College Station ISD

College Station High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth

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 11:55 AM

Mission Statement

College Station High School

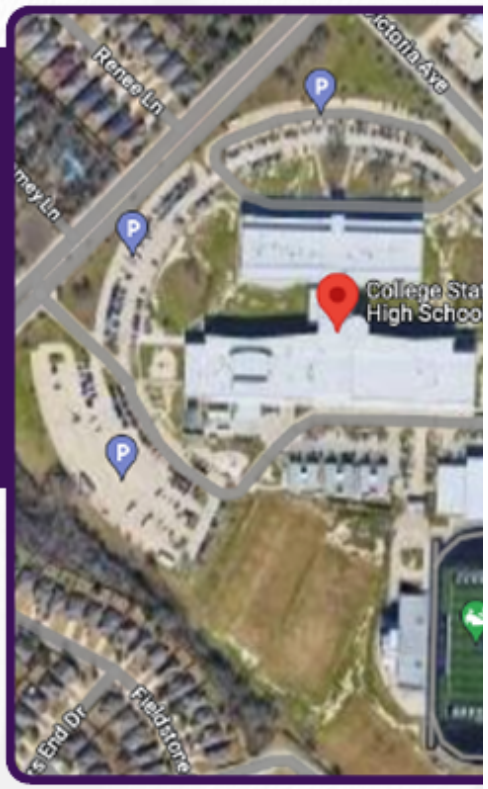
FORTY 02

OUR MISSION:

Pursue Perfection...Achieve Excellence

OUR VISION:

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



Vision

College Station High School

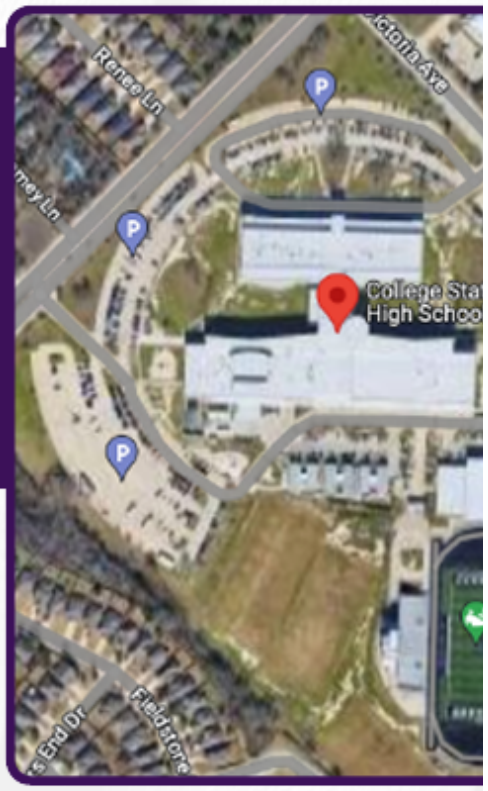
FORTY 02

OUR MISSION:

Pursue Perfection...Achieve Excellence

OUR VISION:

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



Collective Commitments

AS A RESULT OF THAT COMMITMENT:

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

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

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

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

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

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

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

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

OUR COLLECTIVE COMMITMENTS:

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

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

OUR SCHOOLWIDE GOALS:

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

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

Table of Contents

Comprehensive Needs Assessment 6

Demographics 7

Student Learning 10

School Processes & Programs 14

Perceptions 18

Priority Problem Statements 21

Goals 24

Goal 1 : CSISD will enhance effective instructional practices by implementing innov... 25

Goal 2 : CSISD will elevate academic outcomes of historically under-performing st... 29

Goal 3 : CSISD will enrich students' school experiences by strengthening relations... 41

Goal 4 : CSISD will transform the learner experience through purposeful integratio... 43

State Compensatory Education 46

Budget for College Station High School 47

Funding Summary 48

199 State Compensatory Ed (SCE) 49

Policies, Procedures, and Requirements 50

Comprehensive Needs Assessment

Demographics

Summary

Community and Campus Overview

- The College Station Community: College Station is located in central Texas within a three-hour drive of five of the nation's twenty largest cities. It is home to Texas A&M University, numerous research institutions, and the One Health Biocorridor.
- CSHS Campus Profile: Opened in the fall of 2012 with only freshmen and sophomores, CSHS graduated its first class of seniors in May 2015. Today, it is a comprehensive public high school serving approximately 2,200 students in grades 9–12.

Student Demographics, Attendance, and Mobility

- Race and Ethnicity: The student body is comprised of:
    - White: 53%
    - Hispanic: 25%
    - African American: 11%3 (noted as 11.49% of the student population in disciplinary evaluations)
    - Asian: 11%
- Gender: While student sex is a tracked administrative field, specific enrollment totals or percentages by gender are not provided in the sources.
- Attendance Rates by Student Group (current 2025–2026 school year):
    - Asian: 97.75%
    - American Indian: 96.53%
    - White: 95.42%
    - More than one race: 95.08%
    - Black: 94.12%(also cited as 92.8% in goal-setting documentation)
    - Hispanic: 93.97%
    - Hawaiian/Pacific Islander: 79.34%(noted as a low of 79.3% in campus improvement notes)
- Chronic Absenteeism: For the current school year, 11.78% of the student population is chronically absent, and an additional 13.10% are "Trending Chronic". Chronic absenteeism is highest in Grade 12 (17%) and disproportionately impacts African American (33.5% in 2024–2025), Economically Disadvantaged (28.3% in 2024–2025), and Special Education (29.1%) subgroups
- Mobility: CSHS serves highly mobile student groups (including foster, homeless, and migrant students). Although an overall mobility percentage is not explicitly aggregated, state assessments track their performance; for example, the Class of 2025 included 5 highly mobile, 1 foster, 4 homeless, and 0 migrant students.

Graduation, Completion, and Dropout Rates

- Longitudinal Graduation Rates:
    - Class of 2025 (4-Year Graduation Rate): CSHS has an overall 4-year graduation rate of 94.3% (500 graduated out of 530 in the class). Subgroup graduation rates include:
        - American Indian, Asian, and Pacific Islander: 100%
        - White: 99.3% (270 of 272)
        - Emergent Bilingual (Current & Monitored): 95.1% (39 of 41)
        - Two or More Races: 94.7% (18 of 19)
        - Economically Disadvantaged: 88.6% (148 of 167)
        - African American: 86.0% (43 of 50)
        - Hispanic: 84.6% (110 of 130)
        - Special Education (Current): 60.0% (27 of 45)
    - Extended Graduation Rates: CSHS achieves high long-term completion, with a 96.0% 5-year extended rate (Class of 2024) and a 96.2% 6-year extended rate (Class of 2023).
- Dropouts: The annual dropout rate is exceptionally low at 0.3% (8 dropouts out of 2,315 students in SY 2024–2025).

Student Discipline

- Behavioral Trends: Disciplinary incidents peaked during the 2023–2024 school year at 1,279 before beginning to decline, dropping to 1,010 in 2024–2025.

    - Top Infractions (2022–2026): "Failure to Comply" recorded the highest cumulative total with 992 incidents over four years. This is followed by Student Code of Conduct violations (297), Insubordination/Disrespect (294), and school environment disruptions (236).
    - Current Year (2025–2026): "Skip Class" has emerged as the leading issue with 178 offenses. Classroom is the primary location for offenses (373 incidents), and behavior issues peak between 6 PM – 6 AM (322 offenses) and 12 PM – 2 PM (158 offenses).
    - Prohibited Items: Vaping and e-cigarette offenses remain persistent with 135 total incidents, frequently leading to suspensions.
- Disproportionality & Repeat Offenses: Black students represent 11.49% of the student population but account for 36.04% of Out-of-School Suspensions (OSS) and 37.91% of In-School Suspensions (ISS). Currently, 69 students have been identified with two or more repeat offenses.

Special Programs & Advanced Enrollments

- College, Career, and Military Readiness (CCMR): CSHS earned an overall CCMR State Rate of 82% (425 of 521 graduates). Subgroup rates are: White (87%), Hispanic (70%), African American (57%), Asian (100%), Economically Disadvantaged (67%), Emergent Bilingual (76%), and Special Education (77%).
    - CCMR Categories Met by Graduates:
        - Met TSI criteria in both Reading/Language Arts (RLA) and Math: 64.3%.
        - Met AP/IB exam criterion score: 38.8%.
        - Earned approved Industry-Based Certification (IBC): 28.6%.
        - Dual Course Credit (earned ≥3 hours in ELA/Math or 9 hours in any subject): 10.4%.
        - Enlisted in U.S. Armed Forces: 3.6%
- Advanced Placement (AP) & Course Completion: CSHS is ranked among the top high schools by U.S. News and World Report and is a College Board AP Honor Roll campus. In 2025–2026, 708 students took 1,506 AP exams with an impressive 86% passing rate. Advanced course completion is 14.2% in RLA and 24.5% in Mathematics.
- Special Education Enrollment: A total of 440 state tests were administered to current Special Education students across all subjects in 2026, indicating a large active population. Special Education students face notable achievement gaps, such as a 54% failure rate in English I EOC exams.
- Emergent Bilinguals (Current EB/EL): In 2026, 196 students were included in TELPAS evaluations, with 24% making estimated progress toward English proficiency.
- Economically Disadvantaged: 33.4% of the student population qualifies as economically disadvantaged.

Teacher and Staff Demographics

- Administration & Professional Support: CSHS staff includes the Superintendent (Dr. Tim Harkrider), Principal (Justin Grimes), Registrar (DeeDee Starrett), five Assistant Principals, and five Counselors3.

Strengths

Our school community is enriched by its diverse cultural backgrounds, which fosters an inclusive environment where students learn to appreciate and respect different perspectives. This diversity not only enhances the social experience but also prepares our students to thrive in a global society by developing their cultural competence and empathy.

The school benefits from a strong sense of community involvement, with families and local organizations actively participating in school events and initiatives. This collaboration between the school and the community strengthens our educational programs and provides students with additional resources and support, contributing to their overall success.

We have a stable student population, which allows for continuity in educational planning and the development of long-term relationships between students, teachers, and families. This stability supports a consistent learning environment where students can build lasting connections and educators can tailor their teaching strategies to meet the evolving needs of their students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	For the current school year, 11.78% of the CSHS student population is chronically absent (missing 10% or more of school days), and an additional 13.10% are "Trending Chronic". This absenteeism disproportionately impacts vulnerable populations; historically, chronic absenteeism reached 33.5% for AA, 29.1% for SPED, and 28.3% for ED, which significantly trails the campus attendance average.	The high rates of absenteeism are driven by a combination of home-based challenges and systemic exclusionary practices. Logistical and family obligations severely impact 1st Period attendance, resulting in the highest overall absence volume with 18,943. Furthermore, systemic disciplinary practices rely heavily on punitive exclusions--such as over 2,200 ISS, and 593 OSS, which removes students.
2 ★	During Spring 2026 EOC, 19% of students failed EI and 17% failed EII, representing the highest failure rates across all subjects on campus. This academic struggle is heavily concentrated in historically underperforming subgroups, with 54% of SPED, 43% of AA, and 43% EB. These high failure rates necessitate high-volume enrollment in CR classes, which in turn reduces the on-time graduation rates.	A foundational deficit in reading readiness heavily drives these failure rates; NWEA MAP Growth projections indicate that 49.7% of 9th graders and 42.7% of 10th graders enter high school "Not On Track" for ACT College Readiness in Reading. These foundational literacy gaps are compounded by high absenteeism within CR sections and classroom frustrations that manifest as behavioral disruptions.

★ = Priority

Student Learning

Summary

Overall State Accountability & Distinctions

- State Rating: College Station High School (CSHS) earned an overall State Accountability Rating of B (Scaled Score: 85) for the 2026 accountability cycle.
- Domain Component Scores:
  - Student Achievement: Scaled Score of 86 (Rating: B)
  - School Progress: Scaled Score of 86 (Rating: B)
  - Closing the Gaps: Scaled Score of 81 (Rating: B, Component Score: 63)
- Support Status: The campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- Distinction Designations: CSHS met the top-quartile distinction criteria in three key areas, earning three Distinction Designations:
  - Academic Achievement in Mathematics (5 of 11 indicators in Q1)
  - Academic Achievement in Social Studies (2 of 6 indicators in Q1)
  - Top 25%: Comparative Academic Growth (Academic Growth Raw Score of 79, exceeding the campus comparison group target of 76)
  - No distinctions were earned in Reading/Language Arts, Science, Comparative Closing the Gaps, or Postsecondary Readiness.

EOC STAAR Performance & Subgroup Gaps
Across all combined EOC subjects, CSHS achieved a raw component score of 64, reflecting an 88% Approaches, 71% Meets, and 33% Masters rate.

- Subject-Specific Results (Spring 2026):
  - U.S. History: 95% passing rate (81% Meets, 54% Masters). Retest growth scored at 69% (Quartile 4).
  - Biology: 96% passing rate (79% Meets, 48% Masters). Retest growth scored at 68% (Quartile 3).
  - Algebra I: 88% passing rate (63% Meets, 37% Masters). Academic growth was highly successful with 76% of students making accelerated progress (Quartile 1)
  - English II: 83% passing rate (74% Meets, 15% Masters). English II Masters performance is in Quartile 2
  - English I: 81% passing rate (66% Meets, 23% Masters). English I Masters performance is in Quartile 1.
- Subgroup Achievement Gaps (Academic Achievement Meets GL or Above):While the campus "All Students" group reaches high academic standards (67% Meets in both RLA and Math), there are persistent achievement gaps among key subgroups:
  - Special Education: Met standard at 19% in RLA and 26% in Math. Special Education students face a 54% failure rate on English I EOC.
  - Emergent Bilingual (EB): Met standard at 36% in RLA and 48% in Math. Current EB students experience a 43% failure rate on English I EOC.
  - African American: Met standard at 38% in RLA and 40% in Math. African American students experience a 43% failure rate on English I EOC.
  - Economically Disadvantaged: Met standard at 42% in RLA and 47% in Math. Economically Disadvantaged students experience a 36% failure rate on English I EOC.

Advanced Placement (AP) & Advanced Course Enrollment

- AP Performance Excellence: 708 students took 1,506 AP exams with an 86% passing rate (scoring 3 or higher).
  - College Credit Impact: Over 3,800 college credit hours were earned by students, significantly reducing future college costs. Nearly half of the senior class (46.3% senior class impact) earned credit via AP testing.
  - Academic Standing: CSHS achieved a 3.6 average score across all exams. Pass rates exceeded 90% in 19 of 26 tested AP subjects, with 12 subjects outperforming state and global averages.
- SAT & ACT Performance (2025–2026):
  - SAT Averages: EBRW score is 589 and Math is 593 (state evaluated averages are 571 and 565 respectively).
  - ACT Averages: Composite score is 24.7 (ELA super score: 23, Math: 25.1, Science: 27.4).

- Advanced/Dual-Credit Course Completion (Grades 9–12):
    - Social Studies: 25.3% completion rate (Quartile 4)
    - Mathematics: 24.5% completion rate (Quartile 2)
    - Reading/Language Arts (RLA): 14.2% completion rate (Quartile 4)
    - Science: 11.5% completion rate (Quartile 3)

College, Career, and Military Readiness (CCMR)
CSHS earned an overall CCMR State Rate of 82% (425 of 521 annual graduates met the criteria). Subgroup completion rates trail the campus average, particularly for African American (57%), Economically Disadvantaged (67%), and Hispanic (70%) graduates.

- Breakdown of CCMR indicators Met by Graduates:
    - TSI Criteria (Both RLA and Math): 64.3% (335 graduates). A strong driver was the 17.5% of RLA and 14.8% of Math students who earned credit via high school college preparatory courses.
    - AP/IB Examination: 38.8% (202 graduates scored a 3+ on an AP exam or 4+ on an IB exam in any subject).
    - Industry-Based Certifications (IBC): 28.6% (149 graduates earned an approved IBC and completed an aligned CTE program of study).
    - Dual Course Credit: 10.4% (54 graduates earned ≥ 3 hours in ELA/Math or 9 hours in any subject).
    - Special Education Graduation Pathways: 3.3% graduated with completed IEP and workforce readiness, and 2.5% graduated with an advanced diploma plan.
    - Military Readiness: 3.6% (19 graduates) successfully enlisted in the U.S. Armed Forces
    - Associate Degree & OnRamps: 0.0% of graduates met college readiness through these indicators.

Graduation, Dropouts, Retention, and English Proficiency

- Longitudinal Graduation Rates (Class of 2025): The overall 4-year graduation rate is 94.3% (500 graduates out of 530 in the class).
    - Graduation Gaps: Subgroup graduation rates fall significantly below the average: Special Education (60.0%), Hispanic (84.6%), African American (86.0%), and Economically Disadvantaged (88.6%).
    - Graduation Plans: 83.8% of graduates successfully met the requirements for the Foundation with Endorsements graduation plan.
    - Extended Completion: Long-term completion remains strong, with a 96.0% 5-year extended rate (Class of 2024) and a 96.2% 6-year extended rate (Class of 2023).
- Dropout Rate: The annual dropout rate is exceptionally low at 0.3% (8 dropouts out of 2,315 students in grades 9-12 during SY 2024–2025).
- Student Retention (2023–2024): In the 9th grade, retention rates were 4.0% for non-special education students and 5.7% for special education students.
- English Language Proficiency Progress: 24% of Emergent Bilingual students demonstrated progress on the 2026 TELPAS (46 out of 192 students assessed).
- MAP Growth Readiness Projections: NWEA benchmarks show significant foundational deficits entering high school: 49.7% of 9th graders and 42.7% of 10th graders are projected "Not On Track" for ACT Reading college readinessAlgebra I retesters in 10th grade show a 100% "Did Not Meet" projection.

Strengths

Our school has demonstrated a strong commitment to fostering a supportive and inclusive learning environment. This is evident in our diverse range of programs and initiatives that cater to the varied needs of our student body, ensuring that every student feels valued and included in the educational process. By prioritizing inclusivity, we create a space where students from all backgrounds can thrive and contribute to the school community.

Another key strength is our focus on academic excellence, which is reflected in our consistently high student performance across various assessments. Our dedicated teaching staff employs innovative teaching methods and continuously seeks professional development opportunities to enhance their instructional skills. This commitment to excellence ensures that our students receive a high-quality education that prepares them for future academic and career success.

We also take pride in our robust extracurricular offerings, which provide students with opportunities to explore their interests and develop new skills outside the traditional classroom setting. These programs not only enrich the student experience but also foster personal growth, teamwork, and leadership abilities. By encouraging participation in extracurricular activities, we help students

build a well-rounded skill set that complements their academic achievements.

Furthermore, our school places a strong emphasis on community engagement and partnerships. We actively collaborate with local organizations, businesses, and families to create a supportive network that enhances the educational experience for our students. These partnerships provide valuable resources and real-world learning opportunities, helping students connect their classroom learning to the broader community and beyond.

Lastly, our commitment to continuous improvement is a defining strength of our school. We regularly assess our programs and practices to identify areas for growth and implement data-driven strategies to enhance student learning outcomes. This proactive approach ensures that we remain responsive to the evolving needs of our students and maintain a dynamic and effective learning environment.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	During the Spring 2026 EOC, we experienced notable failure rates in gateway literacy courses, with 19% of students failing EI and 17% failing EII. This academic struggle is disproportionately concentrated in high-need student subgroups, with 54% SPED, 43% AA, and 43% EB.	Historical academic structures have lacked targeted, immediate co-teaching or language-supported scaffolding prior to high-stakes EOC testing. Furthermore, CR efforts are severely hindered by excessive absenteeism in remedial environments, such as one CR section reporting 210 absences and 158 tardies in a single term.
2 ★	While CSHS achieved a strong overall State CCMR Rate of 82% (425 of 521 graduates), significant readiness gaps persist among key student subgroups. Specifically, the Class of 2025 CCMR rates for AA (57%), ED (67%), and Hispanic (70%) graduates fall substantially below the campus average and trail the White subgroup rate of 87%.	College readiness indicators, particularly meeting the TSI criteria in both RLA and Math, represent a major hurdle; only 64.3% of graduates met both TSI criteria, and historical cohorts have shown that up to 88.9% of graduates did not meet the dual-subject TSI criterion prior to graduation. Underrepresented subgroups face historical participation gaps in advanced and dual-credit courses.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- Diverse Course Pathways: CSHS provides on-level, advanced, Advanced Placement (AP), and dual-credit academic courses, alongside fine arts, athletics, and Career and Technical Education (CTE) programs. It also provides specialized services for students with physical, hearing/vision, learning, and emotional disabilities.
- Innovations in Core Courses:
    - Co-Teaching & Blended Learning: CSHS utilizes co-teaching models in English I/II and Algebra I using "Blended Learning" stations to allow small-group instruction for high-need subgroups while others engage in personalized digital content.
    - Sheltered and Collaborative Teaching: The campus implements Algebra I SI (Sheltered Instruction) and CT (Collaborative Teaching) sections to support high-risk and Emergent Bilingual learners.
- Academic Recovery & Remediation:
    - WIN (What I Need) Time: WIN Time sessions are systematically leveraged to provide targeted, mandated EOC remediation and accelerated learning for students who did not previously pass state assessments (e.g., Algebra I SI or Biology SI sessions).
    - Competency-Based Recovery Labs: EOC recovery labs incorporate self-paced, competency-based instructional modules where students must prove TEKS proficiency before moving on.
    - Credit Recovery Reforms: Credit Recovery programs are monitored for module completion and integrated with Counselor Referrals to address underlying absenteeism and academic frustration.
    - Targeted Reading Placement: Utilizing MAP Growth data, students projected "Not On Track" for ACT Reading college readiness are placed into targeted "Reading Improvement" courses.

Professional Development (PD)

- "Elevate Success" Summer Learning Conference: Teachers participate in CSISD's instructional Summer Learning Conference, which took place from July 13–17, 2026.
- "Trade Days" System: Teachers can trade every 6 hours of training attended at the summer conference for time off on five scheduled teacher work days throughout the school year: September 25, February 12, March 29, March 27, and March 28
- Linguistic and Behavioral PD: Core staff receive professional training in conducting Restorative Justice Circles and implementing classroom de-escalation strategies to reduce insubordination and "Failure to Comply" incidents.

Leadership & Decision-Making Processes

- District Education Improvement Committee (DEIC): Roster and representation are governed by board policy; if a member leaves the campus or their term expires, a faculty vote must be held to elect a new campus representative
- Campus Improvement Plan (CIP) Development:
    - CIPs are developed collaboratively in Plan4Learning based on a Comprehensive Needs Assessment.
    - Developed plans undergo structured reviews by the School Improvement department, Federal Programs (Title I), and Executive Directors of Elementary and Secondary Education. Plan reviews begin by August 31, with comments left directly in Plan4Learning.
    - Completed CIPs are submitted to the Board of Trustees during the September 2026 Regular Meeting.
    - By Board policy, CIPs must contain specific SMART goals for four required areas: Academic, Attendance, Behavior, and Family Engagement.
- State Compensatory Education (SCE) Funding: SCE funds are posted as a dedicated fund source in Plan4Learning. Leaders must allocate these funds directly to aligned CIP strategies and write a brief budget description detailing how the money will be spent on programs/services to support students at-risk of dropping out

Communication & Family Engagement

- Family Growth Showcases: To foster a collaborative three-way partnership, CSHS is transitioning from traditional parent-teacher conferences to student-led Family Growth Showcases, where students present their personal growth data and academic goals to their families and teachers.
- Multilingual Family Outreach: A Multilingual Family Outreach Team conducts wellness checks and provides targeted

communication and resources for families of Emergent Bilingual students identified as "Trending Chronic".
- Collaborative Problem-Solving: For chronic attendance or behavioral issues, staff move beyond standard notifications to host formal parent conferences and collaboratively create Attendance Success Plans or Student-Staff Success Contracts.
- Think30: For community experts to provide advanced learning opportunities to our students during WIN time.
- Cougar Champions: For Texas A&M Mays Business School Fellows to provide mentorship to targeted At Risk students weekly during WIN time.

Organization, Scheduling, & Support Services

- Targeted Mentoring Systems:
    - Academic Success Mentors: Paired with students projected "Not On Track" for college readiness to conduct bi-weekly data chats reviewing personalized growth goals.
    - Attendance Advocates: Paired with Black and Hawaiian/Pacific Islander students to provide daily check-ins and positive reinforcement.
    - Personalized Behavior Mentors / Community Success Mentors: Paired with the 69 students with repeat behavioral offenses to identify positive triggers, maintain instructional continuity, and build school-to-career connections
- Liaisons for Highly Mobile Students: The counseling department utilizes a "New Student Liaison" position to proactively facilitate personal meetings with highly mobile and newly enrolled families, ensuring immediate access to relevant CTE programs and support.
- Logistics-Targeted Attendance Intervention: A Tiered Attendance Intervention System monitors the 13.10% of students identified as "Trending Chronic". Specific strategies target Period 1 (which holds the highest absence volume of 18,943) by addressing home-based transportation or logistical barriers through personalized attendance contracts
- Restorative Justice Systems: Traditional exclusionary measures (such as ISS and OSS) are being minimized. CSHS implements Restorative Justice Circles as a primary intervention for minor Tier 1 offenses, focusing on conflict resolution and instructional continuity rather than exclusion.
- McKinney-Vento Compliance: Homeless student services are managed across two distinct state platforms: a Data Tool (for viewing, editing, and reporting) and a Compliance Suite (for staff training and roster confirmation).

Extracurricular & Co-curricular Opportunities

- Extracurricular Club Diversity: CSHS supports a massive array of student clubs and academic/social organizations Key student groups include AVID, Business Professionals of America (BPA), HOSA, SkillsUSA, Cougar Connections, Strutters (Drill Team), speech and debate, theater, choir, band, orchestra, and numerous sports/interest clubs (e.g., Women in STEM, LEO Club, Humane Club, Art History Club, and FCA)

Technology Integration & Data Platforms

- Planning & AI Integration: The campus utilizes Plan4Learning for strategic planning and integrates artificial intelligence tools (such as Plan4learning, NotebookLM (SALI), ChatGPT, and Copilot) to analyze data and draft CIP performance objectives.
- Student Performance & Early Warning Software: Core student data, assessment creation, and behavioral/academic tracking are integrated across multiple specialized software platforms:
    - Performance Matters: Used for student assessment creation, scheduling, and tracking student enrollment It houses Early Warning Systems to identify at-risk student lists.
    - OnDataSuite: Provides deep data reporting, including new administrative reports, science assessment data, and Hoppers & Droppers transition data
    - Analytics & Insights / Cognos: Utilized for real-time district data visualization, behavioral/discipline tracking, and focus list creation.
    - Cambium & NWEA: Core portals utilized to manage state EOC and MAP Growth assessments respectively
- Interactive Apps: The school improvement strategies include the launch of a "Campus Connection" digital app allowing students to track their own attendance and positive behavior points to earn personalized rewards and exemptions.

Other Operational & Operational Processes

- Travel Reimbursement Guidelines: Employee travel for professional development is strictly governed by local financial rules:
    - Hotel stays must align with the GSA rate only.
    - Meal reimbursements are capped at district-approved flat rates: $12 for breakfast, $18 for lunch, and $25 for dinner.
    - Receipts must be itemized, cannot contain any alcohol charges, and must be taped underneath the receipt paper so the ink does not fade.
- CTE & Business Partnerships: CSHS collaborates with local businesses to expand internship and practicum opportunities, specifically in high-enrollment pathways like Welding (64 students in Section B) and Law Enforcement (102 students in Section B)29. Partnerships also fund testing vouchers to eliminate financial barriers for economically disadvantaged students taking Industry-Based Certification (IBC) exams.
- Higher Education Partnerships: CSHS partners with local colleges to expand dual-credit enrollment (aiming to increase

completion beyond the current 46.6% rate) and collaborates with higher education partners to host on-campus TSIA2 preparatory boot camps and testing opportunities

Strengths

Our school has demonstrated a strong commitment to fostering an inclusive and supportive learning environment. This is evident through our comprehensive programs that cater to the diverse needs of our student body, ensuring that every child feels valued and supported in their educational journey. By prioritizing inclusivity, we create a community where students from all backgrounds can thrive and achieve their full potential.

We have also excelled in implementing innovative teaching methodologies that engage students and enhance their learning experiences. Our educators are dedicated to continuous professional development, staying abreast of the latest educational trends and technologies. This dedication ensures that our teaching practices are not only current but also effective in meeting the evolving needs of our students.

Furthermore, our school has established strong partnerships with parents and the wider community, recognizing the importance of collaboration in education. By actively involving parents in the educational process and maintaining open lines of communication, we create a supportive network that benefits our students' academic and personal growth. These partnerships also extend to local organizations and businesses, providing students with valuable real-world experiences and opportunities.

Lastly, our commitment to extracurricular activities and student well-being is a testament to our holistic approach to education. We offer a wide range of programs that encourage students to explore their interests and develop new skills outside the classroom. By promoting a balanced approach to education, we ensure that our students are well-rounded individuals prepared for future challenges.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Although we have established CR pathways to assist students who have failed core classes, these academic interventions are severely compromised by extreme disengagement and absenteeism. This is highlighted by a single section of "CR B" reporting 210 absences and 158 tardies in a single term. This failure directly stalls credit accumulation and lowers the on-time graduation, particularly EB.	Program structures have failed to proactively connect the academic-behavioral link; consequently, the campus has lacked a unified system to trigger immediate, non-academic wellness interventions or "Attendance Success Plans" for students demonstrating chronic failure and disengagement inside remedial classes.
2 ★	Our behavioral processes remain heavily dependent on exclusionary practices. With over 2,200 instances of ISS and 593 OSS, while proactive, relationship-centered support processes were severely underutilized, with only 30 cumulative Counselor Referrals, 14 Restorative Practices, and 7 Mediations logged over a 4 year period. This separates academically struggling students from instruction.	Historically, campus disciplinary processes have operated as a reactive, consequence-based system rather than a tiered, preventative intervention framework. Standard protocols have favored automated punitive referrals over collaborative problem-solving. Additionally, core teaching staff have lacked school-wide de-escalation training or systematic coaching to resolve Tier 1 infractions.

★ = Priority

Perceptions

Summary

Staff Survey Insights: Campus Climate, Systems, and Operations
The College Station High School Staff End-of-Year Survey provides qualitative insights into how the campus veteran workforce perceives the school's daily processes, student behaviors, behavior tracking, and administrative operations1.
1. Perceptions of Academic Remediation and "WIN Time"

- Core Academic Value: Core and elective teachers widely appreciate the intent of WIN (What I Need) Time, finding it highly beneficial for conducting test corrections, making up exams, related services testing for Special Education, and hosting student organization meetings during the school day
- The Skipping and Accountability Crisis: Skipping WIN remains a significant systemic issue Teachers point out that students do not take WIN absences seriously because they are not directly tied to class absences, standard truancy metrics, or final exam exemptions
- Scheduling and Rostering Gaps: Several operational conflicts limit WIN's efficacy. Teachers complain about colleagues "stealing" students from other sessions, auto-drafting their entire classroom rosters (locking in up to 60+ students), or allowing un-drafted students to hang out in their rooms. Furthermore, the RTI Scheduler pushes un-drafted auto-enrolled students into pre-booked small groups, negating targeted interventions. Core academic areas, such as CTE and Fine Arts, also note that they get "last pick" in the draft order or lack designated priority days
- Space and Roster Restrictions: Special Education/CASL teachers note they have no assigned classrooms to host WIN, forcing them to squeeze multiple teachers and students into small offices. Additionally, yearbook and newspaper teachers mention that seniors with off-campus privileges are exempt from 5th-period WIN, making them impossible to draft for necessary project work

2. Professional Learning Communities (PLCs)

- Pockets of High Collaboration: Where structured teams exist (such as Biology or Algebra I), teachers report exceptional collaboration, sharing of pacing calendars, common formative assessments (CFAs), and instructional strategies
- The Lost PLC Time: Despite the district's emphasis on shifting from "my students" to "our students," a vast number of teachers report a severe deficit in PLC planning timeMany state they are completely without a common planning period or common lunch, which makes collaboration virtually impossible. World History and World Geography teams specifically highlight that they rarely met for PLCs due to scheduling, while SpEd teachers have no common PLC time and must squeeze meetings into WIN sessions. General education co-teachers and SpEd teachers also note a lack of collaborative training, which causes students to view the co-teacher as merely support staff rather than a "real" teacher.

3. Perceptions of Student Behavior and the HERO System

- Friction and Usability Issues with the HERO App: Staff express deep dissatisfaction with the HERO platform, with many describing it as "worthless," "cumbersome," and "trash". The primary technical barrier is that the phone app constantly logs teachers out, requiring repeated multi-step logins or Face IDs throughout the dayRoster navigation is highly inefficient because student names are arranged in un-alphabetized tiles, and preferred names are missing
- Classroom Disruptions and Administrative Tedium: Teachers find that stopped instruction to log in, navigate rosters, and issue passes or tardies is too tedious and takes away from classroom instruction time. For example, marking a simple tardy requires up to four clicks or double entries of both the tardy and everyday infraction Because of this, some teachers have completely given up on tracking tardies or behavioral point.
- Consequence Disconnect and Point "Buy-Backs": Many teachers feel the behavioral system has "no teeth"91. Students routinely accumulate -60 to -100 points without receiving meaningful administrative consequences, and the ability to "buy back" detentions or grade exemptions with easy positive points actively nullifies the accountability of the disciplinary system.
- The Snacking Incentive Gap: Positive HERO points have lost value because students are either unaware of how to redeem points, find snack prices too high, or ordered rewards at the start of the year that were never delivered due to administrative staff turnover
- Missing Utility Buttons: Teachers frequently note critical missing features in HERO, such as quick passes to the "Attendance Office" or "Front Desk" (forcing them to use the AP office button) They also request targeted negative buttons for "Classroom Disruption," "Inappropriate/Vulgar Language," or "Refusal to Comply/Insubordination" to avoid writing full

administrative referrals

4. Culture, Climate, and Classroom Environment

- Language and Hallway Environment Concerns: While staff take pride in the positive elements of CSHS culture, they note that hallway and classroom profanity is "completely out of control" and "worsening"Inappropriate behavior, such as loud cursing, play fighting, and chronic phone/earbud violations, remains a primary disruptor to the learning environment
- Facility and Tech Gaps: Staff flag several operational and facility issues that impact daily instruction:
    - Paint peeling on the walls of room 2421
    - Water shutting off randomly in science/classroom sinks
    - Severe technology shortages, including classrooms missing computers that were sent for summer repairs and never returned, or laptop carts failing to run lockdown browsers successfully
    - Poor cellular and wifi coverage in classrooms, creating dead zones that make digital tools and app-based tracking unusable
- Outdated Schoology Resource Guides: Teachers report that critical administrative resources—such as duty lists, AP/disciplinary procedures, lunch schedules, and staff rosters—are outdated on the Schoology Staff course, making daily operations confusing

5. Parent Engagement and Communications

- Communication Gaps: Standard parent outreach via emails and phone calls is highly "hit and miss," with teachers often receiving zero response regarding persistent student academic or behavioral issues
- The Showcase Solution: This lack of two-way feedback supports the campus's shift to student-led Family Growth Showcases, which actively involve families in reviewing progress data and goals directly with their students rather than relying on automated school communications

Strengths

Our school is recognized for its strong academic programs, which are designed to challenge and engage students at all levels. We have a dedicated team of educators who are committed to providing a rigorous curriculum that not only meets but exceeds educational standards. This commitment to academic excellence ensures that our students are well-prepared for future educational endeavors and career opportunities.

We pride ourselves on fostering a supportive and inclusive school environment. Our community is one where every student feels valued and respected, and where diversity is celebrated. This nurturing atmosphere encourages students to express themselves freely and to develop a strong sense of belonging, which is crucial for their personal and academic growth.

Our school is also noted for its robust extracurricular offerings, which provide students with opportunities to explore their interests and talents beyond the classroom. From athletics to arts and various clubs, these programs are designed to enhance students' social skills, leadership abilities, and overall well-being. Participation in these activities helps students to develop a well-rounded character and to build lasting friendships.

Additionally, we have established strong partnerships with parents and the wider community, which play a vital role in the success of our students. These partnerships are built on open communication and mutual respect, ensuring that we work collaboratively to support each student's educational journey. By engaging with families and community members, we create a network of support that enriches the educational experience for all students.

Finally, our school is committed to continuous improvement and innovation in teaching and learning. We actively seek out new methods and technologies to enhance the educational experience and to ensure that our students are equipped with the skills they need to thrive in a rapidly changing world. This forward-thinking approach keeps our school at the forefront of educational excellence.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While we highly value WIN Time for test corrections and tutoring, the program's academic efficacy is severely compromised by a campus-wide skipping issues and scheduling conflicts. Needed students routinely skip WIN because WIN absences are not tied to standard class absences, truancy metrics, or final exam exemptions, meaning students feel no direct accountability for skipping.	We have operated the intervention system without firm, campus-wide expectations or tight administrative guidelines from day one of the school year. There is no uniform campus procedure to hold teachers accountable for submitting accurate attendance or preventing unauthorized student movement.
2 ★	The HERO behavior tracking system is widely perceived by CSHS staff as an inefficient, cumbersome platform that actively fails to support classroom management or school-wide student accountability.	The HERO software architecture lacks basic classroom-level utility, such as persistent logins, list-view roster sorting, and essential neutral passes (like passes to the attendance window or front desk). This technical friction is exacerbated by a systemic lack of consistent administrative follow-through.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	For the current school year, 11.78% of the CSHS student population is chronically absent (missing 10% or more of school days), and an additional 13.10% are "Trending Chronic". This absenteeism disproportionately impacts vulnerable populations; historically, chronic absenteeism reached 33.5% for AA, 29.1% for SPED, and 28.3% for ED, which significantly trails the campus attendance average.	The high rates of absenteeism are driven by a combination of home-based challenges and systemic exclusionary practices. Logistical and family obligations severely impact 1st Period attendance, resulting in the highest overall absence volume with 18,943. Furthermore, systemic disciplinary practices rely heavily on punitive exclusions--such as over 2,200 ISS, and 593 OSS, which removes students.
2	During the Spring 2026 EOC, we experienced notable failure rates in gateway literacy courses, with 19% of students failing EI and 17% failing EII. This academic struggle is disproportionately concentrated in high-need student subgroups, with 54% SPED, 43% AA, and 43% EB.	Historical academic structures have lacked targeted, immediate co-teaching or language-supported scaffolding prior to high-stakes EOC testing. Furthermore, CR efforts are severely hindered by excessive absenteeism in remedial environments, such as one CR section reporting 210 absences and 158 tardies in a single term.
3	Although we have established CR pathways to assist students who have failed core classes, these academic interventions are severely compromised by extreme disengagement and absenteeism. This is highlighted by a single section of "CR B" reporting 210 absences and 158 tardies in a single term. This failure directly stalls credit accumulation and lowers the on-time graduation, particularly EB.	Program structures have failed to proactively connect the academic-behavioral link; consequently, the campus has lacked a unified system to trigger immediate, non-academic wellness interventions or "Attendance Success Plans" for students demonstrating chronic failure and disengagement inside remedial classes.
4	While we highly value WIN Time for test corrections and tutoring, the program's academic efficacy is severely compromised by a campus-wide skipping issues and scheduling conflicts. Needed students routinely skip WIN because WIN absences are not tied to standard class absences, truancy metrics, or final exam exemptions, meaning students feel no direct accountability for skipping.	We have operated the intervention system without firm, campus-wide expectations or tight administrative guidelines from day one of the school year. There is no uniform campus procedure to hold teachers accountable for submitting accurate attendance or preventing unauthorized student movement.
5	The HERO behavior tracking system is widely perceived by CSHS staff as an inefficient, cumbersome platform that actively fails to support classroom management or school-wide student accountability.	The HERO software architecture lacks basic classroom-level utility, such as persistent logins, list-view roster sorting, and essential neutral passes (like passes to the attendance window or front desk). This technical friction is exacerbated by a systemic lack of consistent administrative follow-through.

6 ★

During Spring 2026 EOC, 19% of students failed EI and 17% failed EII, representing the highest failure rates across all subjects on campus. This academic struggle is heavily concentrated in historically underperforming subgroups, with 54% of SPED, 43% of AA, and 43% EB. These high failure rates necessitate high-volume enrollment in CR classes, which in turn reduces the on-time graduation rates.

A foundational deficit in reading readiness heavily drives these failure rates; NWEA MAP Growth projections indicate that 49.7% of 9th graders and 42.7% of 10th graders enter high school "Not On Track" for ACT College Readiness in Reading. These foundational literacy gaps are compounded by high absenteeism within CR sections and classroom frustrations that manifest as behavioral disruptions.

7 ★

While CSHS achieved a strong overall State CCMR Rate of 82% (425 of 521 graduates), significant readiness gaps persist among key student subgroups. Specifically, the Class of 2025 CCMR rates for AA (57%), ED (67%), and Hispanic (70%) graduates fall substantially below the campus average and trail the White subgroup rate of 87%.

College readiness indicators, particularly meeting the TSI criteria in both RLA and Math, represent a major hurdle; only 64.3% of graduates met both TSI criteria, and historical cohorts have shown that up to 88.9% of graduates did not meet the dual-subject TSI criterion prior to graduation. Underrepresented subgroups face historical participation gaps in advanced and dual-credit courses.

8 ★

Our behavioral processes remain heavily dependent on exclusionary practices. With over 2,200 instances of ISS and 593 OSS, while proactive, relationship-centered support processes were severely underutilized, with only 30 cumulative Counselor Referrals, 14 Restorative Practices, and 7 Mediations logged over a 4 year period. This separates academically struggling students from instruction.

Historically, campus disciplinary processes have operated as a reactive, consequence-based system rather than a tiered, preventative intervention framework. Standard protocols have favored automated punitive referrals over collaborative problem-solving. Additionally, core teaching staff have lacked school-wide de-escalation training or systematic coaching to resolve Tier 1 infractions.

★ = Priority

Goals

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

Performance Objective 1 ☑ High Priority

By Spring 2027, the percentage of students in the Special Education (SpEd) and Emergent Bilingual (EB/EL) subgroups reaching the "Meets Grade Level" standard on all End-of-Course (EOC) assessments will increase by 10% from the 2025 baseline levels of 31% for SpEd and 35% for EB in Biology.

Evaluation Data Source: TELPAS
MAP
Benchmarks
MTSS data

Strategy 1

Implement co-teaching models in core gateway content areas, specifically English I/II and Algebra I, that use flexible grouping, blended-learning stations, targeted small-group instruction, and language-supported scaffolds to provide timely support for students who demonstrate significant academic need.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Establish recurring collaborative data cycles in which teachers analyze MAP, benchmark, classroom, and EOC data to identify specific skill gaps, monitor subgroup progress, and adjust instruction and intervention accordingly.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	During Spring 2026 EOC, 19% of students failed EI and 17% failed EII, representing the highest failure rates across all subjects on campus. This academic struggle is heavily concentrated in historically underperforming subgroups, with 54% of SPED, 43% of AA, and 43% EB. These high failure rates necessitate high-volume enrollment in CR classes, which in turn reduces the on-time graduation rates.	A foundational deficit in reading readiness heavily drives these failure rates; NWEA MAP Growth projections indicate that 49.7% of 9th graders and 42.7% of 10th graders enter high school "Not On Track" for ACT College Readiness in Reading. These foundational literacy gaps are compounded by high absenteeism within CR sections and classroom frustrations that manifest as behavioral disruptions.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During the Spring 2026 EOC, we experienced notable failure rates in gateway literacy courses, with 19% of students failing EI and 17% failing EII. This academic struggle is disproportionately concentrated in high-need student subgroups, with 54% SPED, 43% AA, and 43% EB.	Historical academic structures have lacked targeted, immediate co-teaching or language-supported scaffolding prior to high-stakes EOC testing. Furthermore, CR efforts are severely hindered by excessive absenteeism in remedial environments, such as one CR section reporting 210 absences and 158 tardies in a single term.

Performance Objective 2

By Spring 2027, CSHS will increase its "School Progress: Accelerated Learning" rate in ELA/Reading from 32% (2025 baseline) to 45%.

Strategy 1

Implement a comprehensive literacy acceleration system that combines competency-based EOC recovery, targeted small-group instruction, language-supported scaffolding, and individualized intervention for students who are not yet meeting grade-level expectations.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Match students identified by MAP reading projections as "Not On Track" for ACT College Readiness with Academic Success Mentors who conduct bi-weekly data conversations, establish individual growth goals, and monitor progress toward those goals.

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	During Spring 2026 EOC, 19% of students failed EI and 17% failed EII, representing the highest failure rates across all subjects on campus. This academic struggle is heavily concentrated in historically underperforming subgroups, with 54% of SPED, 43% of AA, and 43% EB. These high failure rates necessitate high-volume enrollment in CR classes, which in turn reduces the on-time graduation rates.	A foundational deficit in reading readiness heavily drives these failure rates; NWEA MAP Growth projections indicate that 49.7% of 9th graders and 42.7% of 10th graders enter high school "Not On Track" for ACT College Readiness in Reading. These foundational literacy gaps are compounded by high absenteeism within CR sections and classroom frustrations that manifest as behavioral disruptions.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During the Spring 2026 EOC, we experienced notable failure rates in gateway literacy courses, with 19% of students failing EI and 17% failing EII. This academic struggle is disproportionately concentrated in high-need student subgroups, with 54% SPED, 43% AA, and 43% EB.	Historical academic structures have lacked targeted, immediate co-teaching or language-supported scaffolding prior to high-stakes EOC testing. Furthermore, CR efforts are severely hindered by excessive absenteeism in remedial environments, such as one CR section reporting 210 absences and 158 tardies in a single term.

2	While CSHS achieved a strong overall State CCMR Rate of 82% (425 of 521 graduates), significant readiness gaps persist among key student subgroups. Specifically, the Class of 2025 CCMR rates for AA (57%), ED (67%), and Hispanic (70%) graduates fall substantially below the campus average and trail the White subgroup rate of 87%.	College readiness indicators, particularly meeting the TSI criteria in both RLA and Math, represent a major hurdle; only 64.3% of graduates met both TSI criteria, and historical cohorts have shown that up to 88.9% of graduates did not meet the dual-subject TSI criterion prior to graduation. Underrepresented subgroups face historical participation gaps in advanced and dual-credit courses.

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

Performance Objective 1

By Spring 2027, CSHS will reduce the campus-wide Chronic Absenteeism rate from 17.8% (2025 baseline) to below 12%, with a primary focal point on supporting students in Grades 9 and 10.

Strategy 1

Implement a tiered attendance intervention system that identifies students who are chronically absent or "Trending Chronic" and provides increasingly intensive supports, including mentoring, individualized attendance plans, family engagement, barrier identification, community resources, and positive incentives.

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Strategy 2

Use real-time attendance data to identify emerging attendance concerns and establish consistent campus procedures for assigning interventions, monitoring progress, and evaluating the effectiveness of supports.

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	For the current school year, 11.78% of the CSHS student population is chronically absent (missing 10% or more of school days), and an additional 13.10% are "Trending Chronic". This absenteeism disproportionately impacts vulnerable populations; historically, chronic absenteeism reached 33.5% for AA, 29.1% for SPED, and 28.3% for ED, which significantly trails the campus attendance average.	The high rates of absenteeism are driven by a combination of home-based challenges and systemic exclusionary practices. Logistical and family obligations severely impact 1st Period attendance, resulting in the highest overall absence volume with 18,943. Furthermore, systemic disciplinary practices rely heavily on punitive exclusions--such as over 2,200 ISS, and 593 OSS, which removes students.

Performance Objective 2

By Spring 2027, CSHS will decrease the disproportionality in Out-of-School Suspensions (OSS) for Black and Hispanic student subgroups by 15% compared to 2025-2026 baselines.

Strategy 1

Implement restorative and relationship-centered responses to Tier 1 behavioral concerns that prioritize conflict resolution, student accountability, relationship repair, and maintaining access to instruction.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Strategy 2

Develop individualized behavior intervention plans for students demonstrating repeated behavioral concerns. Plans will identify triggers, establish positive reinforcement systems, define adult supports, and provide consistent intervention responses.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our behavioral processes remain heavily dependent on exclusionary practices. With over 2,200 instances of ISS and 593 OSS, while proactive, relationship-centered support processes were severely underutilized, with only 30 cumulative Counselor Referrals, 14 Restorative Practices, and 7 Mediations logged over a 4 year period. This separates academically struggling students from instruction.	Historically, campus disciplinary processes have operated as a reactive, consequence-based system rather than a tiered, preventative intervention framework. Standard protocols have favored automated punitive referrals over collaborative problem-solving. Additionally, core teaching staff have lacked school-wide de-escalation training or systematic coaching to resolve Tier 1 infractions.

Performance Objective 3

By Spring 2027, reduce the failure rate in English I and English II from 19% and 17%, respectively, to 15% for all students, with a focus on historically underperforming subgroups.

Strategy 1

Implement a coordinated English I/II literacy support model that integrates general education and special education co-teaching, targeted small-group instruction, language-supported scaffolding, and differentiated learning opportunities.

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Conduct bi-weekly English department data reviews to identify individual and subgroup literacy gaps, monitor intervention effectiveness, and adjust instructional practices based on student performance.

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During the Spring 2026 EOC, we experienced notable failure rates in gateway literacy courses, with 19% of students failing EI and 17% failing EII. This academic struggle is disproportionately concentrated in high-need student subgroups, with 54% SPED, 43% AA, and 43% EB.	Historical academic structures have lacked targeted, immediate co-teaching or language-supported scaffolding prior to high-stakes EOC testing. Furthermore, CR efforts are severely hindered by excessive absenteeism in remedial environments, such as one CR section reporting 210 absences and 158 tardies in a single term.

Performance Objective 4

By Spring 2027, decrease absenteeism in remedial literacy environments by 20% to improve student engagement and performance.

Strategy 1

Integrate remedial literacy students into the campus Attendance Success System, with designated adult mentors, early identification of attendance concerns, individualized attendance goals, and timely family engagement.

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Use attendance and student-support data to identify barriers affecting participation in remedial literacy courses and coordinate campus and community resources to address those barriers.

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During the Spring 2026 EOC, we experienced notable failure rates in gateway literacy courses, with 19% of students failing EI and 17% failing EII. This academic struggle is disproportionately concentrated in high-need student subgroups, with 54% SPED, 43% AA, and 43% EB.	Historical academic structures have lacked targeted, immediate co-teaching or language-supported scaffolding prior to high-stakes EOC testing. Furthermore, CR efforts are severely hindered by excessive absenteeism in remedial environments, such as one CR section reporting 210 absences and 158 tardies in a single term.

Performance Objective 5

By Spring 2027 increase student attendance during WIN Time by 20% by implementing consistent accountability measures and improving scheduling to reduce conflicts.

Strategy 1

Establish a campus-wide WIN Time expectation that includes accurate attendance reporting, student accountability, clear procedures for student movement, and consistent administrative monitoring.

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Strategy 2

Use the master schedule and campus activity calendar to minimize conflicts that interfere with WIN Time participation and ensure students are assigned to appropriate intervention or enrichment opportunities.

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While we highly value WIN Time for test corrections and tutoring, the program's academic efficacy is severely compromised by a campus-wide skipping issues and scheduling conflicts. Needed students routinely skip WIN because WIN absences are not tied to standard class absences, truancy metrics, or final exam exemptions, meaning students feel no direct accountability for skipping.	We have operated the intervention system without firm, campus-wide expectations or tight administrative guidelines from day one of the school year. There is no uniform campus procedure to hold teachers accountable for submitting accurate attendance or preventing unauthorized student movement.

Performance Objective 6

By Spring 2027, improve the effectiveness of WIN Time interventions by ensuring 85% of identified students receive targeted support based on their individual needs.

Strategy 1

Use student performance data to identify intervention needs and assign students to specific WIN Time sessions aligned to academic skill gaps, course performance, and individual goals.

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Strategy 2

Teacher teams will review student progress during recurring planning/data cycles to determine whether WIN Time interventions are producing measurable growth and make adjustments when students are not progressing.

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While we highly value WIN Time for test corrections and tutoring, the program's academic efficacy is severely compromised by a campus-wide skipping issues and scheduling conflicts. Needed students routinely skip WIN because WIN absences are not tied to standard class absences, truancy metrics, or final exam exemptions, meaning students feel no direct accountability for skipping.	We have operated the intervention system without firm, campus-wide expectations or tight administrative guidelines from day one of the school year. There is no uniform campus procedure to hold teachers accountable for submitting accurate attendance or preventing unauthorized student movement.

Performance Objective 7

By Spring 2027, reduce the failure rate in English I and English II End-of-Course exams from 19% and 17%, respectively, to 15% for all students, with a focus on historically underperforming subgroups.

Strategy 1

Provide targeted reading intervention for Grades 9 and 10 students identified through MAP data as "Not On Track" for ACT College Readiness in Reading.

Problem Statements: Demographics 2

Formative Reviews

November	February	April	June

Strategy 2

Use MAP, benchmark, classroom, and EOC data to identify students requiring additional support and monitor progress toward EOC readiness throughout the school year.

Problem Statements: Demographics 2

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	During Spring 2026 EOC, 19% of students failed EI and 17% failed EII, representing the highest failure rates across all subjects on campus. This academic struggle is heavily concentrated in historically underperforming subgroups, with 54% of SPED, 43% of AA, and 43% EB. These high failure rates necessitate high-volume enrollment in CR classes, which in turn reduces the on-time graduation rates.	A foundational deficit in reading readiness heavily drives these failure rates; NWEA MAP Growth projections indicate that 49.7% of 9th graders and 42.7% of 10th graders enter high school "Not On Track" for ACT College Readiness in Reading. These foundational literacy gaps are compounded by high absenteeism within CR sections and classroom frustrations that manifest as behavioral disruptions.

Performance Objective 8

By Spring 2027, increase the attendance rate in credit recovery classes by 20% to support on-time graduation and credit accumulation.

Strategy 1

Implement a comprehensive Credit Recovery Success System that integrates attendance monitoring, mentoring, academic support, behavioral intervention, family engagement, and individualized student goals.

Problem Statements: Demographics 2

Formative Reviews

November	February	April	June

Strategy 2

Establish a multidisciplinary process for identifying students demonstrating chronic absenteeism, disengagement, or repeated failure in credit recovery and connecting them to appropriate academic, behavioral, wellness, and family supports.

Problem Statements: Demographics 2

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	During Spring 2026 EOC, 19% of students failed EI and 17% failed EII, representing the highest failure rates across all subjects on campus. This academic struggle is heavily concentrated in historically underperforming subgroups, with 54% of SPED, 43% of AA, and 43% EB. These high failure rates necessitate high-volume enrollment in CR classes, which in turn reduces the on-time graduation rates.	A foundational deficit in reading readiness heavily drives these failure rates; NWEA MAP Growth projections indicate that 49.7% of 9th graders and 42.7% of 10th graders enter high school "Not On Track" for ACT College Readiness in Reading. These foundational literacy gaps are compounded by high absenteeism within CR sections and classroom frustrations that manifest as behavioral disruptions.

Performance Objective 9

Increase the CCMR rates by 20% for Black/African American (AA), Economically Disadvantaged (ED), and Hispanic graduates from current levels by Spring 2027.

Strategy 1

Implement targeted CCMR supports for identified students, including TSI preparation, academic intervention, mentoring, postsecondary planning, and progress monitoring toward individual CCMR goals.

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Strategy 2

Provide intentional opportunities for students and families to understand CCMR requirements, TSI readiness, advanced coursework, dual-credit opportunities, and available college and career resources.

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While CSHS achieved a strong overall State CCMR Rate of 82% (425 of 521 graduates), significant readiness gaps persist among key student subgroups. Specifically, the Class of 2025 CCMR rates for AA (57%), ED (67%), and Hispanic (70%) graduates fall substantially below the campus average and trail the White subgroup rate of 87%.	College readiness indicators, particularly meeting the TSI criteria in both RLA and Math, represent a major hurdle; only 64.3% of graduates met both TSI criteria, and historical cohorts have shown that up to 88.9% of graduates did not meet the dual-subject TSI criterion prior to graduation. Underrepresented subgroups face historical participation gaps in advanced and dual-credit courses.

Performance Objective 10

Increase the percentage of graduates meeting both TSI criteria in RLA and Math from 64.3% to 70 by Spring 2027.

Strategy 1

Use formative assessment, TSI data, and course performance to identify students who are approaching but have not yet met TSI criteria and provide targeted intervention addressing specific skill gaps.

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While CSHS achieved a strong overall State CCMR Rate of 82% (425 of 521 graduates), significant readiness gaps persist among key student subgroups. Specifically, the Class of 2025 CCMR rates for AA (57%), ED (67%), and Hispanic (70%) graduates fall substantially below the campus average and trail the White subgroup rate of 87%.	College readiness indicators, particularly meeting the TSI criteria in both RLA and Math, represent a major hurdle; only 64.3% of graduates met both TSI criteria, and historical cohorts have shown that up to 88.9% of graduates did not meet the dual-subject TSI criterion prior to graduation. Underrepresented subgroups face historical participation gaps in advanced and dual-credit courses.

Performance Objective 11

Increase participation of underrepresented subgroups in advanced and dual-credit courses by 10% by Spring 2027.

Strategy 1

Work with counselors and instructional staff to identify, encourage, and recruit students from underrepresented subgroups who demonstrate potential for success in advanced and dual-credit coursework.

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Strategy 2

Provide students entering advanced and dual-credit courses with targeted academic support, tutoring, study opportunities, mentoring, and progress monitoring to promote successful course completion.

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While CSHS achieved a strong overall State CCMR Rate of 82% (425 of 521 graduates), significant readiness gaps persist among key student subgroups. Specifically, the Class of 2025 CCMR rates for AA (57%), ED (67%), and Hispanic (70%) graduates fall substantially below the campus average and trail the White subgroup rate of 87%.	College readiness indicators, particularly meeting the TSI criteria in both RLA and Math, represent a major hurdle; only 64.3% of graduates met both TSI criteria, and historical cohorts have shown that up to 88.9% of graduates did not meet the dual-subject TSI criterion prior to graduation. Underrepresented subgroups face historical participation gaps in advanced and dual-credit courses.

Goal 3

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

Performance Objective 1

☑ **High Priority**

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

Evaluation Data Source: Parent Surveys

Strategy 1

Support campus implementation of district parent engagement opportunities that increase families' understanding of academic expectations, available resources, and pathways for supporting Emergent Bilingual students.

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	Although we have established CR pathways to assist students who have failed core classes, these academic interventions are severely compromised by extreme disengagement and absenteeism. This is highlighted by a single section of "CR B" reporting 210 absences and 158 tardies in a single term. This failure directly stalls credit accumulation and lowers the on-time graduation, particularly EB.	Program structures have failed to proactively connect the academic-behavioral link; consequently, the campus has lacked a unified system to trigger immediate, non-academic wellness interventions or "Attendance Success Plans" for students demonstrating chronic failure and disengagement inside remedial classes.

Performance Objective 2

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

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

Strategy 1

Provide ongoing professional learning and campus-based support focused on relationship-building, restorative practices, family communication, de-escalation, and strategies that strengthen students' sense of connection and belonging.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our behavioral processes remain heavily dependent on exclusionary practices. With over 2,200 instances of ISS and 593 OSS, while proactive, relationship-centered support processes were severely underutilized, with only 30 cumulative Counselor Referrals, 14 Restorative Practices, and 7 Mediations logged over a 4 year period. This separates academically struggling students from instruction.	Historically, campus disciplinary processes have operated as a reactive, consequence-based system rather than a tiered, preventative intervention framework. Standard protocols have favored automated punitive referrals over collaborative problem-solving. Additionally, core teaching staff have lacked school-wide de-escalation training or systematic coaching to resolve Tier 1 infractions.

Goal 4

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

Performance Objective 1

During 2026-2027, CSISD will continue to provide sufficient instructional technology resources and support.

Evaluation Data Source: Project completion data
Professional Learning sessions

Strategy 1

Continue to identify, provide, and monitor instructional technology resources and support necessary to facilitate effective teaching, learning, communication, and student access.

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The HERO behavior tracking system is widely perceived by CSHS staff as an inefficient, cumbersome platform that actively fails to support classroom management or school-wide student accountability.	The HERO software architecture lacks basic classroom-level utility, such as persistent logins, list-view roster sorting, and essential neutral passes (like passes to the attendance window or front desk). This technical friction is exacerbated by a systemic lack of consistent administrative follow-through.

Performance Objective 2

By Spring 2027, increase the efficiency and usability of the MINGA behavior tracking system for classroom management and school-wide student accountability as perceived by CSHS staff by 30%.

Strategy 1

Gather staff feedback regarding MINGA usability barriers and provide targeted training focused on efficient classroom management, student movement, attendance-window/front-desk passes, and other high-use functions.

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June

Strategy 2

Develop clear campus expectations for MINGA use and monitor implementation to ensure staff can consistently use the system as an effective classroom management and student accountability tool.

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The HERO behavior tracking system is widely perceived by CSHS staff as an inefficient, cumbersome platform that actively fails to support classroom management or school-wide student accountability.	The HERO software architecture lacks basic classroom-level utility, such as persistent logins, list-view roster sorting, and essential neutral passes (like passes to the attendance window or front desk). This technical friction is exacerbated by a systemic lack of consistent administrative follow-through.

Performance Objective 3

By Spring 2027, improve the consistency of administrative follow-through on MINGA behavior tracking system data by 30%.

Strategy 1

Establish a weekly review process where administrators analyze MINGA data to identify trends and areas needing attention, and communicate findings to staff.

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June

Strategy 2

Implement a system of accountability where administrators follow up on MINGA data entries with teachers to ensure actions are taken based on the data.

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The HERO behavior tracking system is widely perceived by CSHS staff as an inefficient, cumbersome platform that actively fails to support classroom management or school-wide student accountability.	The HERO software architecture lacks basic classroom-level utility, such as persistent logins, list-view roster sorting, and essential neutral passes (like passes to the attendance window or front desk). This technical friction is exacerbated by a systemic lack of consistent administrative follow-through.

State Compensatory Education

State Compensatory

Budget for College Station High School

Total SCE Funds: $14,200.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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	$14,200.00
				+/- Difference	**$14,200.00**

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	