College Station ISD

College Hills Elementary School

Accountability Rating: C

Distinction Designation:
Academic Achievement in English Language Arts/Reading

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

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Mission Statement

Mission- Create a safe and positive learning environment that will develop potential and celebrate success for all of the CHE community!

Vision

Vision- CHE will ensure high levels of learning for all.

Collective Commitments

School Motto: Work hard and be kind!

Our school is committed to ensure every student has a fair, equitable, and sustaining opportunity to obtain a high-quality education. We prioritize closing achievement gaps by implementing evidence-based instructional strategies and fostering a strong home-school partnership that addresses the diverse needs of our student population, particularly those at-risk of not meeting academic standards.

Collective Commitments

- Engage in purposeful and collaborative professional learning communities to analyze data and improve student learning.
- Engage in meaningful staff development to improve instructional practices where we learn from each other.
- Plan and lead community events for parents and students to build our campus culture and create positive relationships with community members.
- Provide teachers with the resources and training to teach and model character-building lessons in the classroom daily.
- Work with students to set measurable goals to monitor their learning and progress across content areas.
- Participate in intentional and purposeful data conversations to outline a plan to help our students grow and fill in gaps using appropriate interventions and supports.
- Develop and utilize common assessments to monitor student progress and create engaging lessons with a high level of learning.
- Create and implement a positive behavior intervention system for students in order to decrease discipline referrals and celebrate the positive around our school.
- We will engage in various campus-wide events to cultivate a cohesive school culture and a positive climate conducive of learning for all

School Wide Goal: Enhance student responsibility and ownership in academic and social-emotional development by fostering collaboration and receiving support from both staff and parents.

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Comprehensive Needs Assessment

Demographics

Summary

College Hills Elementary School is strategically located in College Station, just east of Texas A&M University. While historical campus planning documents estimated a stable enrollment of approximately 540 students, active enrollment data from the Summer PEIMS registry indicates a significantly larger student population of **627 students**.
This student body is distributed across early childhood and elementary grade levels as follows:

- **Pre-Kindergarten (PK) & Early Education (EE):** 89 students total, with 12 students (1.91%) in EE and 77 students (12.28%) in Pre-Kindergarten.
- **Kindergarten (KG):** 117 students (18.66%).
- **1st Grade:** 114 students (18.18%).
- **2nd Grade:** 104 students (16.59%).
- **3rd Grade:** 99 students (15.79%).
- **4th Grade:** 104 students (16.59%).

This higher-than-expected enrollment indicates growing demand and a need to ensure that physical, staffing, and instructional resources are calibrated to support a larger student footprint than originally budgeted.

Demographic Diversity and Staff Alignment
The student body at College Hills Elementary is richly diverse, with no single race or ethnicity forming a majority, which creates a multicultural learning environment that serves as a core strength of the campus . Summer PEIMS data outlines the student racial and ethnic profile as follows:

- **Hispanic-Latino:** 267 students (**42.58%**) *(highly consistent with the 43.17% referenced in historical planning narratives)*

- **White:** 158 students (**25.20%**) *(a slight decrease from the historical 27.67% narrative estimate)*
- **Black/African American:** 158 students (**25.20%**) *(an increase from the historical 22% narrative estimate)*
- **Asian:** 31 students (**4.94%**).
- **American Indian-Alaskan Native & Native Hawaiian-Pacific Islander:** 6 students total (**0.96%**).
- **Gender Distribution:** Balanced at **52.15% Male** (327 students) and **47.85% Female** (300 students).

To mirror this student diversity, the staff demographic composition includes **20.4% Hispanic**, **66% White**, and **6% Black/African American educators**. Notably, **38% of the staff are new to the campus**, introducing fresh perspectives but also demanding robust onboarding and professional development systems. Despite this turnover, College Hills has successfully **retained 90% of its Dual Language teachers**, ensuring critical continuity and expertise in primary language acquisition programs.

Socioeconomic Indicators and Student Support Programs
A significant majority of College Hills families qualify for targeted socioeconomic support. While the campus narrative historically identified 73% of students as Economically Disadvantaged, Summer PEIMS figures show this indicator has risen to **74.64% of the student body (468 students)**. Of these, **69.22% (434 students) receive Free Meals**, and **5.42% (34 students) receive Reduced-Price Meals**. To offset these socioeconomic barriers and provide equitable access to rigorous academic resources, **88.52% of students (555)** are formally served under the **Title I Part A Schoolwide Program**. Furthermore, the school actively supports highly vulnerable subgroups, identifying **10 students (1.59%) under Homeless Statuses** (including 7 doubled-up, 2 in hotels/motels, and 1 in a shelter) and **2 students (0.32%) in Foster Care**.

Specialized Language, Academic, and Special Education Services
The instructional landscape of College Hills is defined by its deep commitment to specialized student services:

- **Emergent Bilingual (EB) Support: 34.29% of the student body (215 students)** are identified as Emergent Bilinguals, an increase from the 31.5% narrative benchmark. These students are served through a combination of traditional Bilingual settings (140 students), English as a Second Language (ESL) programs (20 students), and alternative bilingual methods (108 students).

- **Dyslexia and Academic Intervention: 36.84% of students (231)** carry a Dyslexia Risk Code, with **6.86% (43 students)** receiving direct Dyslexia services. Additionally, **2.55% (16 students)** are under active intervention plans, and **1.28% (8 students)** are supported via Section 504.

- **Gifted and Talented (G/T):** G/T enrollment serves **5.74% of students (36)**, up from the historical planning figure of 3.83%.

- **Special Education (SPED) Settings: 24.88% of the student population (156 students)** are identified for SPED services, representing a substantial increase from the 19.83% narrative projection. The instructional placement configuration for these 156 students is highly specialized:

    - **Speech Therapy:** 111 students (**71.15%** of the SPED population).

    - **Resource Room:** 81 students (**51.92%** of the SPED population).

    - **Self-Contained:** 19 students (**12.18%** of the SPED population).

Strategic Implications for the Needs Assessment
This demographic profile directly underscores several of the school's most pressing priority problem statements:

1. **High Student Mobility:** The transient nature of the student population introduces instability, serving as a primary root cause for gaps in foundational math skills and the stagnant *Closing the Gaps* score (which remained flat at a 67).

2. **Behavior Support for New Students: 51% of all discipline calls and incidents involve students who are new to College Hills**. This matches the transient profile of the school and necessitates targeted mentoring and onboarding structures for highly mobile families.

3. **Chronic Absenteeism: 23.02% of students are classified as chronically absent**, demanding coordinated family outreach and incentive programs to curb chronic tardiness and instructional loss
.

4. **Parent Educational Training Gaps:** While overall turnout at major community nights is high, specialized parent trainings centered around at-home academic instruction face **10% or less parent attendance** due to language barriers, scheduling conflicts, and transportation limitations.

Community: Office Depot supports with teacher supplies, and A&M United Methodist Church provided teacher treats.

Strengths

College Hills Elementary draws significant educational and organizational vitality from its unique demographic profile. Your campus planning and data documents highlight several core **demographic strengths** that actively shape the school's culture and academic environment:

1. Rich Student Diversity as an Academic and Cultural Asset

The multicultural makeup of your student body is framed as one of the school's primary assets, offering an environment that enriches the daily educational experience. Because there is no single majority demographic—with the student population consisting of **42.58% Hispanic-Latino**, **25.20% White**, **25.20% Black/African American**, and **4.94% Asian**—the campus is uniquely positioned to build global perspective and cultural competency.

- **Impact on Behavior and Learning:** Fostering a school culture that reflects and celebrates this diversity has led to a **measurable increase in academic achievement and improved behavior** among students, as they learn to appreciate and embrace differences within their unique peer community.

2. Representative Staffing and Specialized Program Continuity

The campus has successfully matched student diversity with representative staffing and maintained high continuity in vital bilingual programs:

- **Representative Staff:** The educator profile reflects a strong commitment to representation, consisting of **20.4% Hispanic**, **66% White**, and **6% Black/African American** staff members. This alignment serves as a vital bridge for student growth.

- **Dual Language Program Stability:** College Hills has maintained an outstanding **90% retention rate among its Dual Language teachers**. This provides critical stability, curriculum expertise, and

instructional continuity for the **34.29% of your student body** classified as Emergent Bilinguals.

3. Collaborative Community Support Networks

A deeply supportive external network acts as a protective and uplifting factor for both students and staff:

- **Active Partnerships:** Local parent networks, community leaders, and organizations (such as A&M United Methodist Church and Office Depot) collaborate closely with the school to supply classroom materials, provide treats, and engage in campus-wide events.

- **Elevated Teacher Value:** This rich community network directly contributes to **enhanced teacher value and campus retention**, helping to anchor and sustain positive momentum even during periods of leadership or staff transitions

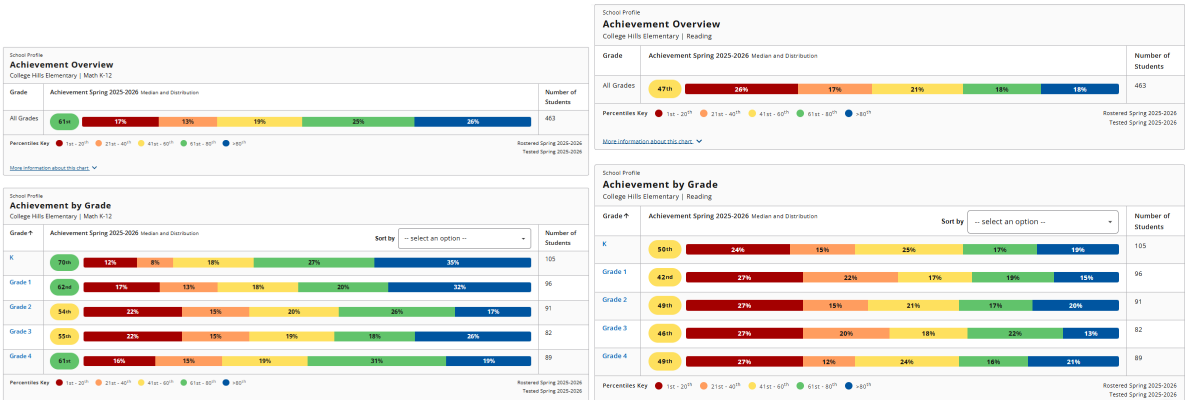
Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.	Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

★ = Priority

Student Learning

Summary



Our recent STAAR data analysis reveals that 56.9% of our fourth-grade students achieved an "approaches" level or higher in mathematics. This indicates that over half of our students are meeting or exceeding the expected standards, though there remains room for growth to ensure more students reach higher proficiency levels.

In fourth-grade reading, we observed a commendable 73.75% of students reaching the "approaches" level or higher. This suggests that a significant majority of our students are performing well in reading, and we should continue to build on this success to further enhance literacy skills.

For our third-grade cohort, 51.39% of students achieved an "approaches" level or higher in mathematics. This data point highlights the need for targeted interventions and support to help more students meet the expected benchmarks in math.

In third-grade reading, 56.34% of students reached the "approaches" level or higher. While this is a positive indicator of our students' reading abilities, it also underscores the importance of continuing to develop and implement strategies to improve reading comprehension and fluency across the grade level.

Strengths

College Hills Elementary displays notable student learning strengths, particularly in literacy, overall academic progress, and reading intervention growth. Based on your school's accountability and assessment data, these key strengths include:

1. State Distinction in Reading & Language Arts (RLA)

- **State-Level Recognition:** College Hills earned an official **Texas Education Agency (TEA) Distinction Designation in Academic Achievement in Reading/Language Arts**.

- **Accelerated Growth:** A standout performance indicator was **Accelerated Student Learning in Reading**, where the school achieved a score of **41.0%**, placing them in the **Top Quartile (Q1)** of their state comparison group.

- **High Masters Levels:** The campus excelled at moving students to advanced literacy, with **26.0% of 4th-grade students** achieving the **Masters Grade Level** standard in Reading, which also ranked in the **Top Quartile (Q1)**.

- **Rigorous Performance:** On the STAAR assessment, **73.75% of fourth-grade students** and **56.34% of third-grade students** reached the "approaches" level or higher in Reading, indicating strong core classroom instruction in upper elementary grades.

2. Exemplary STAAR Reading Growth Across Subgroups

The campus significantly exceeded state targets for academic growth in Reading across nearly every student group evaluated for state and federal accountability:

- **All Students:** Achieved an Academic Growth Score of **77%** in Reading, comfortably outperforming the state target of 64%.

- **White Students:** Scored **88%** in growth, exceeding the target of 68%.

- **Hispanic Students:** Achieved **71%** growth, surpassing the state target of 62%.

- **High Focus Students:** Hit **71%** growth, beating the state target of 61%.

- **Economically Disadvantaged Students:** Reached **72%** growth, exceeding the state target of 60%.

- **Emergent Bilingual (EB) Students:** Attained **70%** growth, surpassing the state target of 62%.

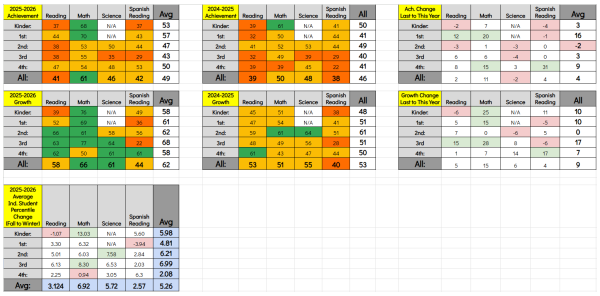
3. Upward Campus Momentum and Universal Progress

- **Accountability Rating Leap:** Driven by academic improvements, the school's overall state accountability rating improved from a **D to a C**. This was anchored by an increase in the Student Achievement STAAR component score, which rose from **38 in 2025 to 42 in 2026**.

- **Progress in All Subjects (MAP Data):** When looking at diagnostic measures from the beginning of the year to the end of the year, College Hills observed **positive growth across all subjects** on the MAP assessment.

- **Data-Driven Reading Interventions:** Individualized reading interventions and targeted, data-driven instructional strategies resulted in measurable reading proficiency gains across all campus grade levels.

- **Relative Performance Strength:** When evaluated against school poverty levels, the school's Relative Performance domain reached a scaled score of **73**, earning a **C rating**



	23-24		24-25		25-26	
	Scale Score	Letter Grade	Scale Score	Letter Grade	Scale Score	Letter Grade
Domain I - Student Achievement STAAR Performance	64	D	65	D	71	C
Domain II - School Progress *(Better of Part A or Part B)*	66	D	68	D	73	C
Part A - Academic Growth	59	F	68	D	68	D
Part B - Relative Performance	66	D	67	D	73	C
Domain III - Closing the Gaps	75	C	67	D	67	D
Overall Score	69		68		71	
Overall Letter Grade	D		D		C	

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2 ★	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

★ = Priority

School Processes & Programs

Summary

Our focus will be on making WIN time more intentional and goal-oriented by using student data to provide targeted intervention and extension based on individual learning needs. During CTMs, teachers will analyze student data, identify specific areas of need, and collaboratively plan differentiated instruction to ensure students receive the appropriate support and opportunities for growth. We will also strengthen communication with families by providing specific, meaningful ways they can support student learning and academic growth at home.

Strengths

Our school has made remarkable strides in several key areas, demonstrating significant progress through targeted programs and dedicated efforts:

1. **Behavioral Improvements**: Implementing a comprehensive behavioral intervention system has led to a notable reduction in disciplinary incidents. Positive behavior reinforcement strategies and effective conflict resolution programs have created a more respectful and supportive school environment.
2. **Enhanced Reading Scores**: Through the introduction of individualized reading interventions and tailored support provided through data-driven instruction have contributed to measurable gains in reading proficiency across all grade levels.
3. **Positive School Culture and Climate**: Our focused efforts on fostering a positive school culture have yielded impressive results. Initiatives aimed at building strong relationships, promoting inclusivity, and supporting mental health have drastically improved the overall school climate. Students, staff, and families report higher levels of satisfaction and engagement within the school community.
4. **Improve student attendance rates:** Initiatives were put in place to tackle key barriers to attendance concerns. We were able extend our school bus services to reach a high-crime area near the school, ensuring that students from these communities have safe and reliable transportation options. We included bike giveaway incentive monthly to encourage consistent attendance. We strengthen our outreach efforts by actively engaging with parents of students who have high absentee rates. This includes personalized communication to discuss attendance concerns, provide support resources, and collaboratively develop strategies to improve student attendance.

These achievements reflect our commitment to creating a nurturing and effective educational environment where every student has the opportunity to thrive.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	51% of behavior calls/incidents were students new to College Hills.	A highly transient student population introduces severe behavioral instability. Highly mobile students often enter the campus without a shared understanding of school-wide behavioral expectations, leading to diminished student engagement and making it difficult to maintain consistent, effective classroom management programs.
2 ★	23.02% of students are considered chronically absent. This means their attendance fell below 90%.	A high volume of students frequently arrive late to school, or get checked out early causing them to miss critical, direct-instruction.

★ = Priority

Perceptions

Summary

Over the past year, College Hills Elementary has experienced significant improvements in key areas, including student behavior, academic performance, teacher retention and staff engagement. Enhanced behavior management strategies and targeted academic interventions have led to noticeable gains in student outcomes and a more positive school environment. Additionally, the renewed passion and commitment of the staff have played a crucial role in these successes.

Strengths

The perception strengths of the described situation at College Hills Elementary include:

1. **Significant Improvement in Key Areas**: The school has made notable progress in behavior management, academic performance, and staff engagement, demonstrating effective implementation of strategies and a positive trajectory.
2. **Enhanced Behavior Management**: The improvements in student behavior reflect successful interventions and a more supportive school environment, contributing to a better learning atmosphere.
3. **Academic Gains**: The increase in academic performance indicates that the changes and strategies implemented have been effective in addressing student needs and enhancing educational outcomes.
4. **Increased Staff Passion**: The heightened passion and commitment of the staff highlight the positive impact of leadership changes and the ability to inspire and motivate educators to invest in their roles.
5. **Effective Leadership**: The improvements achieved under current leadership suggest that the strategies and vision of the leadership team are well-aligned with the school's goals and are driving positive change.

These strengths reflect the school's ability to foster a positive and effective learning environment despite challenges, and the ongoing commitment of staff to student success and school improvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.	Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	51% of behavior calls/incidents were students new to College Hills.	A highly transient student population introduces severe behavioral instability. Highly mobile students often enter the campus without a shared understanding of school-wide behavioral expectations, leading to diminished student engagement and making it difficult to maintain consistent, effective classroom management programs.
2 ★	23.02% of students are considered chronically absent. This means their attendance fell below 90%.	A high volume of students frequently arrive late to school, or get checked out early causing them to miss critical, direct-instruction.
3 ★	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.
4 ★	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
5 ★	Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.	Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, 100% of College Hills teachers will participate in campus-led professional development sessions focused on classroom management, engagement, and content instructional practices. At least 50% of professional development sessions will be teacher-led and can be in partnership with campus leadership. Teachers will implement and reflect on strategies learned through collaborative meeting discussions and lesson planning.

Evaluation Data Source: Walk through form responses from classroom observations and planning CLC sign up calendar and attendance forms

Strategy 1 ☑ Additional Targeted Support Strategy

Provide 7 campus staff development sessions on various topics of need led by teachers and other staff.

Strategy's Expected Result/Impact: Teachers will learn and implement new engagement strategies, behavior supports, analyze data and elevated academic practices.

Staff Responsible for Monitoring: Allen and Dittmar

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

Funding Sources: PD Materials 211 Title I, Part A, 2116130010230000 6399, $2,000, Travel Cost for PD 211 Title I, Part A, 2116130010230000 6411, $5,000

Title I: 2.5.2

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

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

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

100% of K-5 of classroom teachers will implement a system of students tracking their progress on pre-assessments and post assessments each unit using student goal binders in math. Teachers will bring these goal binders to collaborative meetings to share progress.

Strategy's Expected Result/Impact: Increased student ownership and accountability of their academic success.

Staff Responsible for Monitoring: Gordon

Problem Statements: Student Learning 1, 2

Funding Sources: Goal Binders and Dividers 211 Title I, Part A, $1,800

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Strategy 3

100% of 2-4 classroom teachers will implement a system of students tracking their progress on a monthly writing sample using a rubric in their student goal binders. Teachers will bring these goal binders to collaborative meetings to share progress.

Strategy's Expected Result/Impact: Students will monitor writing progress throughout the year. Students will master EOY writing goals. Students in 3rd and 4th will grow in their ECR score.

Staff Responsible for Monitoring: Lee

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	51% of behavior calls/incidents were students new to College Hills.	A highly transient student population introduces severe behavioral instability. Highly mobile students often enter the campus without a shared understanding of school-wide behavioral expectations, leading to diminished student engagement and making it difficult to maintain consistent, effective classroom management programs.
2	23.02% of students are considered chronically absent. This means their attendance fell below 90%.	A high volume of students frequently arrive late to school, or get checked out early causing them to miss critical, direct-instruction.

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

Performance Objective 1 ☑ High Priority

College Hills will increase the percentage of students showing growth on their overall composite score from 23% to 40% on TELPAS by May 2027.

Evaluation Data Source: Summit K-12 Assessments
TELPAS

Strategy 1 ☑ Additional Targeted Support Strategy

Teachers will implement the Summit K-12 program for ELLs in grades K-4 as evidence of growth by diagnostic assessments.

Strategy's Expected Result/Impact: Increased TELPAS scores.

Staff Responsible for Monitoring: Hinojosa

Problem Statements: Student Learning 1, 2

Funding Sources: Summit K-12 Resource 211 Title I, Part A, $6,000

Title I: 2.5.3

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

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Provide 7 professional development sessions to help teachers build a stronger understanding of language supports.

Strategy's Expected Result/Impact: Increased TELPAS scores.

Staff Responsible for Monitoring: Hinojosa

Problem Statements: Student Learning 1, 2

Funding Sources: Professional Development 211 Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3 ☑ Additional Targeted Support Strategy

Learning walks will be conducted to evaluate the effectiveness of the ELPS strategies implementation.

Strategy's Expected Result/Impact: Increased overall composite score on TELPAS.

Staff Responsible for Monitoring: Hinojosa, Allen, Dittmar

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.

2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 2 ☑ High Priority

By May 2027, the number of office discipline referrals for students new to College Hills will decrease by 20% compared to the 2025-2026 school year baseline, as measured by campus behavior data, while their classroom engagement (as measured by teacher observation checklists and student participation data) will increase by 15% through the implementation of teaching practices, targeted mentoring supports, and student engagement strategies.

Evaluation Data Source: Discipline tracking spreadsheet, behavior solutions/mentoring documentation

Strategy 1 ☑ Additional Targeted Support Strategy

Implement PBIS incentive cart, "paw" parties, Capturing Kids' Hearts model, and character strong SEL lessons.

Strategy's Expected Result/Impact: Decreased number of behavior calls and incidents resulting in higher academic achievement. Walkthrough data evaluating CKH implementation.

Staff Responsible for Monitoring: Allen, Dittmar, Wood

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

Funding Sources: PBIS Incentive Party 211 Title I, Part A, $1,000, CKH Traction Visits 211 Title I, Part A, $3,350, PBIS Cart Items 211 Title I, Part A, $2,300

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Utilize our Behavior Support Para to provide tier 2 and 3 behavior interventions through a check in and check out system and mentoring groups.

Strategy's Expected Result/Impact: Decreased discipline and behavior referrals.

Staff Responsible for Monitoring: Allen, Dittmar

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

Funding Sources: Behavior Support Para 211 Title I, Part A, $27,636

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 3

Create and implement a program where students who have been at College Hills will be matched with new to College Hills students in grades 2-4. They will meet 8-10 times throughout the year.

Strategy's Expected Result/Impact: Discipline referrals will decrease for new to College Hills students throughout the year.

Staff Responsible for Monitoring: Dittmar

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

Funding Sources: Books 211 Title I, Part A, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 4

Build a self-regulation library for our counselor to use with students and teachers.

Strategy's Expected Result/Impact: Students will learn emotional regulation strategies and use them independently and in turn miss less instructional time.

Staff Responsible for Monitoring: Wood

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

Funding Sources: emotional regulation supplies 211 Title I, Part A, $2,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	51% of behavior calls/incidents were students new to College Hills.	A highly transient student population introduces severe behavioral instability. Highly mobile students often enter the campus without a shared understanding of school-wide behavioral expectations, leading to diminished student engagement and making it difficult to maintain consistent, effective classroom management programs.
2	23.02% of students are considered chronically absent. This means their attendance fell below 90%.	A high volume of students frequently arrive late to school, or get checked out early causing them to miss critical, direct-instruction.

Performance Objective 3 ☑ High Priority

By the end of the school year, students in K-4 will demonstrate significant growth in math achievement as measured by the MAP assessment. The percentage of students in the red (1st-20th percentile) will decrease from 17% to 12% by Spring of 2027.

Evaluation Data Source: MAP Growth

Strategy 1 ☑ Additional Targeted Support Strategy

Utilize our Instructional Support Teacher to manage data analysis, support planning for new teachers and provide targeted math instruction to 3rd and 4th grade students.

Strategy's Expected Result/Impact: Growth on MAP and STAAR assessments in K-4.

Staff Responsible for Monitoring: Bielamowicz, Mills, Gordon

Problem Statements: Student Learning 1, 2

Funding Sources: Teacher 211 Title I, Part A, $73,729

Title I: 2.5.1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Use support staff to provide small group instruction during WIN time.

Strategy's Expected Result/Impact: Increased student achievement. Map and STAAR scores.

Staff Responsible for Monitoring: Mills, Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Academic Tutors 199 State Compensatory Ed (SCE), $7,880, Academic Tutors 211 Title I, Part A, $13,800

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

Provide additional instructional and supplemental materials to engage students and provide for our economically disadvantaged students to engage in strong tier one instruction and intervention.

Strategy's Expected Result/Impact: Higher student achievement.

Staff Responsible for Monitoring: Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Supplemental Materials 211 Title I, Part A, $4,000

Title I: 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 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 4 ☑ High Priority

College Hills 4th grade students scoring at approaches or higher on STAAR math will increase to 60% in approaches, 45% in meets and 25% in masters.

Evaluation Data Source: STAAR and Benchmark (TFAR) Results

Strategy 1 ☑ Additional Targeted Support Strategy

Teachers will provide math and reading tutorials for 3rd and 4th grade students before and after school. Each session will be 1 hour in length beginning in January.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Supplemental pay for teachers 211 Title I, Part A, 6118, $4,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Implement long-range planning with instructional coaches to allow teams to build common formative assessments and pre-assessments, in order to focus on essential learning standards in the backwards design model. This will take place prior to the start of each nine weeks.

Strategy's Expected Result/Impact: Teacher will have a better understanding of each TEKS and allow for more time in planning to analyze data and discuss engagement strategies.

Staff Responsible for Monitoring: Lee, Gordon, Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Substitutes/Supplemental Pay 211 Title I, Part A, $5,097

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3 ☑ Additional Targeted Support Strategy

Use support staff to provide small group instruction during WIN time.

Strategy's Expected Result/Impact: Increased student achievement. Map and STAAR scores.

Staff Responsible for Monitoring: Mills, Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Staffing 211 Title I, Part A,

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 5 ☑ High Priority

By the end of the school year, students in K-4 will show measurable improvement in reading comprehension as assessed by MAP Reading assessments. The percentage of students in the red (1st-20th) percentile will decrease from 26% to 20% in the Spring of 2027.

Evaluation Data Source: MAP Growth

Strategy 1 ☑ Additional Targeted Support Strategy

Use support staff to provide small group instruction during WIN time.

Strategy's Expected Result/Impact: Increased student achievement. Map and STAAR scores.

Staff Responsible for Monitoring: Mills, Allen, Dittmar

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Provide additional instructional and supplemental materials to engage students and provide for our economically disadvantaged students to engage in strong tier one instruction and intervention.

Strategy's Expected Result/Impact: Higher student achievement.

Staff Responsible for Monitoring: Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Supplemental Materials 211 Title I, Part A,

Title I: 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 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.

2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 6

By Spring 2027, 55% of students will perform at Meets Grade Level or above on STAAR Reading and 58% at Meets Grade Level or above on STAAR Math.

Evaluation Data Source: MAP and STAAR assessments, TFAR

Strategy 1 ☑ Additional Targeted Support Strategy

Utilize our Instructional Support Teacher to manage data analysis, support planning for new teachers and provide targeted math instruction to 3rd and 4th grade students.

Strategy's Expected Result/Impact: Growth on MAP and STAAR assessments in K-4.

Staff Responsible for Monitoring: Bielamowicz, Mills, Gordon

Problem Statements: Student Learning 1, 2

Funding Sources: Teacher 211 Title I, Part A,

Title I: 2.5.1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Use support staff to provide small group instruction during WIN time.

Strategy's Expected Result/Impact: Increased student achievement. Map and STAAR scores.

Staff Responsible for Monitoring: Mills, Allen, Dittmar

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

Provide additional instructional and supplemental materials to engage students and provide for our economically disadvantaged students to engage in strong tier one instruction and intervention.

Strategy's Expected Result/Impact: Higher student achievement.

Staff Responsible for Monitoring: Allen, Dittmar

Problem Statements: Student Learning 1, 2

Funding Sources: Supplemental Materials 211 Title I, Part A,

Title I: 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 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.

2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

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 Hills Elementary will provide at least three family engagement opportunities designed to equip families with practical strategies and resources to support student learning at home, with participation from families representing each grade level.

Evaluation Data Source: Sign in sheets from parent trainings
Parent surveys
Data analysis

Strategy 1 ☑ Additional Targeted Support Strategy

Implement a series of targeted outreach initiatives, including weekly newsletters from teachers, personalized invitations to events, parent-teacher meetings, classroom visits, title nights, and daytime programs through the coordination of a title one specialist.

Strategy's Expected Result/Impact: Increased parental involvement which is reflected in higher student achievement based on the home school connection.

Staff Responsible for Monitoring: Allen, Dittmar, Colkin

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Title One Program Resources 211 Title I, Part A, $45,222

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.	Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite strong overall attendance at our two annual title nights, additional parent involvement around educational trainings have had 10% or less in attendance.	Language barriers, work and time conflicts, lack of understanding the importance of education and transportation accessibility.

Performance Objective 2

College Hills will implement at least 2 different leadership opportunities for students with a desire to participate in various leadership organizations by the end of the year.

Evaluation Data Source: Student Council attendance and job responsibilities

Strategy 1

Implement student leadership team opportunities and activities that develop leaders through meetings, community service projects, and attendance at the TEPSA student annual conference. The leadership team will attend the TEPSA conference to promote positive relationships between the school and community.

Strategy's Expected Result/Impact: Students will model positive leadership behaviors.

Staff Responsible for Monitoring: Wood

Problem Statements: School Processes & Programs 1, 2

Funding Sources: TEPSA Registration and Transportation 211 Title I, Part A, $2,900

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	51% of behavior calls/incidents were students new to College Hills.	A highly transient student population introduces severe behavioral instability. Highly mobile students often enter the campus without a shared understanding of school-wide behavioral expectations, leading to diminished student engagement and making it difficult to maintain consistent, effective classroom management programs.
2	23.02% of students are considered chronically absent. This means their attendance fell below 90%.	A high volume of students frequently arrive late to school, or get checked out early causing them to miss critical, direct-instruction.

Performance Objective 3 ☑ High Priority

By May 2027, College Hills Elementary will increase overall student attendance to 96% by implementing targeted family communication, school wide and grade level incentive programs, and support interventions for students with chronic absenteeism.

Evaluation Data Source: Weekly and monthly attendance reports

Strategy 1

Implement weekly attendance meetings to discuss interventions needed and determine next steps based on data from Raawee.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Dittmar, Allen, McCoy

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Recognize the class from each grade level weekly with the highest percentage of attendance over the last five days. These teachers will be the "super paw" winners for the week.

Strategy's Expected Result/Impact: Increased average daily attendance.

Staff Responsible for Monitoring: Dittmar, McCoy

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

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	51% of behavior calls/incidents were students new to College Hills.	A highly transient student population introduces severe behavioral instability. Highly mobile students often enter the campus without a shared understanding of school-wide behavioral expectations, leading to diminished student engagement and making it difficult to maintain consistent, effective classroom management programs.
2	23.02% of students are considered chronically absent. This means their attendance fell below 90%.	A high volume of students frequently arrive late to school, or get checked out early causing them to miss critical, direct-instruction.

Goal 4

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

Performance Objective 1

Establish regular technology support sessions for teachers at College Hills Elementary to enhance digital literacy and ensure effective use of educational technology. Successfully conduct 3 technology support sessions during the school year, with at least 5 participants (one from each grade level from a cohort) attending each session by May 2027.

Evaluation Data Source: Sign in sheets and agendas

Strategy 1

Digital Learning Ambassador and teachers will lead different technology sessions during our committee meetings throughout the year.

Strategy's Expected Result/Impact: These 5 teachers will support their team with integrating technology in a way that enhances instruction. Walkthrough data to evaluate implementation.

Staff Responsible for Monitoring: Mills, Dittmar, Allen

Problem Statements: Student Learning 1, 2

Funding Sources: Technology Supplies 211 Title I, Part A, $1,050

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic vocabulary and language skills required to understand, communicate, and apply grade-level content effectively across subject areas.	Many students enter the campus with varied and limited academic vocabulary and lack a robust language foundation in either English or Spanish. This initial gap is prolonged because educators need more consistent training and ongoing professional development in using high-impact language strategies and providing explicit, direct vocabulary instruction.
2	The Closing the Gaps domain score on the 2026 STAAR test remained completely stagnant, showing no change from a score of 67 (a "D" rating). Additionally, the percentage of 3rd and 4th-grade students scoring "Approaches Grade Level" or higher on the Math STAAR remained below 60% (specifically, 51.39% in 3rd grade and 56.9% in 4th grade).	High student mobility creates persistent, cumulative instructional gaps in foundational mathematics and number sense. This academic instability is heavily compounded by inconsistent Special Education staffing and support, which has historically restricted the continuity of services, progress monitoring, and targeted academic interventions needed to accelerate growth among your most vulnerable.

State Compensatory Education

State Compensatory

Budget for College Hills Elementary School

Total SCE Funds: $7,880.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Please see Title1Crate for the following documentation.

1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2 Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Jardarin Randolph	Para/ Behavior Support	Title I	1
Monica Gonzalez	TEMP / Academic Tutor	Title I	NaN
Pamela (Jen) Colkin	Prof / Specialist	Title I	0.5
Patricia Lard	TEMP/Academic Tutor	Title I	NaN
Trisha Bielamowicz	Prof Instructional Support	Title I	1

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Academic Tutors	--	$7,880.00
				Sub-Total	$7,880.00
				Budgeted Fund Source Amount	$7,880.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PD Materials	21161300 1023000 0 6399	$2,000.00
1	1	1	Travel Cost for PD	21161300 1023000 0 6411	$5,000.00
1	1	2	Goal Binders and Dividers	--	$1,800.00
2	1	1	Summit K-12 Resource	--	$6,000.00
2	1	2	Professional Development	--	$0.00
2	2	1	PBIS Incentive Party	--	$1,000.00
2	2	1	CKH Traction Visits	--	$3,350.00
2	2	1	PBIS Cart Items	--	$2,300.00
2	2	2	Behavior Support Para	--	$27,636.00
2	2	3	Books	--	$1,000.00
2	2	4	emotional regulation supplies	--	$2,000.00
2	3	1	Teacher	--	$73,729.00
2	3	2	Academic Tutors	--	$13,800.00
2	3	3	Supplemental Materials	--	$4,000.00
2	4	1	Supplemental pay for teachers	6118	$4,000.00
2	4	2	Substitutes/Supplemental Pay	--	$5,097.00
2	4	3	Staffing	--	$0.00
2	5	2	Supplemental Materials	--	$0.00
2	6	1	Teacher	--	$0.00
2	6	3	Supplemental Materials	--	$0.00
3	1	1	Title One Program Resources	--	$45,222.00
3	2	1	TEPSA Registration and Transportation	--	$2,900.00
4	1	1	Technology Supplies	--	$1,050.00
				Sub-Total	$201,884.00
				Budgeted Fund Source Amount	$201,884.00
				+/- 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	

Addendums

2024-2025 Professional Development Plan Template

Campus / Department / Content Area						
Professional Learning Activity	Participants	CIP / DIP Goal & Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Cub Learning Community Monthly Trainings	CHE Professional Staff	1.1 Implement sessions with teachers leading professional development in their area of training/strength .	CHE Professional staff who have attended training or have successfully implemented strategies to share with others.	Feedback Forms	Title	$18,000.00
Lead4ward	CHE Staff	1.2 Build knowledge around data analysis and engagement.	Sophia from Lead4ward	Increased student engagement and increased assessment scores	Title	$12,000.00
CKH	CHE Staff	2.2 Build strong relationships and reduce behavior calls	CKH Staff and CHE Administration	Behavior documentation and walkthrough data	Title 1/Grant	$0 Grant from CKH
Technology Cohort	1 teacher from each grade level	4.2CSISD will transform the learner	Jennifer Mills (Campus DLA)	Walkthrough Data and monthly projects	Donations	$500

		experience through purposeful integration of instructional technology to augment the teaching and learning process.				