College Station ISD



# College View High School

Accountability Rating: A

# 2026-2027 Campus Improvement Plan

Board Approval Date:
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# Mission Statement

College View High School's mission is to provide students with distinctive educational opportunities to meet the unique needs of each individual and their future career path.

# Vision

College View High School's innovative vision is to Inspire, Prepare, and Empower students to achieve lifelong success.

# Collective Commitments

**The PACK Qualities**

**P - Persistent Effort**

- Give great effort in ALL things
- Passionately pursue perfection
- This is something we control

**A - Academic Excellence**

- Expect to be great
- Striving for success
- Goal setting

**C - Citizenship / Character**

- Do the right thing
- Be honest & trustworthy
- Exhibit ethical conduct

**K - Kindness**

- Motivate & inspire others
- Make a positive impact on society / peers
- Be open minded to positive attributes &
- learning together

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# Comprehensive Needs Assessment

# Demographics

## Summary

Our school is characterized by a highly mobile and ever-changing demographic landscape. This lack of consistency from year to year presents unique challenges and opportunities as we strive to meet the diverse needs of our student population. The fluidity in demographics requires us to be adaptable and responsive in our educational approaches and resource allocation.

Within our building, we run five distinct programs, each designed to cater to different student needs and interests. CVHS, as the CSISD high school of choice, plays a pivotal role in supporting students through various Career and Technical Education (CTE) pathways. These pathways include Facilities Engineering Technology, Hospitality, a dual credit academy, and Media/Digital Influencer programs, collectively serving approximately 100 students. These programs are integral in providing students with practical skills and knowledge that prepare them for future careers.

The Accelerated Academy/Flex program is a critical dropout prevention initiative that typically serves around 40 students. These students are often highly mobile, and the program is designed to offer them the flexibility and support needed to continue their education and achieve their academic goals despite their challenging circumstances.

We are also proud to host two special needs programs, Bridges and Pathways to Success (18+), which provide essential support and resources to students with special needs. Additionally, the CSISD DAEP is housed within our campus, further demonstrating our commitment to serving a wide range of student needs and ensuring that all students have access to quality education.

Our student body is diverse, with 53% identifying as white, 26% as Latino, 11% as black, and 6% as two or more races. The gender distribution is 57% female and 43% male. Furthermore, 45% of our students are listed as economically disadvantaged, and 55% are considered at-risk. These statistics highlight the importance of our tailored programs and initiatives aimed at supporting students from various backgrounds and circumstances, ensuring that every student has the opportunity to succeed.

## Strengths

Our school's demographic strength lies in its rich diversity, which allows us to cater to a broad spectrum of students, each bringing unique perspectives and needs. This diversity enriches the learning environment, fostering a culture of inclusivity and mutual respect among students and staff. By embracing this diversity, we are better equipped to tailor our educational approaches to meet the varied needs of our student body, ensuring that every student has the opportunity to succeed.

We pride ourselves on being a beacon of hope for students who require a second chance, providing them with the support and guidance necessary to find their way to graduation. Our commitment to offering pathways to success is unwavering, and we strive to create an environment where every student feels valued and empowered to achieve their academic goals.

The Disciplinary Alternative Education Program (DAEP) is a vital component of our school, offering students who have made poor choices a chance to reset and realign their focus on education. This program is designed to provide a

structured and supportive environment where students can learn from their mistakes and develop the skills needed to make better decisions in the future. By offering this opportunity, we reinforce our dedication to helping all students find their way back to a positive and productive educational journey.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | College View High School's current Percent In Attendance (PIA) of 94.4% is below the campus goal of 96.0%, indicating a need to improve consistent student attendance. | Attendance concerns are not always identified and addressed early enough to prevent patterns of student absences from negatively impacting campus attendance rates and student success. |
| 2 ★ | College View High School's current PIA of 94.4% is below the campus target of 96.0%, indicating a need to improve consistent student attendance. | Attendance concerns are not consistently identified and addressed early enough to prevent patterns of absences and improve overall student attendance. |
| 3 ★ | CVHS Accelerated Academy's PIA of 80.2% reflects significant and persistent attendance challenges that may negatively impact student progress and successful program completion. | Students in the Accelerated Academy experience individual barriers to consistent attendance, and current supports have not provided sufficient individualized accountability, monitoring, and follow-up to improve attendance patterns. |
| 4 ★ | Some students demonstrate persistent attendance concerns that negatively impact academic progress and successful program completion. | Students with attendance concerns may lack consistent adult connection, accountability, and individualized support needed to address barriers and improve daily attendance. |

★ = Priority

# Student Learning

## Summary

At College View High School, we have prioritized the development of robust community partnerships with esteemed institutions such as Texas A&M Rellis, Blinn College District, Texas A&M Hotel and Conference Center, and R.E.C. Industries. These collaborations are designed to create meaningful impacts on our staff, students, and the broader community. By leveraging these partnerships, we aim to enhance educational opportunities and provide our students with real-world experiences that will prepare them for future success.

Since our transition to an Academy system in 2022, we have witnessed significant growth and success within our Collegiate, Career & Industry, and Accelerated Academies. This system has allowed us to tailor educational experiences to meet the diverse needs and aspirations of our students, ensuring that they are well-equipped to pursue their chosen paths with confidence and competence.

Looking ahead to the 2025-2026 school year, we are excited to have fully implemented the Pathway in Technology Early College High School (P-TECH) program, specifically in Facilities Engineering Technology (FET). This initiative provides our students with the opportunity to earn industry-based certifications and an associate degree in Facilities Maintenance from Blinn College District. By offering this pathway, we are committed to equipping our students with the skills and qualifications necessary to thrive in the evolving job market.

The Optional Flexible School Day Program (OFSDP) is an innovative initiative that we have introduced for the 2023-2024 school year. This program is part of our broader Accelerated Academy efforts, aimed at enhancing educational outcomes for our students. The OFSDP is designed to offer a half-day school option for students who meet specific qualifications, thereby addressing the diverse needs of our student body. By allowing students to attend school for half of the day, we aim to improve both attendance and academic performance. This flexible schedule provides students with the opportunity to dedicate the remaining half of their day to personal responsibilities, whether they be family obligations, work commitments, or other pursuits that support their overall development and well-being. Through this program, we are committed to fostering an educational environment that is adaptable and responsive to the individual circumstances of our students.

## Strengths

Our campus's size allows us to provide individualized instruction to a significant number of our students. This personalized approach ensures that each student receives the attention and support they need to thrive academically and personally. Unlike larger comprehensive high schools, where students may sometimes feel overlooked, our environment fosters a sense of belonging and ensures that no student is "lost in the mix." This enables us to closely monitor each student's progress and tailor our teaching strategies to meet their unique needs, ultimately enhancing their educational experience and outcomes.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Student performance data in English II and Algebra I indicate that not all students are demonstrating mastery of essential grade-level knowledge and skills. Gaps in student performance, particularly among historically underperforming student groups, contribute to lower levels of achievement on classroom assessments, common assessments, and STAAR EOC measures. | A consistent, systematic process for analyzing student performance data, identifying specific skill gaps, and responding with timely, targeted intervention has not been fully implemented across English II and Algebra I. As a result, instructional adjustments and interventions may not occur frequently or precisely enough to address individual student needs before learning gaps increase. |
| 2 ★ | Student performance data in English II and Algebra I indicate that some students, particularly those from historically underperforming student groups, have persistent skill gaps that are not fully addressed through whole-group instruction alone. Without targeted, individualized support, these students may continue to demonstrate gaps in mastery and may not make sufficient progress. | Students with identified skill gaps have not consistently received targeted small-group instruction and individualized interventions that are directly aligned to their specific academic needs. Additionally, progress-monitoring practices have not been consistently used to evaluate the effectiveness of interventions and make timely instructional adjustments. |
| 3 ★ | Student performance data in English II and Algebra I indicate not all students are consistently demonstrating mastery of essential grade-level knowledge and skills. Students do not consistently monitor their grades, assessment results, or progress toward identified learning targets, which may limit their ability to recognize academic concerns and take timely action to improve their performance. | Students lack a consistent, structured process for reviewing their academic performance, understanding their progress toward English II and Algebra I learning targets, and establishing specific action steps for improvement. Opportunities for student reflection, goal setting, and ownership of academic progress have not been consistently embedded into Advisory and classroom routines. |

★ = Priority

# School Processes & Programs

## Summary

We are focusing our development of PLCs around common skills rather than content. Many of our teacher are the only teacher of that subject on campus, so collaboration on content can be difficult. However, we have identified several skills that can be taught across subject areas. These skills include: analytical reading and discussion, persuasive writing, drawing inferences and conclusions from texts, analyzing conflicting source documents, supporting arguments with evidence, and solving complex problems with no obvious answers. These are skills that students will need throughout their high school career and into college or the work force. Furthermore, this year, we are focusing on extension and interventions for all our classes. Teachers are using 30 minutes each week as intervention/extension time.

## Strengths

By focusing on skills, we feel that we can prepare students to be successful no matter which area of study or profession they choose.

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Students are not consistently monitoring their academic progress or taking timely action when grades decline, missing assignments accumulate, or difficulties arise in high school and college courses. This lack of consistent progress monitoring can delay interventions and contribute to course failures and decreased academic achievement. | Students lack a consistent, structured process for reviewing grades across both CSISD and Blinn systems, identifying academic concerns, and developing timely action steps to address those concerns before they negatively impact course performance. |
| 2 ★ | Students do not consistently monitor their progress toward high school graduation requirements and college degree-plan completion, which may result in missed requirements, misaligned course selections, and delays in achieving their academic goals. | Students and staff lack a consistent, systematic process for reviewing individual progress toward both high school graduation and college degree-plan requirements, resulting in gaps that may not be identified or addressed early enough to ensure students remain on track. |
| 3 ★ | Instructional technology is not consistently used to differentiate instruction, assess student learning, increase collaboration, and provide personalized learning opportunities. | Staff need additional professional learning and PLC support to effectively and purposefully integrate instructional technology into daily instruction. |
| 4 ★ | Students do not consistently use digital learning and data tools to monitor their academic progress, respond to feedback, and take ownership of their learning in high school and college courses. | Students need consistent opportunities and guidance to use digital tools to understand their progress, address learning needs, and make informed decisions about their academic success. |

★ = Priority

# Perceptions

## Summary

Based upon teacher, student, and parent surveys the culture and climate of the school is good. We have an extremely diverse group of students, however our school discipline data shows few issues of bullying or non acceptance. Our kids know the PACK qualities and we teach them on a weekly basis. We have developed partnerships with Blinn and several local companies, such as REC Industries, to help provide opportunities with for our students. In the next year, CVHS will add a cosmetology program that we feel with only add to our community outreach possibilities as well as provide another certification for our kids to achieve. Our teacher retention level is high when compared to other schools across the area and state, with many of our staff having taught here for several years. We do communicate frequently with our families and stakeholders, and while it is not the most responsive group that I have ever been associated with, it is getting better. Our Game Day parking fundraiser program has done much for the recognition of the school and we hope it continues to open people's eyes to the possibilities at CVHS.

## Strengths

Our strengths are location, quality of programs offered, small size and intimate setting. The average class size at CVHS is under 15. We have consistency with our staff and our kids know that we care for them. Our students have the same teachers from year to year in each subject level and this allows teachers to identify strengths and areas of growth for each student from the first day of class.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Students and families may have limited awareness or misconceptions about College View High School, Early College opportunities, and the benefits of earning college credit while in high school. | Students and families have had limited opportunities to receive consistent, direct information about College View High School programs, student experiences, and Early College benefits. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Student performance data in English II and Algebra I indicate that not all students are demonstrating mastery of essential grade-level knowledge and skills. Gaps in student performance, particularly among historically underperforming student groups, contribute to lower levels of achievement on classroom assessments, common assessments, and STAAR EOC measures. | A consistent, systematic process for analyzing student performance data, identifying specific skill gaps, and responding with timely, targeted intervention has not been fully implemented across English II and Algebra I. As a result, instructional adjustments and interventions may not occur frequently or precisely enough to address individual student needs before learning gaps increase. |
| 2 ★ | Student performance data in English II and Algebra I indicate that some students, particularly those from historically underperforming student groups, have persistent skill gaps that are not fully addressed through whole-group instruction alone. Without targeted, individualized support, these students may continue to demonstrate gaps in mastery and may not make sufficient progress. | Students with identified skill gaps have not consistently received targeted small-group instruction and individualized interventions that are directly aligned to their specific academic needs. Additionally, progress-monitoring practices have not been consistently used to evaluate the effectiveness of interventions and make timely instructional adjustments. |
| 3 ★ | Student performance data in English II and Algebra I indicate not all students are consistently demonstrating mastery of essential grade-level knowledge and skills. Students do not consistently monitor their grades, assessment results, or progress toward identified learning targets, which may limit their ability to recognize academic concerns and take timely action to improve their performance. | Students lack a consistent, structured process for reviewing their academic performance, understanding their progress toward English II and Algebra I learning targets, and establishing specific action steps for improvement. Opportunities for student reflection, goal setting, and ownership of academic progress have not been consistently embedded into Advisory and classroom routines. |
| 4 ★ | Students are not consistently monitoring their academic progress or taking timely action when grades decline, missing assignments accumulate, or difficulties arise in high school and college courses. This lack of consistent progress monitoring can delay interventions and contribute to course failures and decreased academic achievement. | Students lack a consistent, structured process for reviewing grades across both CSISD and Blinn systems, identifying academic concerns, and developing timely action steps to address those concerns before they negatively impact course performance. |
| 5 ★ | Students do not consistently monitor their progress toward high school graduation requirements and college degree-plan completion, which may result in missed requirements, misaligned course selections, and delays in achieving their academic goals. | Students and staff lack a consistent, systematic process for reviewing individual progress toward both high school graduation and college degree-plan requirements, resulting in gaps that may not be identified or addressed early enough to ensure students remain on track. |

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|---|---|---|
| 6 ★ | Instructional technology is not consistently used to differentiate instruction, assess student learning, increase collaboration, and provide personalized learning opportunities. | Staff need additional professional learning and PLC support to effectively and purposefully integrate instructional technology into daily instruction. |
| 7 ★ | Students do not consistently use digital learning and data tools to monitor their academic progress, respond to feedback, and take ownership of their learning in high school and college courses. | Students need consistent opportunities and guidance to use digital tools to understand their progress, address learning needs, and make informed decisions about their academic success. |
| 8 ★ | Students and families may have limited awareness or misconceptions about College View High School, Early College opportunities, and the benefits of earning college credit while in high school. | Students and families have had limited opportunities to receive consistent, direct information about College View High School programs, student experiences, and Early College benefits. |
| 9 ★ | College View High School's current Percent In Attendance (PIA) of 94.4% is below the campus goal of 96.0%, indicating a need to improve consistent student attendance. | Attendance concerns are not always identified and addressed early enough to prevent patterns of student absences from negatively impacting campus attendance rates and student success. |
| 10 ★ | College View High School's current PIA of 94.4% is below the campus target of 96.0%, indicating a need to improve consistent student attendance. | Attendance concerns are not consistently identified and addressed early enough to prevent patterns of absences and improve overall student attendance. |
| 11 ★ | CVHS Accelerated Academy's PIA of 80.2% reflects significant and persistent attendance challenges that may negatively impact student progress and successful program completion. | Students in the Accelerated Academy experience individual barriers to consistent attendance, and current supports have not provided sufficient individualized accountability, monitoring, and follow-up to improve attendance patterns. |

**12** ★

Some students demonstrate persistent attendance concerns that negatively impact academic progress and successful program completion.

Students with attendance concerns may lack consistent adult connection, accountability, and individualized support needed to address barriers and improve daily attendance.

★ = Priority

# Goals

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

## Performance Objective 1 ☑ High Priority

By May 2027, College View High School will strengthen personalized learning and college readiness by ensuring that students regularly monitor progress toward their high school graduation and college degree plans, participate in appropriate dual-credit and career pathways, and receive timely academic interventions based on progress-monitoring data. The campus will increase dual-credit course completion, TSI readiness, and the percentage of students on track for both high school graduation and their identified postsecondary pathway.

**Evaluation Data Source:** Dual-credit enrollment and completion, TSI assessment/readiness data, ISP reviews, Grade-check data, ECHS OBMs, CCMR indicators, TAPR, PLC/data conference documentation, T-TESS walkthroughs

### Strategy 1

During Advisory each Monday, students will complete a weekly grade check using their CSISD and Blinn portals to monitor academic progress, identify areas of concern, and establish action steps for success in both high school and college courses.

**Strategy's Expected Result/Impact:** Increase the percentage of students who are passing all enrolled high school and college courses and demonstrate documented weekly monitoring of their academic progress by 10%.

**Staff Responsible for Monitoring:** Principal, Academic Dean, Advisory teacher

**Problem Statements:** School Processes & Programs 1

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

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### Strategy 2

Students will use Individualized Student Plans (ISPs) to regularly audit their progress toward high school graduation and college degree-plan requirements. Staff will use ISP reviews to identify gaps, adjust student pathways, and provide timely interventions and support.

**Strategy's Expected Result/Impact:** Increase the percentage of students who are on track for high school graduation and progressing toward completion of their identified college degree or credential pathway by 10%.

**Staff Responsible for Monitoring:** Advisory teachers, Academic Dean and Principal

**Problem Statements:** School Processes & Programs 2

**TEA Priorities:** Connect high school to career and college

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

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### Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Students are not consistently monitoring their academic progress or taking timely action when grades decline, missing assignments accumulate, or difficulties arise in high school and college courses. This lack of consistent progress monitoring can delay interventions and contribute to course failures and decreased academic achievement. | Students lack a consistent, structured process for reviewing grades across both CSISD and Blinn systems, identifying academic concerns, and developing timely action steps to address those concerns before they negatively impact course performance. |
| 2 | Students do not consistently monitor their progress toward high school graduation requirements and college degree-plan completion, which may result in missed requirements, misaligned course selections, and delays in achieving their academic goals. | Students and staff lack a consistent, systematic process for reviewing individual progress toward both high school graduation and college degree-plan requirements, resulting in gaps that may not be identified or addressed early enough to ensure students remain on track. |

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

## Performance Objective 1 ☑ High Priority

By May 2027, College View High School will improve academic outcomes in English II and Algebra I by implementing targeted, data-driven instructional interventions for historically under-performing student groups. The campus will monitor student progress through common assessments, STAAR data, classroom performance, and intervention progress monitoring to increase the percentage of students demonstrating grade-level proficiency and readiness for postsecondary success.

**Evaluation Data Source:** English II and Algebra I STAAR/EOC performance data; district/campus common assessment results (MAP); six-week course grades; student progress-monitoring data; PLC/data meeting documentation; intervention records; student work samples; and T-TESS walkthrough evidence.

### Strategy 1

Implement a consistent data-analysis and intervention cycle in English II and Algebra I in which teachers analyze student performance, identify specific skill gaps, provide targeted instruction/ intervention, and monitor student progress through common assessments and other formative data.

**Strategy's Expected Result/Impact:** Increased student mastery of identified English II and Algebra I TEKS and improved performance on common assessments and STAAR, particularly among historically under-performing student groups.

**Staff Responsible for Monitoring:** Principal, Academic Dean and Teachers

**Problem Statements:** Student Learning 1, 2

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 2

Provide targeted small-group instruction and individualized interventions in English II and Algebra I based on student performance data. Students will receive additional support aligned to identified skill gaps, with progress monitored regularly to determine the effectiveness of interventions and adjust instruction as needed.

**Strategy's Expected Result/Impact:** Students identified as needing additional support will demonstrate measurable academic growth and increased readiness for STAAR and postsecondary coursework.

**Staff Responsible for Monitoring:** Principal, Academic Dean and Teachers

**Problem Statements:** Student Learning 1, 2

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

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 3

Use Advisory and classroom routines to help students regularly review grades, assessment results, and progress toward English II and Algebra I learning targets. Students will identify areas for improvement and establish specific action steps for academic success.

**Strategy's Expected Result/Impact:** Increased student ownership of academic progress, assignment completion, and mastery of English II and Algebra I skills.

**Problem Statements:** Student Learning 2, 3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

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### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student performance data in English II and Algebra I indicate that not all students are demonstrating mastery of essential grade-level knowledge and skills. Gaps in student performance, particularly among historically underperforming student groups, contribute to lower levels of achievement on classroom assessments, common assessments, and STAAR EOC measures. | A consistent, systematic process for analyzing student performance data, identifying specific skill gaps, and responding with timely, targeted intervention has not been fully implemented across English II and Algebra I. As a result, instructional adjustments and interventions may not occur frequently or precisely enough to address individual student needs before learning gaps increase. |

| | | |
|---|---|---|
| 2 | Student performance data in English II and Algebra I indicate that some students, particularly those from historically underperforming student groups, have persistent skill gaps that are not fully addressed through whole-group instruction alone. Without targeted, individualized support, these students may continue to demonstrate gaps in mastery and may not make sufficient progress. | Students with identified skill gaps have not consistently received targeted small-group instruction and individualized interventions that are directly aligned to their specific academic needs. Additionally, progress-monitoring practices have not been consistently used to evaluate the effectiveness of interventions and make timely instructional adjustments. |
| 3 | Student performance data in English II and Algebra I indicate not all students are consistently demonstrating mastery of essential grade-level knowledge and skills. Students do not consistently monitor their grades, assessment results, or progress toward identified learning targets, which may limit their ability to recognize academic concerns and take timely action to improve their performance. | Students lack a consistent, structured process for reviewing their academic performance, understanding their progress toward English II and Algebra I learning targets, and establishing specific action steps for improvement. Opportunities for student reflection, goal setting, and ownership of academic progress have not been consistently embedded into Advisory and classroom routines. |

## Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, College View High School will increase its overall Percent In Attendance (PIA) from 94.4% to 96.0%, maintaining an average six-weeks PIA above 95.0% across all reporting periods through bi-weekly attendance tracking and student outreach.

**Evaluation Data Source:** Daily and Weekly Attendance Data
OnDataSuite Attendance Reports
Rawee Attendance Data

### Strategy 1

Review six-weeks trends and bi-weekly reports. Identify students dropping below 95% attendance to initiate immediate Tier 1 and Tier 2 check-ins before chronic absenteeism sets in.

**Strategy's Expected Result/Impact:** Improved attendance data
Improved student learning outcomes

**Staff Responsible for Monitoring:** Principal
Dean of Students
Attendance Clerk / Registrar

**Problem Statements:** Demographics 1

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

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

Implement a focused outreach protocol during the 2nd and 3rd six-weeks reporting periods--including parent phone calls, home visits, and student attendance contracts--to directly address the historical mid-year drop in participation.

**Strategy's Expected Result/Impact:** Improved attendance data
Improved student learning outcomes

**Staff Responsible for Monitoring:** Principal
Dean of Students
Attendance Clerk / Registrar

**Problem Statements:** Demographics 2

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

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

Create campus-wide, six-week attendance recognition incentives (e.g., individual rewards, class competitions, and academic exemption perks) to keep student engagement consistent throughout the school year.

**Strategy's Expected Result/Impact:** Improved attendance data
Improved student learning outcomes

**Staff Responsible for Monitoring:** Principal
Dean of Students
Attendance Clerk / Registrar

**Problem Statements:** Demographics 3

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

**ESF Levers:** Lever 3: Positive School Culture

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### Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | College View High School's current Percent In Attendance (PIA) of 94.4% is below the campus goal of 96.0%, indicating a need to improve consistent student attendance. | Attendance concerns are not always identified and addressed early enough to prevent patterns of student absences from negatively impacting campus attendance rates and student success. |
| 2 | College View High School's current PIA of 94.4% is below the campus target of 96.0%, indicating a need to improve consistent student attendance. | Attendance concerns are not consistently identified and addressed early enough to prevent patterns of absences and improve overall student attendance. |
| 3 | CVHS Accelerated Academy's PIA of 80.2% reflects significant and persistent attendance challenges that may negatively impact student progress and successful program completion. | Students in the Accelerated Academy experience individual barriers to consistent attendance, and current supports have not provided sufficient individualized accountability, monitoring, and follow-up to improve attendance patterns. |

## Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, Cvhs Accelerated Academy will increase its overall Percent In Attendance (PIA) from 80.2% to 85.0%, ensuring no individual six-weeks reporting period falls below 78.0% by implementing individualized attendance contracts and daily check-ins.

**Evaluation Data Source:** Daily and Weekly Attendance Data
OnDataSuite Attendance Reports
Rawee Attendance Data

### Strategy 1

Assign a designated mentor or staff advocate to every enrolled student to conduct brief daily morning check-ins and monitor personal attendance targets on a daily basis.

**Strategy's Expected Result/Impact:** Improved attendance data
Improved student learning outcomes
Improved course completion rate

**Staff Responsible for Monitoring:** Principal
Dean of Students
CVHS Accelerated Teachers

**Problem Statements:** Demographics 4

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

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## Strategy 2

Launch targeted student outreach and rapid-intervention protocols during the 5th and 6th six-weeks to prevent severe attendance drop-offs prior to graduation and end-of-year completion deadlines.

**Strategy's Expected Result/Impact:** Improved attendance data
Improved student learning outcomes
Improved course completion rate

**Staff Responsible for Monitoring:** Principal
Dean of Students

**Problem Statements:** Demographics 3

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | February | April | June |
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### Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | CVHS Accelerated Academy's PIA of 80.2% reflects significant and persistent attendance challenges that may negatively impact student progress and successful program completion. | Students in the Accelerated Academy experience individual barriers to consistent attendance, and current supports have not provided sufficient individualized accountability, monitoring, and follow-up to improve attendance patterns. |

| | | |
|---|---|---|
| **4** | Some students demonstrate persistent attendance concerns that negatively impact academic progress and successful program completion. | Students with attendance concerns may lack consistent adult connection, accountability, and individualized support needed to address barriers and improve daily attendance. |

# Goal 3

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

## Performance Objective 1

☑ **High Priority**

By May 2027, College View High School will increase student enrollment by 10% over the 2026-2027 enrollment count by implementing a comprehensive recruitment and marketing plan that expands awareness of College View's Early College opportunities, strengthens partnerships with feeder campuses, engages prospective students and families, and highlights the campus's pathway to college credit and postsecondary success.

**Evaluation Data Source:** Enrollment data, recruitment event sign-ins, website and social media traffic, Middle School recruitment schedules, counselor outreach logs, recruitment and marketing materials/artifacts, student application data.

### Strategy 1

Visit AMCMS, CSMS, and WMS to meet with 8th-grade students and provide information about College View High School, Early College opportunities, college credit, student experiences, and the benefits of beginning a college pathway in high school. Following each student presentation, host a parent information night to provide families with additional information, answer questions, and support the enrollment decision-making process.

**Strategy's Expected Result/Impact:** Implement a targeted recruitment and marketing campaign that includes direct communication with prospective students and families, consistent social media and website content, student success stories, campus showcase opportunities, and outreach highlighting College View's Early College pathways, college credit opportunities, career experiences, and postsecondary benefits.

**Staff Responsible for Monitoring:** Principal and Academic Dean

**Problem Statements:** Perceptions 1

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Students and families may have limited awareness or misconceptions about College View High School, Early College opportunities, and the benefits of earning college credit while in high school. | Students and families have had limited opportunities to receive consistent, direct information about College View High School programs, student experiences, and Early College benefits. |

# Goal 4

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

## Performance Objective 1

☑ **High Priority**

By May 2027, College View High School will implement a campus-wide instructional technology framework that supports personalized learning, student ownership, flexible instructional delivery, and college and career readiness. Teachers will purposefully integrate digital tools to differentiate instruction, provide timely feedback, monitor student progress, and increase student engagement in both high school and college coursework.

**Evaluation Data Source:** TTESS walkthrough and formal evaluation data, student digital platform usage reports, PLC agendas and artifacts, lesson plans, benchmark assessment and growth data.

### Strategy 1

Provide ongoing professional learning and PLC support focused on the purposeful integration of instructional technology to support differentiation, formative assessment, student collaboration, personalized learning, and flexible instructional delivery.

**Strategy's Expected Result/Impact:** At least 90% of teachers will demonstrate purposeful integration of instructional technology, as evidenced by T-TESS walkthroughs, lesson artifacts, PLC documentation, and student work samples.

**Staff Responsible for Monitoring:** Principal, Academic Dean and Teachers

**Problem Statements:** School Processes & Programs 3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

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### Strategy 2

Use digital learning platforms and data tools to provide students with timely feedback, monitor academic progress, support individualized learning pathways, and increase student ownership of learning in both high school and college courses.

**Strategy's Expected Result/Impact:** At least 90% of students will demonstrate regular engagement with designated digital learning platforms and increased ownership of their academic progress, as evidenced by platform usage data, student work, grade-monitoring activities, and student survey results.

**Staff Responsible for Monitoring:** Principal, Academic Dean, Teachers

**Problem Statements:** School Processes & Programs 4

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

### Formative Reviews

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### Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Instructional technology is not consistently used to differentiate instruction, assess student learning, increase collaboration, and provide personalized learning opportunities. | Staff need additional professional learning and PLC support to effectively and purposefully integrate instructional technology into daily instruction. |
| 4 | Students do not consistently use digital learning and data tools to monitor their academic progress, respond to feedback, and take ownership of their learning in high school and college courses. | Students need consistent opportunities and guidance to use digital tools to understand their progress, address learning needs, and make informed decisions about their academic success. |

# 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 | | | | |

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|---|---|---|
| Officers & Security Personnel | Superintendent, School Board | |