike of the school experience may be tied to significant **external barriers** they face, such as transportation issues, health concerns, work schedules, and housing instability.

SUPPORT STUDENTS NEED FROM TEACHERS

Students at A&M Consolidated High School (AMCHS) require a multifaceted range of support from their teachers, spanning **academic intervention, emotional connection, and practical instructional strategies**.

1. Academic Intervention and Feedback
- **Targeted Support (RTI):** Students rely heavily on the **Response to Intervention (RTI)** system for tutorials and help with challenging topics, which builds their academic confidence. Staff and leadership emphasize that RTI is a "game changer" for providing immediate intervention to struggling learners and those frequently absent.
- **Actionable Feedback:** One of the highest-impact needs is **timely, specific, and actionable feedback** on how to improve their work.
- **Opportunities for Mastery:** Students benefit from **retesting opportunities** and targeted re-teaching after unit assessments for those who have not yet demonstrated mastery.

2. Relationship Building and Emotional Well-Being
- **Visible Support:** Students highly value teachers who show up to their **extracurricular activities**; staff note that this "speaks volumes" and is deeply appreciated by the student body.

- **Genuine Care:** Approximately **70% of students** feel that adults at the school care about and support them, which significantly impacts their motivation and sense of belonging.
- **Mental Health Support:** There is a strong need for support regarding **mental health awareness** and wellness. However, staff have noted that requiring parental permission can sometimes be a barrier to students accessing necessary mental health services.

3. Instructional Style and Engagement

- **Hands-on and Clear Instruction:** Students express a strong preference for **personalized, clear instruction** that utilizes **visual aids, practical activities, and hands-on learning** rather than passive lecturing.
- **Real-World Connections:** There is a significant desire for teachers to connect classroom learning to **practical life skills** (such as financial literacy) and real-world applications.
- **Differentiated Support:** Students need instruction tailored to their specific readiness levels, including better support for **English Learners (EL)** and **Special Education** populations through inclusive and differentiated strategies.

4. Technology and Management

- **Structured Tech Use:** Students value technology for **collaboration and creation** (e.g., Nearpod, projects), but they need help navigating the distractions it presents. Staff perceive a need for better **teacher-managed controls** to help students stay on task.
- **Consistent Expectations:** Students need a safe and orderly environment where **rules and consequences** (such as cell phone policies and dress codes) are enforced consistently across all classrooms to avoid perceptions of favoritism.

5. Support for Specific Groups

- **Freshman Support:** Data indicates that **freshman students** represent a large proportion of failures and require more intensive transition support and academic monitoring.
- **Sub-Population Interventions:** There is a call for continued focus on providing interventions for **African American students and those in Special Education** to address both academic and behavioral needs.

CONNECTIONS WITH ADULTS

Based on the campus needs assessment responses, the connection between students and adults at A&M Consolidated High School is characterized by a strong sense of support through extracurricular involvement, though perceptions of academic support can be inconsistent.

Support Through Presence and Visibility

- **Extracurricular Engagement:** A major strength in adult-student connections is staff participation in student activities outside of the classroom. One respondent noted that staff "do a good job of supporting students, showing up to students' activities day in and out," and emphasized that students deeply appreciate this level of support.
- **Safe and Valued Environment:** Students generally report feeling **safe and valued** on campus, which staff believe directly correlates to improved student achievement.
- **Staff Availability:** Teachers are described as willing to find time to support students even if they aren't available during traditional before- or after-school windows.

Relational Academic Support

- **Going the Extra Mile:** Adults on campus demonstrate support by accepting work beyond deadlines, contacting parents to coordinate help, utilizing **grade contracts**, and actively encouraging unmotivated students.
- **Connecting Learning to Life:** Teachers strive to build connections by explaining "why it mattered" and linking curriculum to **real-world scenarios**, which helps empower students as "lifelong learners."
- **Self-Advocacy:** There is a focus on teaching students **self-advocacy**, helping them become more confident and resourceful in their interactions with adults and peers.

Challenges and Areas for Growth

- **Inconsistency in Support:** Students have **"mixed emotions"** regarding the level of support they receive, noting that while it is very strong with some teachers, it is lacking with others.
- **Need for Personal Connection:** Some feedback suggests a need for more direct and personal evaluations and check-ins, such as "How are you doing right now?", to ensure all individuals—both staff and students—feel heard and supported.

- **RTI "Buy-In":** There is a noted lack of student buy-in for certain adult-led interventions like **Response to Intervention (RTI)**, particularly among student-athletes who feel these sessions conflict with their practice schedules.

MOTIVATING STUDENTS

Motivation at A&M Consolidated High School (AMCHS) is driven by a combination of student-led goal setting, interactive instructional strategies, and strong relational support from staff, though challenges like student apathy and policy friction remain.

1. Student Goal Setting and Personal Growth

The most significant motivator for students is their own sense of purpose. **88% of students report having personal goals** they work toward at school.

- **Data-Driven Growth:** Students respond positively to seeing their own progress; for example, when shown **MAP growth reports**, students were motivated to understand how they could improve and "appreciate the reports to show how they could grow."
- **Future Orientation:** 60% of students find motivation through learning about **careers and future opportunities**, particularly in Career and Technical Education (CTE) and AP courses that provide relevant career insights.

2. Engaging Instructional Strategies

Instructional methods that move beyond passive lecturing are key to maintaining student interest.

- **Active and Hands-on Learning:** Students express a strong preference for **hands-on learning, visual aids, and practical activities**. Staff also identify "hands-on activities" and "differentiated instruction" as critical strategies to combat apathy.
- **Interactive Technology:** Tools like **Nearpod** are described by students as a "fun way for them to learn" and are valued for helping them collaborate and share ideas.
- **Student Ownership:** 88% of staff believe that providing students with **opportunities to make choices and take ownership** of their learning is a vital engagement strategy.

3. Relational and Cultural Motivators

The "human element" of the campus culture significantly impacts student buy-in.

- **Adult Support:** Positive interactions with **caring and engaging teachers** enhance motivation and a sense of belonging. Staff attendance at student activities outside of class "speaks volumes" and is deeply appreciated by the student body.
- **School Traditions and Appreciation:** Activities such as **Senior Sunrise/Senior Sunset**, Student Appreciation Week, and "Consol Cares" initiatives help foster a positive environment that encourages participation.
- **The "Carrot" Approach:** While some traditional incentives like attendance exemptions have shown little impact on certain sub-populations, staff suggest that **incentives tied to special trips or food opportunities** might be more effective for these groups.

4. Challenges to Motivation

Despite high levels of self-reported goals, staff face several hurdles in keeping all students engaged.

- **Learned Helplessness and Apathy:** Some teachers report struggling with **student apathy** and a "lack of motivation" or "students that don't want to put in the effort."
- **Policy Friction:** The **cell phone policy** is a major point of contention. While staff believe the ban has increased classroom interaction (84% favorability for student engagement), only **30% of students** feel it helps them focus, with many expressing frustration that it hinders their ability to access educational tools and manage assignments.
- **RTI Buy-In:** While RTI is a "game changer" for intervention, some groups, such as **student-athletes**, may show a lack of buy-in because they feel they are "missing practice"

Strengths

The perception strengths at A&M Consolidated High School (AMCHS) reflect a strong sense of **community, personal achievement, and effective support systems** among students, staff, and parents.

1. Professional Collaboration and Staff Culture

One of the most significant strengths is the internal staff environment.

- **Mutual Respect: 94% of staff** agree that relationships among colleagues are respectful and professional.
- **Effective Collaboration: 86% of staff** feel they collaborate effectively to support student learning.
- **Sense of Belonging: 87% of staff** report a strong sense of belonging and connection to the school.
- **Leadership Trust:** A high percentage of staff (**80%**) believe that school leaders communicate a clear vision for student success.

2. Student Personal Growth and Potential

Students hold very positive perceptions of their own academic drive and the support they receive to reach their goals.

- **Personal Goals: 88% of students** report having personal goals they work toward at school.
- **Growth Mindset:** Students highly appreciate **MAP growth reports** because they provide a clear way to see how they can improve.
- **Opportunities to Succeed: 71% of students** agree that the school provides them with meaningful opportunities to grow.
- **Ownership of Learning: 88% of staff** perceive that students are given opportunities to take ownership of their own learning.

3. Support Systems and Relationships

The "human element" of the campus is frequently cited as a major strength.

- **Caring Adults: 70% of students** and **71% of parents** believe that the adults at school genuinely care about student well-being.
- **Staff-Student Bonds: 87% of staff** feel that relationships with students are grounded in mutual respect.
- **RTI Effectiveness:** Staff describe the **Response to Intervention (RTI)** system as a "game changer" for supporting struggling learners and students with high absences.
- **Academic Guidance: 78% of parents** and **73% of students** know exactly who to contact or where to go when academic help is needed.

4. Safety and Order

Overall, the campus is perceived as a secure environment.

- **Physical Safety: 86% of staff** and **74% of parents** feel confident that the school is physically safe.
- **Student Behavior: 81% of staff** agree that expectations for student conduct are clearly communicated.

5. Technology and Communication

While some infrastructure issues exist, the *use* and *understanding* of tools are seen as strengths.

- **Collaborative Tech: 84% of students** perceive technology as a vital tool that helps them share ideas and work with others.
- **Engaging Tools:** Interactive platforms like **Nearpod** are viewed by students as a "fun way to learn".
- **Parental Engagement:** Parents show extremely high awareness of digital progress-monitoring tools, with **93% reporting they are aware of Home Access Center (HAC) and Schoology**.
- **Effective Outreach: 84% of parents** feel comfortable reaching out to teachers or administrators with concerns.

6. Extracurricular Opportunities

- **Broad Participation: 83% of parents** feel their children have ample opportunities to explore interests beyond the core curriculum, such as in **CTE, athletics, and fine arts**.
- **Staff Presence:** Students deeply value staff members who show up to their activities outside of school hours, noting that it "speaks volumes" about their support

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Despite 88% of students having clear personal goals, a significant gap exists in the relevance of learning, as only 41% of students and 47% of parents believe the curriculum effectively connects to real-world situations or practical life skills.	A strict focus on TEKS and high-stakes testing (EOC/AP), combined with limited collaborative planning time, restricts the integration of real-world "adulting" skills and practical applications into daily instruction.
2	Despite 80% vision awareness, a lack of involvement in decision-making (29%) and irrelevant professional development (23%) contribute to only 39% of staff feeling supported in their well-being.	A top-down leadership approach and generic professional development disregard teacher expertise and role-specific needs, while high workloads without meaningful staff input directly undermine employee mental health.
3 ★	While 70% of students feel supported by adults, a breakdown in peer culture (28% respect) is exacerbated by a significant lack of consistent behavior management (30% staff favorability).	Variable enforcement of daily expectations--specifically regarding IDs, hall roaming, and cell phone policies--by both staff and administration creates a "snowball effect" of non-compliance and perceptions of favoritism.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	A&M Consolidated High School (AMCHS) faces persistent disproportionality in disciplinary referrals, chronic absenteeism, and advanced academic achievement among African American and Hispanic student populations, which is sustained by internal systemic factors including staffing assignments, inconsistent policy enforcement, and instructional time loss.	African American, Hispanic, and at-risk students are disproportionately assigned to foundational courses taught by less-experienced teachers who lack sufficient instructional coaching and support, contributing to disparities in achievement, engagement, and discipline outcomes.
2 ★	Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.	Inconsistent behavior management, misaligned assessment data, and irrelevant professional development lacking implementation time prevent effective interventions for underperforming students.
3 ★	Despite 88% of students having clear personal goals, a significant gap exists in the relevance of learning, as only 41% of students and 47% of parents believe the curriculum effectively connects to real-world situations or practical life skills.	A strict focus on TEKS and high-stakes testing (EOC/AP), combined with limited collaborative planning time, restricts the integration of real-world "adulting" skills and practical applications into daily instruction.
4 ★	While 70% of students feel supported by adults, a breakdown in peer culture (28% respect) is exacerbated by a significant lack of consistent behavior management (30% staff favorability).	Variable enforcement of daily expectations--specifically regarding IDs, hall roaming, and cell phone policies--by both staff and administration creates a "snowball effect" of non-compliance and perceptions of favoritism.
5 ★	While AMCHS maintains a high 89% overall STAAR "Approaches" rate, a significant achievement gap persists for African American (76%), Special Education (72%), and Economically Disadvantaged (79%) students . This disparity is further complicated by high chronic absenteeism (19.1%), which disproportionately impacts African American (31.2%) and Economically Disadvantaged (30.5%) populations.	Collaborative planning time that is intentional in focusing on Questions 3 and 4 of the PLC cycle. Additionally, providing relevant, differentiated professional development that provides support for diverse learners.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

- [x] **SAT and/or ACT assessment data**
- [x] **Grades that measure student performance based on the TEKS**

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] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Enrollment trends**
- [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] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

☑ **Teacher recruitment/retention rates and other data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

☑ **Parent and community partnership data**

Goals

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

Performance Objective 1

Utilize RTI Scheduler to develop targeted sessions based on students' needs addressing the PLC questions 3 and 4.

Evaluation Data Source: PLC Agendas
Aligned Assessments
RTI Scheduler Reports
MAP Benchmark/EOC Data
Classroom data

Strategy 1

Ensure the implementation of PLCs with fidelity by conducting monthly monitoring of professional learning and utilizing department chairs, team facilitators, and guiding coalition to provide leadership and support.

Strategy's Expected Result/Impact: Aligned Assessments
PLC Agendas
PLC Rubrics

Staff Responsible for Monitoring: Team Facilitators
Department Chairs
Guiding Coalition
PLC Teams

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While AMCHS maintains a high 89% overall STAAR "Approaches" rate, a significant achievement gap persists for African American (76%), Special Education (72%), and Economically Disadvantaged (79%) students . This disparity is further complicated by high chronic absenteeism (19.1%), which disproportionately impacts African American (31.2%) and Economically Disadvantaged (30.5%) populations.	Collaborative planning time that is intentional in focusing on Questions 3 and 4 of the PLC cycle. Additionally, providing relevant, differentiated professional development that provides support for diverse learners.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.	Inconsistent behavior management, misaligned assessment data, and irrelevant professional development lacking implementation time prevent effective interventions for underperforming students.

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

Performance Objective 1 ☑ High Priority

Teachers will utilize EOC, MAP and/or grade data to design targeted interventions/enrichment for learners who need support. Learners will be targeted during core priority days to receive support. During core priority days, learners will receive targeted teacher-led support in the areas of intervention and/or extension/remediation.

Evaluation Data Source: RTI Scheduler Reports
Increase in MAP, EOC, and grade data
Increase in AP scores
Decrease in behavior referrals
Increase in attendance for targeted students

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Embed targeted time for intervention and extension within the school day (i.e. Success, PSAT, CCMR, HB1416, targeted student groups, yearbook/athletics using RTI Scheduler). We will use Edmentum, Performance Matters, Study Island, and MAP reports).

Strategy's Expected Result/Impact: Increase in student achievement
Increase in EOC passing rate
Increase in passing grades
Increase in CCMR and MAP data

Staff Responsible for Monitoring: Admin team
Team Facilitators
Department heads
Counselors
Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

Train teachers in creating and analyzing reports to identify students who need extension and/or remediation.

Strategy's Expected Result/Impact: Increase in student achievement
Increase in EOC passing rates
Grade improvement

Staff Responsible for Monitoring: Admin team
Teachers
Department heads

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.	Inconsistent behavior management, misaligned assessment data, and irrelevant professional development lacking implementation time prevent effective interventions for underperforming students.

Performance Objective 2 ☑ High Priority

Implement a comprehensive behavioral MTSS program to support student success among under-performing groups. Set a goal of reducing tardies by 10% within one academic year through targeted training, provision of resources, and ongoing monitoring to ensure fidelity of implementation.

Evaluation Data Source: Implementation of the TIGERS matrix
Social contracts
Reduction in tardy infractions
Monitoring systems report (Minga)

Strategy 1

Train and support staff in implementing Tier 1 behavioral interventions by reinforcing campus-wide expectations, strengthening classroom management practices, and embedding PBIS strategies.

Strategy's Expected Result/Impact: Reduction in behavior incidents
Calibration in the classroom
Adherence to AMCHS Behavioral Matrix

Staff Responsible for Monitoring: Admin Team
Behavioral Team
Leadership Team
Intervention Team
Teachers
Staff

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Strategy 2

Develop intervention groups for repeat offenders through the use of RTI Scheduler.

Strategy's Expected Result/Impact: Decrease in repeat offenders behavior

Staff Responsible for Monitoring: Behavior Team
Admin Team

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A&M Consolidated High School (AMCHS) faces persistent disproportionality in disciplinary referrals, chronic absenteeism, and advanced academic achievement among African American and Hispanic student populations, which is sustained by internal systemic factors including staffing assignments, inconsistent policy enforcement, and instructional time loss.	African American, Hispanic, and at-risk students are disproportionately assigned to foundational courses taught by less-experienced teachers who lack sufficient instructional coaching and support, contributing to disparities in achievement, engagement, and discipline outcomes.

Performance Objective 3

Implement a comprehensive behavioral MTSS program to address disproportionality in non-violent or drug offenses. Develop targeted academies for specific areas based on data.

Evaluation Data Source: Discipline data
Improved attendance

Strategy 1

Utilize RTI Scheduler to develop student groups for behavioral interventions.

Strategy's Expected Result/Impact: Decrease in discipline referrals

Staff Responsible for Monitoring: Behavior Team
Admin Team

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A&M Consolidated High School (AMCHS) faces persistent disproportionality in disciplinary referrals, chronic absenteeism, and advanced academic achievement among African American and Hispanic student populations, which is sustained by internal systemic factors including staffing assignments, inconsistent policy enforcement, and instructional time loss.	African American, Hispanic, and at-risk students are disproportionately assigned to foundational courses taught by less-experienced teachers who lack sufficient instructional coaching and support, contributing to disparities in achievement, engagement, and discipline outcomes.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.	Inconsistent behavior management, misaligned assessment data, and irrelevant professional development lacking implementation time prevent effective interventions for underperforming students.

Goal 3

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

Performance Objective 1

We will promote an engaging relationship between the school district and the community by hosting various events and activities. Starting August 2026, aiming for 25% increase in diverse community stakeholders engagement at various activities.

Evaluation Data Source: Climate Surveys
Sign in Sheets
Campus artifacts
Increase in student engagement/participation
Increase in extra-curricular participation

Strategy 1

AMCHS will be responsible for leading the Consol Cares Service Project and providing opportunities for students, staff, and parents to engage in activities that promote a sense of community.

Strategy's Expected Result/Impact: Increase in student/parent involvement
Decrease in anxiety and stress

Staff Responsible for Monitoring: Admin team
Counselors
Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Establish and implement a comprehensive MTSS program to increase success for underperforming student groups. Aim for a 15% improvement in academic/behavior performance within one year. Provide training, resources, and regular monitoring to ensure effective implementation.	Inconsistent behavior management, misaligned assessment data, and irrelevant professional development lacking implementation time prevent effective interventions for underperforming students.

Performance Objective 2

Utilize the TIGERS matrix to address character education. Implement targeted mental wellness focus every six weeks.

Evaluation Data Source: Reduce aggressive behaviors by six weeks
Increase in positive behavior systems points
Increase positive notecards

Strategy 1

Monitoring the implementation of the Character Education curriculum to ensure it promotes positive relationships among students and staff.

Strategy's Expected Result/Impact: Increase in positive PBIS points
Reduction in counselor referrals by six weeks

Staff Responsible for Monitoring: Admin team
Counselors
Teachers

Problem Statements: Perceptions 3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	While 70% of students feel supported by adults, a breakdown in peer culture (28% respect) is exacerbated by a significant lack of consistent behavior management (30% staff favorability).	Variable enforcement of daily expectations--specifically regarding IDs, hall roaming, and cell phone policies--by both staff and administration creates a "snowball effect" of non-compliance and perceptions of favoritism.

Goal 4

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

Performance Objective 1

AMCHS will provide monthly instructional technology training to support teachers in developing the skills and strategies needed to design engaging student-centered lessons.

Evaluation Data Source: Walk-through data
Surveys
Training sessions documented in PowerSchool

Strategy 1

Provide training, lead by campus digital ambassadors and the Director of Digital Technology, to strengthen effective technology integration and increase student engagement. Teachers will be provided time during professional development to create lessons for the effective implementation of technology.

Strategy's Expected Result/Impact: Improve technical knowledge
Increase in student engagement

Staff Responsible for Monitoring: Admin team
Digital Technology Director
Digital Learning Ambassadors
Teachers

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A&M Consolidated High School (AMCHS) faces persistent disproportionality in disciplinary referrals, chronic absenteeism, and advanced academic achievement among African American and Hispanic student populations, which is sustained by internal systemic factors including staffing assignments, inconsistent policy enforcement, and instructional time loss.	African American, Hispanic, and at-risk students are disproportionately assigned to foundational courses taught by less-experienced teachers who lack sufficient instructional coaching and support, contributing to disparities in achievement, engagement, and discipline outcomes.

Performance Objective 2

AMCHS will ensure that sufficient technology resources are available in all classrooms, equipping teachers with the tools necessary to actively engage students.

Evaluation Data Source: Teacher Surveys
Feedback from Digital Learning Ambassadors
Walk-through data

Strategy 1

Continue to provide teacher support for integration for digital learning resources for all content areas. Ensure technology is running smoothly for effective implementation.

Strategy's Expected Result/Impact: Increase in student engagement
Increase in teacher expertise
Increase in implementation

Staff Responsible for Monitoring: Admin team
Digital Learning Ambassadors
Technology Department
Campus technologist

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite 88% of students having clear personal goals, a significant gap exists in the relevance of learning, as only 41% of students and 47% of parents believe the curriculum effectively connects to real-world situations or practical life skills.	A strict focus on TEKS and high-stakes testing (EOC/AP), combined with limited collaborative planning time, restricts the integration of real-world "adulting" skills and practical applications into daily instruction.

State Compensatory Education

State Compensatory

Budget for A&M Consolidated High School

Total SCE Funds: $13,600.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Student Success Lab (SSL) SSL is designed to help impact student achievement. The lab serves as a resource for our students before after school, during lunch and during the students' Success Time. Furthermore, SSL serves as a credit recovery classroom during the school day for at risk students who need to retrieve credits for classes which they did not complete in previous attempts. SCE funds provided an aide to support the teacher and assisted students who were on the verge of dropping out by providing an environment for them to recover credits. EOC Remediation Tutorials Individualized and group tutorials were provided to strengthen students' academic skills and support test taking strategies during Success Time. SCE funding was used to pay teachers during the summer and provided support to our struggling students during the school year (EOC tested areas only). Night School Designed to improve student achievement, Night School provides students struggling with credit completion an opportunity to recoup credits during designated weekday evenings. SCE funds supported the classroom teacher and assisted at-risk students by providing an additional evening pathw to recover credits. Response to Intervention (RtI) Utilizes Success Time to intentionally target students who have not met grade-level expectations, while also providing enrichment for students whose skills exceed grade-level essentials. SCE funds provide classroom materials to support supplemental instruction.

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$13,600.00
				+/- Difference	**$13,600.00**

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	