College Station ISD



A&M Consolidated Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

Public Presentation Date:
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Mission Statement

Through personal discovery, we learn and therefore succeed.

Vision

The AMCMS learning community provides students purposeful and engaging opportunities to explore and discover truth, passion, and confidence by inspiring leadership and meaningful relationships in a safe and caring environment.

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Comprehensive Needs Assessment

Demographics

Summary

AMCMS has approximately 600 students and a diverse student population with 47% of the population being White, 27% being Hispanic, 16% African-American, 4% Asian, 4% two-or-more races, and the remaining students are Native American. 45% of students are designated at-risk, and 44% of our students participate in our free or reduced lunch program. Our Emergent Bilingual population is consistent with around 17% of our students accounting for that demographic. AMCMS hosts an active student body with around 40% participating in Athletics, more than 50% taking non-required CTE courses, and about 30% involved in Band, Orchestra, or Choir. 51% of our Bobcats are enrolled in at-least one advanced level course. Our average class size falls between 25 and 27; the attendance rate maintains at 94-95% throughout the school year.

Special programs on the AMCMS campus include Life Skills, Adaptive Behavior, and CASL. Approximately 19% of our students are served through the Special Education program and approximately 13% are served through 504.

Student Demographics	Count	Percent
Gender		
Female	246	41.07%
Male	353	58.93%
Ethnicity		
Hispanic-Latino	163	27.21%
Race		
American Indian - Alaskan Native	5	0.83%
Asian	25	4.17%
Black - African American	98	16.36%
Native Hawaiian - Pacific Islander	0	0.00%
White	284	47.41%
Two-or-More	24	4.01%

Student Programs	Count	Percent
Dyslexia	69	11.52%
Full-Time Hybrid/Virtual Program	0	0.00%
Gifted and Talented	78	13.02%
MS Advanced Math Participation	96	16.03%
Regional Day School Program for the Deaf	0	0.00%
Section 504	77	12.85%
Special Education (SPED)	111	18.53%
Emergent Bilingual		
Emergent Bilingual (EB)	103	17.20%
Bilingual	0	0.00%
English as a Second Language (ESL)	84	14.02%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	18	3.00%
Title I Part A		
Schoolwide Program	599	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

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Student Indicators	Count	Percent
At-Risk	270	45.08%
Foster Care	0	0.00%
IEP Continuer	0	0.00%

Immigrant	6	1.00%
Intervention Indicator	22	3.67%
Migratory	0	0.00%
Military Connected	1	0.17%
Transfer In Students	8	1.3356%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	266	44.41%
Free Meals	230	38.40%
Reduced-Price Meals	36	6.01%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.17%
Shelter	0	0.00%
Doubled Up	4	0.67%
Unsheltered	2	0.33%
Hotel/Motel	1	0.17%
Not Unaccompanied Youth	7	1.17%
Is Unaccompanied Youth	0	0.00%

During the 2025-2026 school year, AMCMS averaged around 90 discipline incidents each six weeks.

What is the change in incidents by year?

Offense Group	2022-2023	2023-2024	2024-2025	2025-2026	Totals
Any e-cigarette	12	17	4	5	33
Assault	7	6	13	7	33
Bullying	12	5	7		24
Bullying Behaviors	28	19	25	4	76
Bus Referral	96	55	25	30	206
Cheating/Forgery	9	16	12	2	39
Classroom Referral	14	10			24
Disruption of Class	76	104	85	23	288
Disruption School Environment	27	14	3	48	92
Dress Code or ID Violation		3	2		5
Failure to Comply	24	7	28	24	83
Failure to follow directions	51	52			103
False Alarm	2	1	2		5
Fighting	68	50	59	20	197
Flagrant Disrespect	12	7	3	2	24
Inappropriate Behavior	26	35	51	11	123
Insubordination/Disrespect	66	91	98	20	275
Left class with no pass	21	29	24	4	78
Local Electronic Device Violation		8	6	1	15

What is the change in incidents by year?

Offense Group	2022-2023	2023-2024	2024-2025	2025-2026	Totals
Poss/Sold/Use Alcohol				2	2
Poss/Sold/Use Controlled Substance	13				13
Problem with other Student	6	11	18	4	39
Profanity	58	61	26	33	178
Provoke/Promote Fight	30	27	29	10	96
Public Display Of Affection	3	5	2		10
Scuffling/Horse Play	53	46	27	6	132
Skip Class	88	30	32	21	171
Tardy/Late to class	18	14			32
Terroristic Threat	5	4	10	3	22
Theft	11	4	4	3	22
Threat against Student/Staff/Property	19	14	10	2	45
Unruly Behavior	5	13			18
Unwanted Physical Contact	48	49	54	54	205
Vandalism	12	6	3	5	26
Violation of Student Code/Conduct	6	4	12	7	29
Totals	954	846	684	355	2,839

Our campus culture is enriched by the diversity of our student body and the support of community stakeholders as well as our very involved parent community that works in concert with our faculty and staff to realize the potential of our students.

Strengths

- **Stable Attendance:**

  Attendance remains relatively strong at 94.36%, indicating consistent student access to instruction.
- **Positive Behavior Trends:**

  Overall discipline incidents (bullying, fighting, disruptions) have decreased over the past two years, with a relatively low number of repeat offenders.
- **Diverse Student Population:**

  The campus reflects a strong mix of ethnic and socioeconomic backgrounds, supported by efforts such as multicultural events that promote inclusion.

- **Shifting Demographics (Positive Trends):**

  Decreases in at-risk and economically disadvantaged students suggest improving demographic stability.
- **Strong Academic Subgroup (Advanced/GT):**

  A high percentage (51%) of students are identified as GT or Advanced, indicating strong academic potential within the student body.

Emergent Bilingual Growth:

EB students are showing progress in closing academic gaps based on projected STAAR performance.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	With high numbers in GT/Advanced and SPED/504, there is concern that average-performing students may not be receiving targeted support.	lack of consistent monitoring of instructional practices specifically aimed at advanced academic performance; lack of understanding of strong instructional strategies
2 ★	Data indicate higher discipline rates among specific student groups, including African American students and repeat offenders.	inconsistencies with follow-through and use of the flow chart (sparse TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience
3 ★	Data indicate a decline in attendance, student involvement, and overall engagement.	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities

★ = Priority

Student Learning

Summary

Breakdown of **Spring 2026 STAAR Grade 8 Mathematics Online and ASL Forms** (STAAR 3-8 Spring 2026 Math) by Roster by Enrolled Grade: A & M CONSOLIDATED MIDDLE 2025-2026

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR 3-8 Spring 2026 Math | **Standards Keys**

Breakdown		Total	Total			1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
View Details	Enrolled Grade		Student Count	Average Score	Performance Distribution				
	All		310	1884	Percent: 21% 25% 38% 17% Count: 65 76 117 52				
	07 - Grade 7		94	1960	Percent: 13% 61% 27% Count: 12 57 25				
	08 - Grade 8		216	1851	Percent: 30% 30% 28% 13% Count: 65 64 60 27				

Breakdown of **Spring 2026 STAAR Grade 7 Mathematics Online and ASL Forms** (STAAR 3-8 Spring 2026 Math) by Roster by Enrolled Grade: A & M CONSOLIDATED MIDDLE 2025-2026

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR 3-8 Spring 2026 Math | **Standards Keys**

Breakdown		Total	Total			1. Probability and Numerical Representations	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Liter...
View Details	Enrolled Grade		Student Count	Average Score	Performance Distribution				
	All		162	1690	Percent: 68% 20% 8% 4% Count: 110 33 13 6				
	07 - Grade 7		162	1690	Percent: 68% 20% 8% 4% Count: 110 33 13 6				

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Breakdown of **Spring 2026 STAAR Grade 8 Social Studies Online and ASL Forms** (STAAR 3-8 Spring 2026 Sci & SS) by Roster by Enrolled Grade: A & M CONSOLIDATED MIDDLE 2025-2026

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR 3-8 Spring 2026 Sci & SS | **Standards Keys**

Breakdown		Total	Total			1. History	2. Geograp	3. Governm	4. Economi

View Details	Enrolled Grade		Student Count	Average Score	Performance Distribution					
	All		315	3765	Percent 43% 21% 15% 21% Count 135 66 48 66				hy and Culture	ent and Citizenship	ics, Science, Technology, and Soci...
	08 - Grade 8		315	3765	Percent 43% 21% 15% 21% Count 135 66 48 66						

Breakdown of **Spring 2026 STAAR Grade 8 Reading Language Arts Online and ASL Forms** (STAAR 3-8 Spring 2026 RLA) by Roster by Enrolled Grade: A & M CONSOLIDATED MIDDLE 2025-2026

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR 3-8 Spring 2026 RLA | **Standards Keys**

Breakdown		Total	Total			1. Reading	2. Writing
View Details	Enrolled Grade		Student Count	Average Score	Performance Distribution		
	All		316	1764	Percent 16% 17% 26% 41% Count 51 54 83 128		
	08 - Grade 8		316	1764	Percent 16% 17% 26% 41% Count 51 54 83 128		

Breakdown of **Spring 2026 STAAR Grade 7 Reading Language Arts Online and ASL Forms** (STAAR 3-8 Spring 2026 RLA) by Roster by Enrolled Grade: A & M CONSOLIDATED MIDDLE 2025-2026

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR 3-8 Spring 2026 RLA | **Standards Keys**

Breakdown		Total	Total			1. Reading	2. Writing
View Details	Enrolled Grade		Student Count	Average Score	Performance Distribution		
	All		270	1689	Percent 28% 20% 20% 31% Count 75 55 55 85		
	07 - Grade 7		270	1689	Percent 28% 20% 20% 31% Count 75 55 55 85		

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Breakdown of **Spring 2026 STAAR Algebra I Online and ASL Forms** (STAAR EOC Spring 2026 Math) by Roster by Enrolled Grade: A & M CONSOLIDATED MIDDLE 2025-2026

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR EOC Spring 2026 Math | **Standards Keys**

Breakdown		Total	Total			1. Number and Algebraic Meth	2. Describing and Graphing Lir	3. Writing and Solving Linear F	4. Quadratic Functions and Eq	5. Exponential Functions and F
View Details	Enrolled Grade		Student Count	Average Score	Performance Distribution					
	All		111	4758	Percent					

					Percent 1% 2% 15% 82% Count 1 2 17 91			
	07 - Grade 7		10	4976	Percent 100% Count 10			
	08 - Grade 8		101	4736	Percent 1% 2% 17% 80% Count 1 2 17 81			

Strengths

70% or more of students scored at least "Approaches Grade Level" on the Algebra I EOC, 8 Math, 7 Reading, and 8 Reading STAAR tests.

Problem Statements Identifying Student Learning Needs

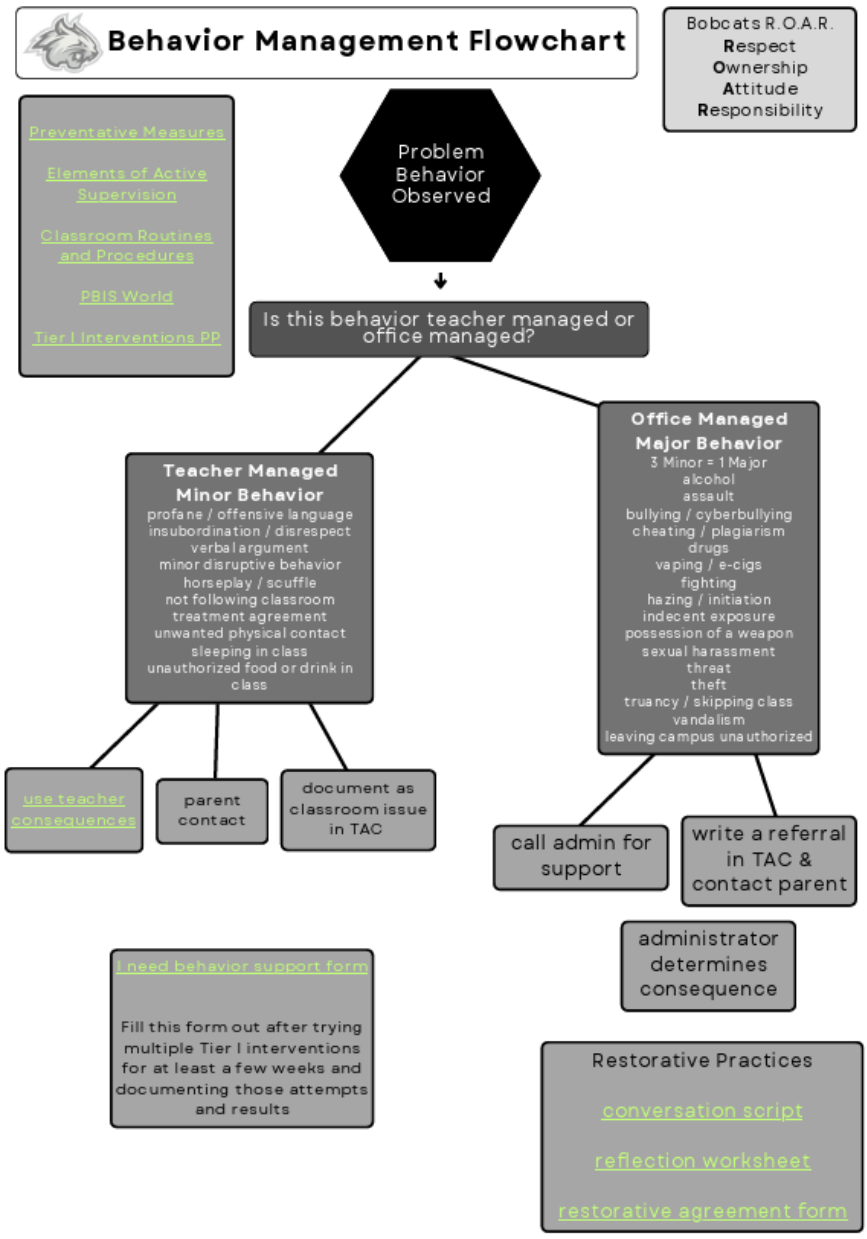
	Problem Statement	Root Cause
1 ★	Data indicate that while student performance in mathematics is improving, a significant percentage of students are still not meeting grade-level expectations, with approximately 55% projected to reach Approaches Grade Level or higher (Math). There is a decline in students achieving at Meets and Masters levels (Reading).	lack of campus or district teacher training on Tier I strategies, buy-in, addressing underlying issue instead of surface; gaps in differentiation and support during instruction; varied instructional strategies; lacking consistent monitoring instructional practices
2 ★	Data indicate that African American students are demonstrating lower growth and achievement across multiple content areas, including reading and mathematics.	lack of campus or district teacher training on Tier I strategies, buy-in, addressing underlying issue instead of surface; gaps in differentiation and support during instruction; varied instructional strategies; lacking consistent monitoring instructional practices

★ = Priority

School Processes & Programs

Summary

AMCMS holds monthly Guiding Coalition Meetings which include all administrative staff, Department Heads, and Content Level Leaders to include all contents in the decision-making process. We also hold a monthly team meeting for all faculty to ensure continuity and foster community. A weekly one-pager is sent out to faculty and staff that includes important upcoming events, reminders, and announcements. Parents receive a monthly newsletter and our website is updated frequently to bridge the connection between school and home. Teachers are required to update Schoology weekly and make phone calls home to parents again to provide an open line of communication.



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AMCMS

BOBCATS R.O.A.R.
RESPECT THEMSELVES AND OTHERS
HAVE OWNERSHIP OVER THEIR WORK AND BEHAVIOR
DEMONSTRATE A POSITIVE ATTITUDE
TAKE RESPONSIBILITY FOR THEIR ACTIONS

	CLASSROOM	HALLWAY	CAFETERIA	RESTROOM	BUS
RESPECT	• Keep your hands to yourself • Listen when others are speaking • Follow teacher directions • Use school appropriate language and volume	• Keep your hands to yourself • Be mindful of others' space • Use school appropriate language and volume	• Use school appropriate language and volume • Wait your turn in line • Clean up after yourself • Keep your hands to yourself	• Give others privacy • Keep the restroom clean • Keep your hands to yourself	• Follow driver's directions • Keep your hands to yourself • Use school appropriate language and volume
OWNERSHIP	• Come to class prepared • Complete assignments on time • Ask for help when needed • Give your best effort	• Keep locker organized • Get to class on time	• Make healthy choices • Throw your trash away properly • Leave your area clean	• Use ehallpasses appropriately • Use facilities appropriately • Return to class quickly	• Be at the bus stop on time • Sit in your assigned seat • Face forward for the duration of the trip • Keep your feet in front of you and out of the bus aisle. • Stay seated anytime the bus is moving
ATTITUDE	• Stay positive • Actively participate • Encourage classmates	• Stay patient • Use school language	• Be kind to staff and students • Include others in conversation	• Be mindful of others • Report issues if needed	• Greet the driver • Be courteous to others • Do not deny others from a seat
RESPONSIBILITY	• Follow classroom procedures • Take care of materials • Clean up after yourself • Wear ID • Personal devices are to be out of sight	• Follow traffic flow • Wear ID • If you see something, say something • Personal devices are to be out of sight	• Choose your seat and stay seated • Follow procedures • Wear ID	• Wash hands • Use only what you need • Leave the restroom tidy • Wear ID	• Keep up with your belongings • Clean up after yourself • Wear ID • Any stop or bus changes must be submitted in writing from a guardian and approved by an administrator before 10AM.

Strengths

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Our school prides itself on having a clear and consistent behavior framework that serves as the foundation for our educational environment. This framework ensures that all students understand the expectations and standards of behavior, creating a safe and respectful atmosphere conducive to learning.

Our commitment to alignment and consistency across the campus ensures that all students, regardless of grade level or classroom, experience the same high standards of behavior. This uniformity helps students transition smoothly between different settings within the school and reinforces the importance of adhering to our shared values and expectations.

We have developed strong Tier 1 behavior systems that are aimed at proactively addressing the needs of all students.

These systems are designed to prevent behavioral issues before they arise by promoting positive behaviors and providing students with the tools they need to succeed. By focusing on Tier 1 interventions, we are able to support the majority of our students effectively, reducing the need for more intensive interventions.

Administrative support and teacher ownership are critical components of our behavior framework's success. Our administration is committed to providing the necessary resources and guidance to ensure that the framework is implemented effectively. At the same time, teachers have the ability to take ownership of the process, as well as actively engage in professional development and collaboration to refine and enhance our approach. This partnership between administration and staff is essential in maintaining a cohesive and effective behavior management system.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Data indicate that behavior systems including the R.O.A.R. Matrix and behavior management processes are not implemented consistently across classrooms, resulting in inconsistent student expectations and responses to behavior.	inconsistencies with follow-through and use of the flow chart (no TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience
2 ★	Data indicate that a small group of students consistently demonstrate repeated behavioral issues despite existing systems resulting in continued disruptions and limited behavior change	inconsistencies with follow-through and use of the flow chart (no TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience
3 ★	Data indicate a lack of consistent implementation of high-quality instruction, differentiated supports, and behavior systems which leads to low academic achievement, behavior disparities, and a lack of student engagement.	documented inconsistencies with use and follow through of the behavior flow chart; lack of calibration among staff; campus has focused on addressing surface issues instead of underlying academic or behavior root cause

★ = Priority

Perceptions

Summary

Student Data

	Favorability score
Average Score	63%
Effective & Personalized Learning	75%
I have personal goals I work toward at school.	82%
My teachers provide learning experiences that help me learn and reach my goals.	74%
All students at my school have a chance to succeed, no matter who they are or where they come from.	69%
Academic Support	72%
When I need help with school work I know where to go and who to ask.	74%
The support I get helps me understand my school work better.	66%
My school provides me opportunities to improve and grow.	76%
Relationships & School Experience	46%
Students at our school care about, respect, and support one another.	24%
Adults at school care about me and support me.	62%
I feel like I belong at my school.	53%
Community & Real-World Connections	58%
I learn about careers and future opportunities at school.	64%
My school provides opportunities to connect with the community.	54%
I participate in learning experiences connected to real-world situations.	59%
My school helps me explore my interests beyond the classroom.	52%
I understand how my learning connects to life after graduation.	62%
Technology & Digital Learning Experience	78%
I have access to the devices and technology at school I need to support my learning.	76%
Technology helps me share my ideas, work with others, or create projects.	81%
Personal Communication Devices	53%
I understand the rules and consequences of my school's cell phone policy.	71%
My school's cell phone policy helps limit distractions so I can focus on learning.	35%
Attendance	70%
It is easy for me to attend school regularly.	70%

Quick Recap of this engagement

Summary

The overall sentiment from the engagement suggests that students generally feel supported in their learning environment, with a majority expressing positive views about their personal goals, teacher support, and opportunities for growth. However, there are notable concerns regarding the school's cell phone policy and peer relationships. The quantitative data shows that 58% of students agree they have personal goals they work toward at school, and 57% agree that teachers provide learning experiences that help them reach these goals. Additionally, 55% agree that their school provides opportunities to improve and grow. Despite these positive aspects, the cell phone policy is a contentious issue, with 24% strongly disagreeing that it helps limit distractions, indicating dissatisfaction among a significant portion of students.

Categories

Personal Goals and Academic Support: Students generally feel they have personal goals and receive adequate academic support to achieve them. The majority agree that teachers provide learning experiences that help them reach their goals (57% agree, 16% strongly agree). Participants mentioned specific strategies like using planners and receiving help from teachers as beneficial. The perception is largely positive, with students feeling encouraged and supported in their academic pursuits.

Opportunities for Growth and Success: The school is perceived as providing opportunities for growth, with 55% agreeing and 21% strongly agreeing. Students appreciate the chance to explore interests beyond the classroom and connect learning to life after graduation. However, some feel anxious about their future prospects, indicating a need for more comprehensive career guidance.

Peer and Adult Relationships: Relationships with peers and adults at school are mixed. While 46% agree that adults care and support them, peer relationships are less positive, with only 17% agreeing that students care, respect, and support one another. Qualitative responses highlight issues with peer interactions, including bullying and lack of respect, which impact the overall school experience.

Technology and Learning: Technology is seen as a valuable tool for learning, with 49% agreeing and 32% strongly agreeing that it helps share ideas and collaborate. However, the cell phone policy is a major point of contention, with 24% strongly disagreeing that it limits distractions. Students express frustration over not being able to use phones for emergencies or personal needs, suggesting the policy may need reevaluation.

School Environment and Policies: The school environment is generally perceived as supportive, but the cell phone policy is a significant concern. Many students feel the policy restricts their ability to communicate during emergencies, and 24% strongly disagree with its effectiveness. This dissatisfaction suggests a need for policy review to better align with student needs and safety concerns.

Areas to investigate

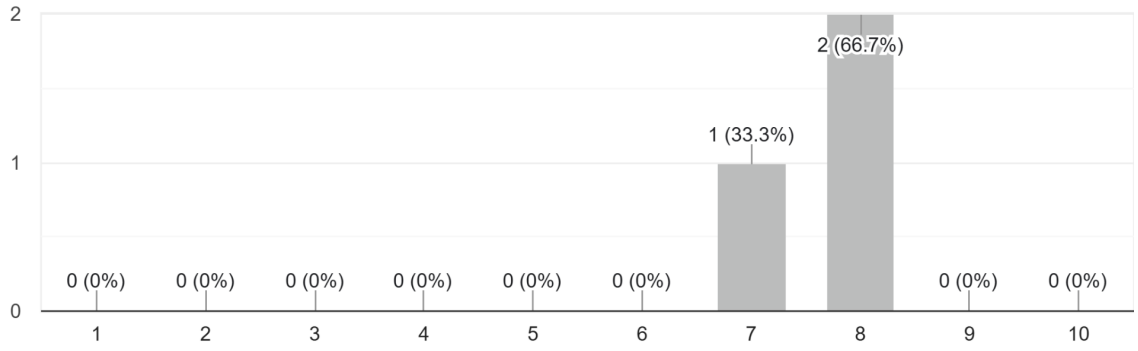
- **Cell Phone Policy**: With 24% strongly disagreeing that the policy helps limit distractions, further investigation is needed to understand the impact on student safety and communication.
- **Peer Relationships**: The low agreement (17%) on peer support indicates underlying issues with student interactions that may require attention to improve the school climate.

- **Career Guidance**: Some students express anxiety about future prospects, suggesting a need for enhanced career education and support to better prepare them for life after graduation.

Parent Data

Teachers use a variety of teaching strategies and learning activities to help students learn.

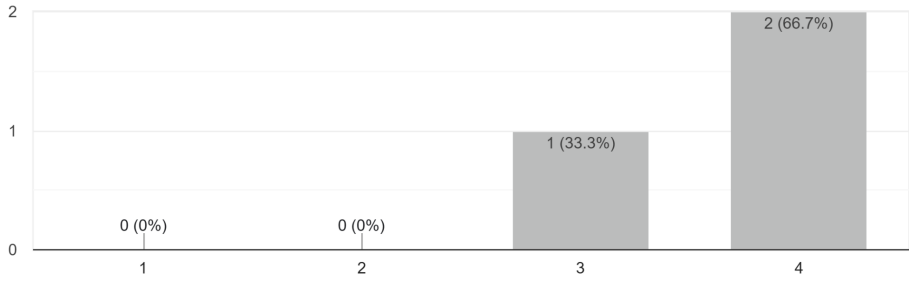
3 responses



I do wish there were more collaborative learning groups and teacher led small groups which our students were accustomed to in elementary grades. However, I understand with larger classes this may not be easy to achieve.

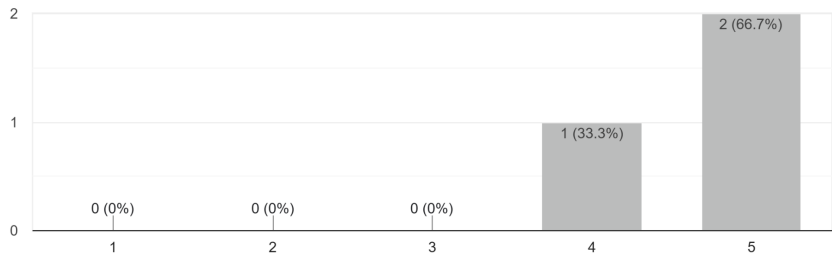
Teachers hold high expectations for student learning.

3 responses



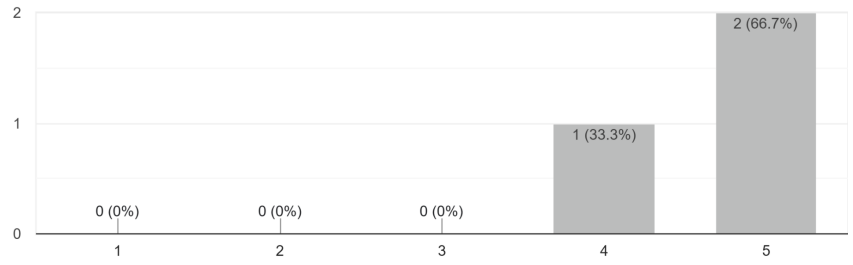
In addition to multiple choice and written assessments, students are provided with a variety of ways to show their learning (e.g., projects, presentations, portfolios).

3 responses



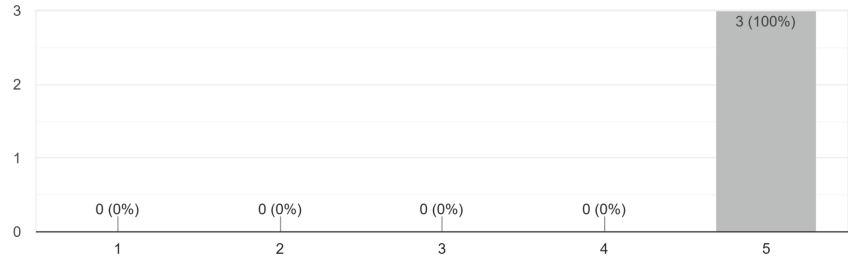
Teachers are willing to give students individual help outside of class time.

3 responses



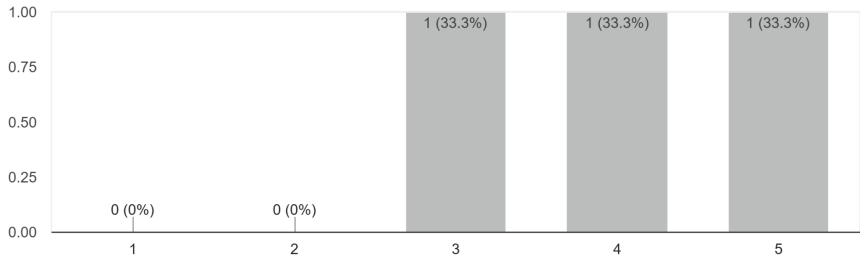
AMCMS offers learning opportunities that support the full range of student abilities.

3 responses



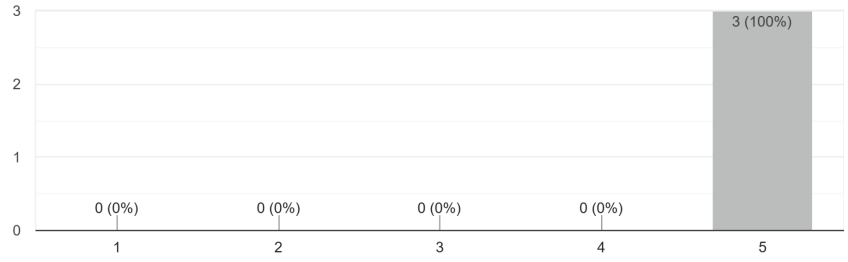
AMCMS recognizes the achievements of students for all types of accomplishments.

3 responses



Effective procedures are in place to support communication with parents.

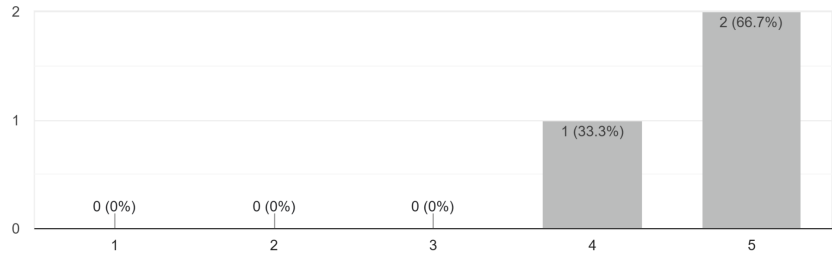
3 responses



This year, teachers have sent weekly updates (email) including information about unit assessments and projects. This is helpful.

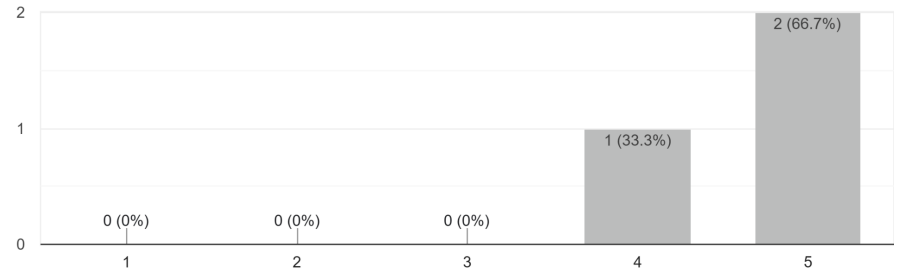
At AMCMS, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

3 responses



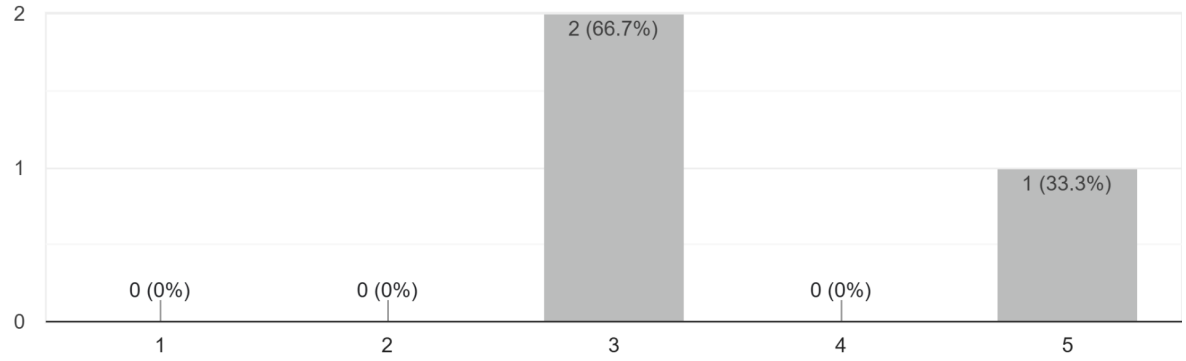
AMCMS facilities are adequate to support students' learning needs.

3 responses



Class sizes at AMCMS are appropriate for effective learning.

3 responses

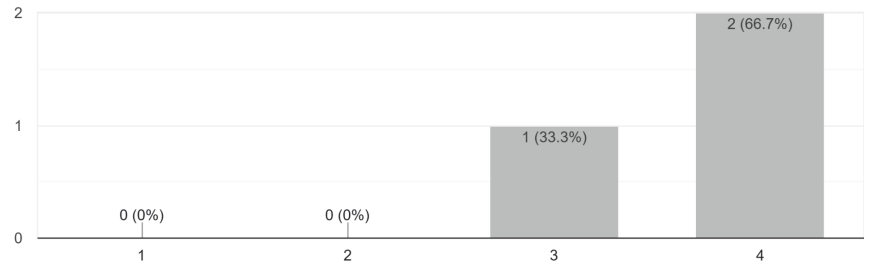


Closer to 15 or 16 would be ideal instead of 20.

Advanced classes such as Algebra 1 should not have such large numbers. Just because the students are on a faster pace/track does not mean there should be so many students in there. I respect the master schedule and the challenges it does create with only one teacher with this subject.

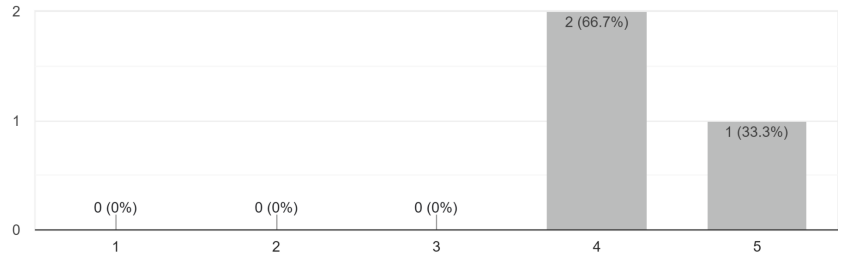
Students and staff at our school are treated with respect, regardless of race, religion or gender.

3 responses



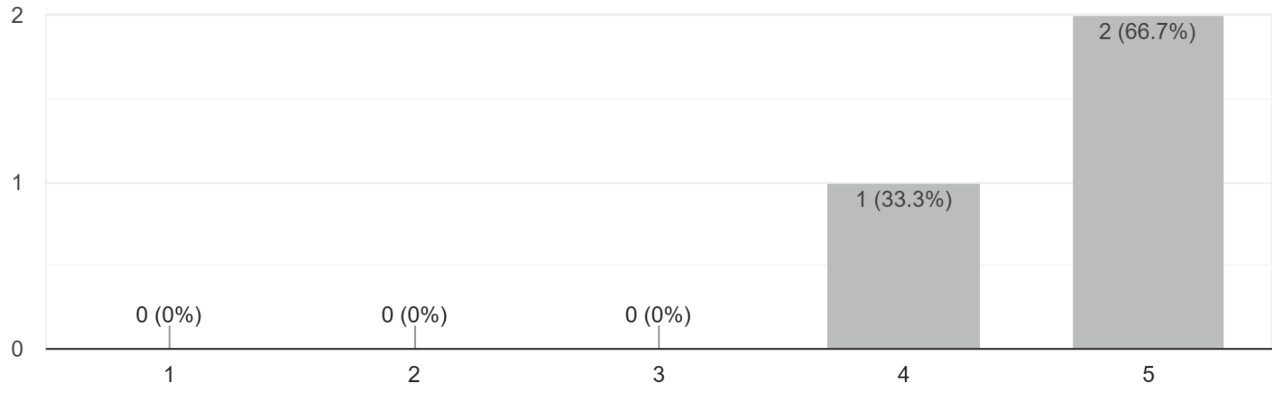
School rules apply fairly to all students.

3 responses



Adequate security measures are in place at AMCMS.

3 responses

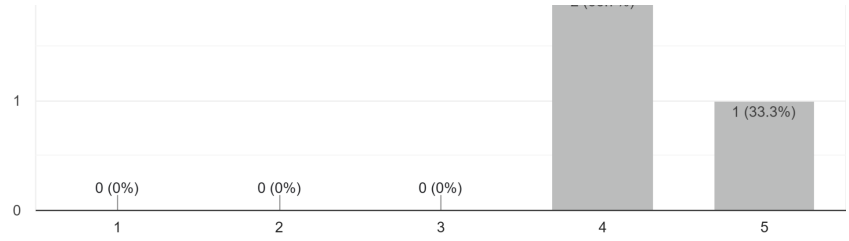


Thank you for the prompt communication when there are lockdowns, evacuations, drills. We are very informed because of your administrative experience.

AMCMS has a clear mission and goals that provide the staff with a common purpose and sense of direction.

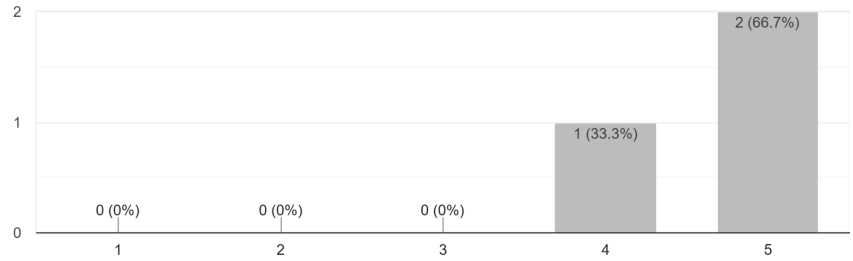
3 responses





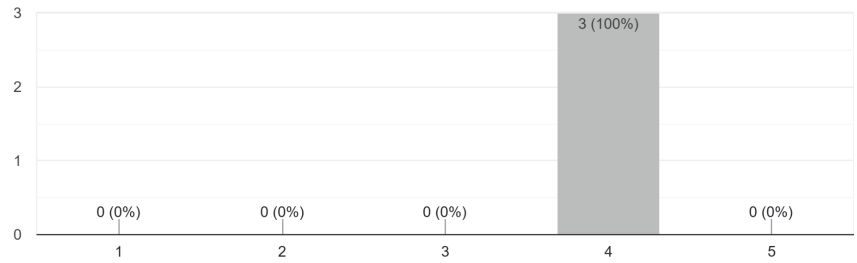
Discipline is addressed in a fair, consistent and timely manner.

3 responses



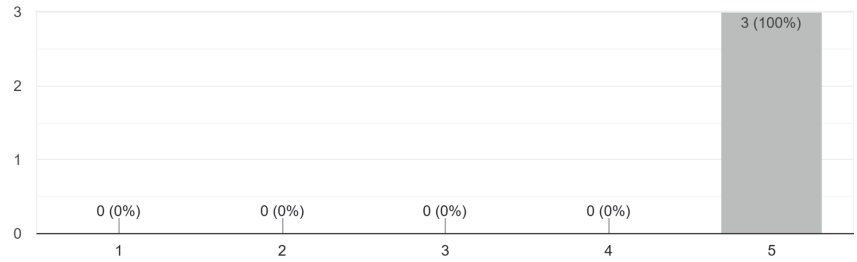
Innovative practices are supported and encouraged.

3 responses



For the most part, I am satisfied with AMCMS.

3 responses



My own children (2 of them) have had an EXCELLENT experience in Middle school and this is because your campus is run efficiently and collaboratively with your staff. We are ready to move to high school but leaving with a POSITIVE experience and a strong foundation we received from the education you provided. Thank you to your campus. Bobcats are #1.

Teacher Data

	Favorability score
Average Score	78%
Leadership & Trust	79%
District and school leaders communicate a clear vision for student success that guides our work.	93%
District and school leadership respects and trusts me to make decisions that support students.	85%
District and school leadership involves staff in meaningful decision-making processes.	58%
Staff Collaboration & Professional Climate	88%
Relationships among staff are respectful and professional.	95%
I collaborate effectively with colleagues to support student learning.	81%
Professional Development	52%
Professional development and training opportunities are relevant to my needs and help me improve in my role.	52%
I have time and support to try out professional learning and training strategies in my role followed by coaching or feedback that helps me implement effectively.	52%
Student Belonging, Connectedness & Relationships	80%
Students at our school treat each other with respect and foster a positive peer culture.	65%
Relationships between staff and students at our school are generally positive and based on mutual respect.	95%
Staff Belonging, Connectedness & Relationships	78%
I feel a sense of belonging and connection as a member of this school's staff.	80%
My contributions to the school are valued and recognized.	75%
Family Engagement & Communication	90%
I have the support and resources I need to effectively communicate and engage with families.	90%
The school actively works to include families from all backgrounds in school activities.	90%
School communications with families are clear, timely, and help families support student learning.	90%
Curriculum & Instruction	59%
I receive valuable feedback on my instruction that helps me improve my practice.	77%
The curriculum is clear, well-structured, and supports effective teaching and student learning.	38%
Common assessments provide actionable information I can use to adjust instruction.	62%
Academic Support & Access to Resources	88%
The school provides appropriate support and access to resources for all students.	95%
Students who need extra support are identified early and provided help quickly.	80%
Student Engagement & Participation	63%
Students are actively engaged in classroom learning and school activities.	55%
Students have opportunities to make choices and take ownership of their learning.	70%
Mental Health & Well-Being	82%
I have access to resources to support students' mental health and well-being.	85%
When concerns arise, students are connected quickly to appropriate support systems.	90%
My workplace supports my own mental health and well-being.	70%

Behavior & Expectations	76%
Expectations for student conduct are clear and communicated effectively.	89%
Student behavior is managed consistently and fairly across classrooms and grade levels.	63%
School Safety	92%
I feel physically safe at work.	94%
I feel emotionally safe at work.	89%
Facilities & Learning Environment	81%
Learning spaces (e.g., classrooms, library, gym) are safe and comfortable.	89%
Learning spaces (e.g., classrooms, library, gym) support effective teaching and student learning.	94%
Classroom technology and infrastructure (e.g., WiFi, devices, projectors) work reliably during instruction.	61%

Quick Recap of this engagement

Summary

The survey results from A&M Consolidated Middle School highlight the perspectives of teachers and staff regarding various aspects of their work environment. Predominantly, participants are seasoned professionals in education, with 41% boasting over 8 years of experience. A significant number feel supported by their leadership and colleagues, evidenced by 63% who agree that district and school leaders communicate a clear vision for student success. However, there are notable concerns including professional development relevancy, with only 43% agreeing it meets their needs, and technology reliability, with 56% affirming dependable resources. Key areas such as the school's accommodation of diverse family backgrounds and mental health support for staff and students reflect strong endorsements from the respondents. Overall, while sentiments are largely positive, the feedback suggests areas for improvement in decision-making involvement, curriculum clarity, professional development, and technology infrastructure which deserve further scrutiny.

Categories

Leadership and Decision-Making: This area focuses on the school leadership's communication and decision-making processes involving staff. Most participants (93%) have confidence in their school leadership to provide a clear vision, and 86% feel respected and trusted to make student-supporting decisions. Despite the high respect and trust levels, only 57% feel involved in meaningful decision-making processes, indicating room for improvement in this area.

Professional Development and Support: Participants have mixed feelings about professional development and the support provided for implementing learned strategies. About 43% feel current professional development aligns with their needs and supports role improvement, while a noticeable 24% do not see its relevance. This suggests a need to tailor professional development offerings to better suit individual roles and teaching contexts.

Student and Staff Relationships: There is generally strong confidence in the mutual respect between staff and students, with 95% affirming positive interactions. Additionally, 85% feel recognized and connected within the school community. However, only 65% perceive that students treat each other with respect, indicating potential opportunities to foster a more respectful peer culture further.

Family and Community Engagement: Communication and engagement with families is another strength, with 90% of respondents agreeing that the school actively works to include families from all backgrounds in activities. School communications are predominantly clear and timely, aiding in family support for student learning, further reinforcing positive family engagement.

Infrastructure and Environment: This category captures responses about learning spaces, technology, and safety. Most learning spaces are deemed supportive of effective teaching and student learning by 94% of participants. However, only 62% find that technology and infrastructure work reliably, suggesting an area for resource upgrading. Respondents overwhelmingly feel physically and emotionally safe and believe these spaces are comfortable.

Areas to investigate

- **Professional Development Offers**: With only 43% finding the development opportunities relevant, there might be an underlying issue of mismatched content to staff needs, indicating a need for tailored learning paths.
- **Classroom Technology Reliability**: 44% express uncertainties or concerns with technology reliability, highlighting a critical area for resource improvement that may be affecting teaching efficiency.
- **Involvement in Decision-Making Processes**: Since only 57% of staff feel involved in meaningful decision-making, exploring the mechanisms of staff engagement might reveal gaps or barriers in existing practices.

Strengths

At our school, we pride ourselves on fostering positive student-staff relationships. This is achieved through open communication, mutual respect, and a commitment to understanding each student's unique needs and aspirations. Our staff is dedicated to creating a welcoming and inclusive environment where students feel valued and supported, which in turn enhances their overall educational experience.

The effective use of technology is integral to our teaching and learning processes. We leverage digital tools and resources to enhance instruction, facilitate collaboration, and provide students with access to a wealth of information and learning opportunities. Our commitment to integrating technology into the classroom ensures that students are prepared for the demands of the modern world.

Finally, we are proud of the positive perception we have among our stakeholders, including parents, community members, and educational partners. This perception is a testament to our dedication to providing a high-quality education and our ability to build strong, trusting relationships with those invested in our school's success. We continually strive to maintain and enhance this positive reputation through transparency, engagement, and a shared commitment to our students' well-being and achievement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Data indicate that students report low levels of peer-to-peer respect, support, and a sense of belonging resulting in decreased student engagement, increased conflict, and a diminished overall school experience	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Data indicate higher discipline rates among specific student groups, including African American students and repeat offenders.	inconsistencies with follow-through and use of the flow chart (sparse TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience
2 ★	Data indicate a decline in attendance, student involvement, and overall engagement.	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities
3 ★	Data indicate that while student performance in mathematics is improving, a significant percentage of students are still not meeting grade-level expectations, with approximately 55% projected to reach Approaches Grade Level or higher (Math). There is a decline in students achieving at Meets and Masters levels (Reading).	lack of campus or district teacher training on Tier I strategies, buy-in, addressing underlying issue instead of surface; gaps in differentiation and support during instruction; varied instructional strategies; lacking consistent monitoring instructional practices
4 ★	Data indicate that African American students are demonstrating lower growth and achievement across multiple content areas, including reading and mathematics.	lack of campus or district teacher training on Tier I strategies, buy-in, addressing underlying issue instead of surface; gaps in differentiation and support during instruction; varied instructional strategies; lacking consistent monitoring instructional practices
5 ★	Data indicate that students report low levels of peer-to-peer respect, support, and a sense of belonging resulting in decreased student engagement, increased conflict, and a diminished overall school experience	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities
6 ★	Data indicate that behavior systems including the R.O.A.R. Matrix and behavior management processes are not implemented consistently across classrooms, resulting in inconsistent student expectations and responses to behavior.	inconsistencies with follow-through and use of the flow chart (no TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience

7 ★	Data indicate that a small group of students consistently demonstrate repeated behavioral issues despite existing systems resulting in continued disruptions and limited behavior change	inconsistencies with follow-through and use of the flow chart (no TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience
8 ★	Data indicate a lack of consistent implementation of high-quality instruction, differentiated supports, and behavior systems which leads to low academic achievement, behavior disparities, and a lack of student engagement.	documented inconsistencies with use and follow through of the behavior flow chart; lack of calibration among staff; campus has focused on addressing surface issues instead of underlying academic or behavior root cause
9 ★	With high numbers in GT/Advanced and SPED/504, there is concern that average-performing students may not be receiving targeted support.	lack of consistent monitoring of instructional practices specifically aimed at advanced academic performance; lack of understanding of strong instructional strategies

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **Local benchmark or common assessments data**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- ☑ **Special education/non-special education population including discipline, progress and participation data**
- ☑ **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/**

stability

- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Enrichment course/materials**

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, the campus will increase overall student achievement and close performance gaps across all student groups through strengthened Tier 1 instruction, differentiation, and rigor.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
November	Campus Essential Standards	25	
February	Campus Essential Standards	50	
April	Campus Essential Standards	75	
June	Campus Essential Standards	100	

Evaluation Data Source: Unit Assessment Data, MAP, STAAR

Strategy 1 ☑ Targeted Support Strategy

Deliver targeted professional development on advanced instructional frameworks (such as Small Group Purposeful Talk or Scaffolding), followed by classroom observations and feedback loops to ensure these strategies are being used to increase student engagement and performance

Strategy's Expected Result/Impact: 5% increase in Reading Meets; 2% Increase in Reading Masters

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, MTSS Coordinator, Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC meetings to discuss CTM data; collaboration of teachers and IC's to identify student groups	IC's	weekly	
2	weekly learning walks by AP's and IC's to evaluate instructional effectiveness and engagement of identified student groups	IC's	weekly	

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

Title I: 2.5.2

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

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

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy

Decrease class size by adding a 7th grade Math teacher to promote more targeted and individualized instruction.

Strategy's Expected Result/Impact: 57% of 7th grade Math students achieve Approaches Grade Level;
Close 7th grade Math Achievement Gap by 10% for each subpopulation compared to whole-campus achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, MTSS Coordinator, Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use Title I funds to hire an additional teacher for class size reduction	principal	2026-2027 school year	

Problem Statements: Student Learning 1 - School Processes & Programs 3

Funding Sources: Payroll - Math Teacher 211 Title I, Part A, 6100, $69,615

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With high numbers in GT/Advanced and SPED/504, there is concern that average-performing students may not be receiving targeted support.	lack of consistent monitoring of instructional practices specifically aimed at advanced academic performance; lack of understanding of strong instructional strategies

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Data indicate that while student performance in mathematics is improving, a significant percentage of students are still not meeting grade-level expectations, with approximately 55% projected to reach Approaches Grade Level or higher (Math). There is a decline in students achieving at Meets and Masters levels (Reading).	lack of campus or district teacher training on Tier I strategies, buy-in, addressing underlying issue instead of surface; gaps in differentiation and support during instruction; varied instructional strategies; lacking consistent monitoring instructional practices

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Data indicate a lack of consistent implementation of high-quality instruction, differentiated supports, and behavior systems which leads to low academic achievement, behavior disparities, and a lack of student engagement.	documented inconsistencies with use and follow through of the behavior flow chart; lack of calibration among staff; campus has focused on addressing surface issues instead of underlying academic or behavior root cause

Performance Objective 2 ☑ High Priority

By May 2027, the campus will establish and adhere to a consistent, multi-tiered system of behavioral support to improve student behavior outcomes.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
November	3 week Behavior Meetings	25	
February	3 week Behavior Meetings	50	
April	3 week Behavior Meetings	75	
June	3 week Behavior Meetings	100	

Evaluation Data Source: Analytics and Insights; Cognos; OnDataSuite; Teacher Perception Data; Parent Perception Data; Student Perception Data

Strategy 1 ☑ Targeted Support Strategy

Deliver targeted professional development on Tier I behavior strategies followed by classroom observations, feedback loops, and coaching cycles to ensure these strategies are being used to consistently across the campus.

Strategy's Expected Result/Impact: Decrease the percentage of discipline referrals by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS Coordinator, Counselors, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	weekly campus behavior walk-throughs to look for evidence of implementation of behavior matrix (R.O.A.R.) in classrooms	IC's & AP's	weekly	
2	three week cycle behavior meetings to support teachers and students in implementation of matrix; and review walk-through data	MTSS and Counselor	once every three weeks	

Problem Statements: School Processes & Programs 1, 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 2

Increase consistent social emotional development through Tier 1 support programs such as Character Strong, MINGA, and ROAR; Provide curricular options (Character Strong, MINGA) and resources (R.O.A.R. Matrix).

Strategy's Expected Result/Impact: Decrease the percentage of discipline referrals by 10%.

Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS Coordinator, Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Character Strong Use Monitoring	Counselor	every six weeks	
2	student survey	MTSS	every six weeks	

Problem Statements: School Processes & Programs 1, 3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Data indicate that behavior systems including the R.O.A.R. Matrix and behavior management processes are not implemented consistently across classrooms, resulting in inconsistent student expectations and responses to behavior.	inconsistencies with follow-through and use of the flow chart (no TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience
3	Data indicate a lack of consistent implementation of high-quality instruction, differentiated supports, and behavior systems which leads to low academic achievement, behavior disparities, and a lack of student engagement.	documented inconsistencies with use and follow through of the behavior flow chart; lack of calibration among staff; campus has focused on addressing surface issues instead of underlying academic or behavior root cause

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

Performance Objective 1

By May 2027, the campus will increase overall student achievement and close performance gaps across all student groups through early identification of needed Tier II and Tier III support and targeted intervention groups.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
Beginning of Year	previous STAAR scores and BOY MAP data	0	
Middle of Year	MOY MAP data	50	
End of Year	EOY MAP data / STAAR scores / EOY grades	100	

Evaluation Data Source: Unit Assessment Data, MAP, STAAR, Analytics and Insights; Cognos; OnDataSuite; Teacher Perception Data; Parent Perception Data; Student Perception Data

Strategy 1 ☑ Targeted Support Strategy

Targeted intervention groups led by a Title I tutor, determined by student summative and formative data, that are tracked and continued until mastery.

Strategy's Expected Result/Impact: Close Achievement Gap by 10% for each subpopulation compared to whole-campus achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, MTSS Coordinator, Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	identification of intervention groups	MTSS	BOY	
2	implementation of intervention	Title I tutor; ESL Specialist, Counselors, MTSS	all year	
3	review of data (learning cycle); student progress monitoring from tutor shared with MTSS, Counselor, AP, P, ESL Specialist	MTSS, Counselors, ESL Specialist, Title I tutor	all year	

Problem Statements: Student Learning 2

Funding Sources: Payroll - Tutor 211 Title I, Part A, 6100, $11,250

Title I: 2.5.1

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

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

Formative Reviews

November **February** **April** **June**

Strategy 2

Conduct monthly audits of referral data and utilize data to identify disparities and provide strategic support to teachers in MTSS meetings every 3-6 weeks.

Strategy's Expected Result/Impact: Decrease Discipline Disparity by 5%

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, MTSS Coordinator, Counselors

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

Title I: 2.5.1, 2.5.3

Formative Reviews

November **February** **April** **June**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Data indicate higher discipline rates among specific student groups, including African American students and repeat offenders.	inconsistencies with follow-through and use of the flow chart (sparse TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Data indicate that African American students are demonstrating lower growth and achievement across multiple content areas, including reading and mathematics.	lack of campus or district teacher training on Tier I strategies, buy-in, addressing underlying issue instead of surface; gaps in differentiation and support during instruction; varied instructional strategies; lacking consistent monitoring instructional practices

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Data indicate a lack of consistent implementation of high-quality instruction, differentiated supports, and behavior systems which leads to low academic achievement, behavior disparities, and a lack of student engagement.	documented inconsistencies with use and follow through of the behavior flow chart; lack of calibration among staff; campus has focused on addressing surface issues instead of underlying academic or behavior root cause

Goal 3

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

Performance Objective 1

By May 2027, the campus will implement and sustain meaningful parent and family engagement by establishing a comprehensive communication and partnership framework.

Evaluation Data Source: Response to Outreach, Support Records, Program Schedules and Attendance, Platform Usage

Strategy 1

Utilize diverse communication methods including newsletters, Frankly app, and second Counselor.

Strategy's Expected Result/Impact: Establish a baseline of at least 30% monthly engagement of parents and students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, MTSS Coordinator, Counselors

Problem Statements: Demographics 3 - Perceptions 1

Funding Sources: PFE - Frankly & Minga 199 State Compensatory Ed (SCE), $5,340, Payroll - Counselor 211 Title I, Part A, 6100, $59,177

Title I: 2.5.2, 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Data indicate a decline in attendance, student involvement, and overall engagement.	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Data indicate that students report low levels of peer-to-peer respect, support, and a sense of belonging resulting in decreased student engagement, increased conflict, and a diminished overall school experience	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities

Goal 4

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

Performance Objective 1

By May 2027, the campus will establish and adhere to a consistent, multi-tiered system of behavioral support to improve student behavior outcomes and foster a sense of belonging.

Evaluation Data Source: Analytics and Insights; Cognos; OnDataSuite; Teacher Perception Data; Parent Perception Data; Student Perception Data

Strategy 1

Intentional connection-based systems (community-facilitated clubs, staff-student mentoring, digital family engagement tools, etc.)

Strategy's Expected Result/Impact: 10% decrease in repeat behavioral offenders

Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS Coordinator, Counselors

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

Formative Reviews

November	February	April	June

Strategy 2

Intentional connection-based systems (community-facilitated clubs, staff-student mentoring, digital family engagement tools, etc.)

Strategy's Expected Result/Impact: 15% increase in student participation of campus organizations

Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS Coordinator, Counselors

Problem Statements: Demographics 3 - Perceptions 1

Title I: 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Data indicate a decline in attendance, student involvement, and overall engagement.	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Data indicate that a small group of students consistently demonstrate repeated behavioral issues despite existing systems resulting in continued disruptions and limited behavior change	inconsistencies with follow-through and use of the flow chart (no TI interventions; threshold varies), lack of targeted support, lack of calibration - 'huddle meetings'; lack of reliance on relationship repair; unstructured time and large audience

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Data indicate that students report low levels of peer-to-peer respect, support, and a sense of belonging resulting in decreased student engagement, increased conflict, and a diminished overall school experience	incentive; student connection; lacking participation beyond athletics and fine-arts; limited intentional systems to connect students to activities

State Compensatory Education

State Compensatory

Budget for A&M Consolidated Middle School

Total SCE Funds: $5,340.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Title I Summary

Title I

Committees

Committees

Campus Improvement Plan Team

Members

First Name	Last Name	Position	Committee Role
Natalie	Garcia	Health Teacher	Classroom Teacher
Chris	Swanson	Community Member	Community Member
Catherine	Westerheim	Parent	Parent
Ashlee	Schoenvogel	Parent	Parent
Ryan	Chandler	Business Representative	Business Representative
Jason	Cornelius	Business Representative	Business Representative
Ryan	Ullmann	Community Member	Community Member
Penne	Liefer	Assistant Superintendent of Teaching and Learning	District Representative
Emily	Swanson	SpEd Department Head	SpEd Teacher
Jennifer	Massa	LOTE Teacher	Classroom Teacher
Emily	Hughes	ELA Teacher	Classroom Teacher
Kaitlyn	Thornton	Science Teacher	Classroom Teacher
Charles	Matzig	CTE Teacher	Classroom Teacher
Hannah	Hart	Math Department Head	Classroom Teacher
Dylon	Russell	CTE Teacher	Classroom Teacher
Kendra	Jones	Band Director	Classroom Teacher
Kellie	Meadows	SpEd Teacher	Classroom Teacher
Bailey	Buxkemper	Math Teacher	Classroom Teacher
Cheryl	Hall	Math Teacher	Classroom Teacher
Brittany	Compton	ELA Teacher	Classroom Teacher
Faith	Brown	Science Teacher	Classroom Teacher
Colby	Kitterman	Social Studies Teacher	Classroom Teacher
Melinda	Loggins	Fine Arts Dept. Head	Classroom Teacher

Maddie	Runyon	PE/Health Department Head	Classroom Teacher
Matt	Bywater	CTE/Electives Department Head	Classroom Teacher
Sarah	Thibodeaux	English Department Head	Classroom Teacher
Christian	Thibodeaux	Social Studies Department Head	Classroom Teacher
Meghan	Ullmann	Science Department Head	Classroom Teacher
Courtney	Rogers	Math Teacher	Classroom Teacher
Chris	Crowther	Assistant Principal	Non-Teacher Professional
Bob	Battle	Assistant Principal	Non-Teacher Professional

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	PFE - Frankly & Minga	--	$5,340.00
				Sub-Total	$5,340.00
				Budgeted Fund Source Amount	$5,340.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll - Math Teacher	6100	$69,615.00
2	1	1	Payroll - Tutor	6100	$11,250.00
3	1	1	Payroll - Counselor	6100	$59,177.00
				Sub-Total	$140,042.00
				Budgeted Fund Source Amount	$140,042.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Officers & Security Personnel	Superintendent, School Board	