College Station ISD

College Station High School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

College Station High School

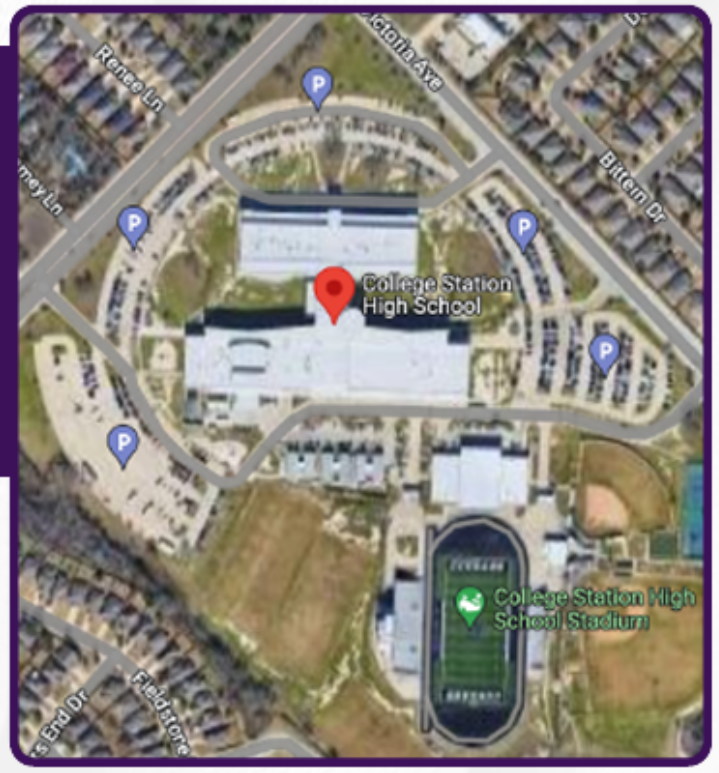
FORTY 02

OUR MISSION:

Pursue Perfection...Achieve Excellence

OUR VISION:

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



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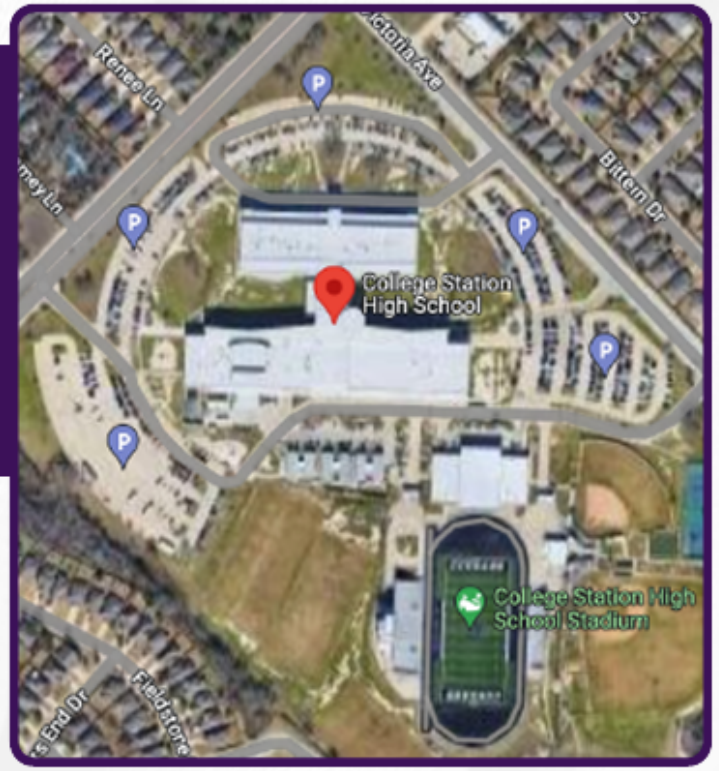

Value Statement

AS A RESULT OF THAT COMMITMENT:

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

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

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

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

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

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

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

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

OUR COLLECTIVE COMMITMENTS:

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

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

OUR SCHOOLWIDE GOALS:

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Student Total	**2,197**	**100%**
9th Grade	616	28.04%
10th Grade	575	26.17%
11th Grade	536	24.40%
12th Grade	470	21.39%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Gender		
Female	995	45.29%
Male	1,202	54.71%
Ethnicity		
Hispanic-Latino	539	24.53%
Race		
American Indian - Alaskan Native	7	0.32%
Asian	208	9.47%
Black - African American	269	12.24%
Native Hawaiian - Pacific Islander	3	0.14%
White	1,114	50.71%
Two-or-More	57	2.59%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Dyslexia	190	8.65%
Gifted and Talented	286	13.02%
Regional Day School Program for the Deaf	1	0.05%
Section 504	310	14.11%
Special Education (SPED)	264	12.02%
Bilingual/ESL		
Emergent Bilingual (EB)	198	9.01%
Bilingual	0	0.00%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
English as a Second Language (ESL)	162	7.37%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	31	1.41%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
At-Risk	930	42.33%
Foster Care	2	0.09%
IEP Continuer	18	0.82%
Immigrant	8	0.36%
Intervention Indicator	121	5.51%
Migrant	1	0.05%
Military Connected	4	0.18%
Transfer In Students	41	1.8662%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	771	35.09%
Free Meals	666	30.31%
Reduced-Price Meals	105	4.78%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	9	0.41%
Shelter	0	0.00%
Doubled Up	7	0.32%
Unsheltered	2	0.09%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	6	0.27%
Is Unaccompanied Youth	3	0.14%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	0.76%
Other health impairment	43	16.29%
Auditory impairment	1	0.38%
Visual impairment	1	0.38%
Deaf-Blind	0	0.00%
Intellectual disability	34	12.88%
Emotional disturbance	32	12.12%
Learning disability	90	34.09%
Speech impairment	10	3.79%
Autism	49	18.56%
Developmental delay	0	0.00%
Traumatic brain injury	2	0.76%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	10	3.79%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	111	42.05%
Resource Room	67	25.38%
VAC	10	3.79%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	66	25.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 3 Possible Years
County-District Number: 021901 District Name: COLLEGE STATION ISD

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 3 Possible Years									
	2021 - 2022			2022 - 2023			2023 - 2024		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
021901003 - College Station H S	185	2072	8.9286	214	2134	10.0281	264	2197	12.0164

Indicator #14 (OSS ≤ 10 days) This calculation takes the number of times a student (ages 3-21) in special education is out of placement as suspended out-of-school (OSS) or expelled for ten or fewer school days reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53.

As of 5/16/23	As of 1/17/24
2022-2023	2023-2024
TOTAL SPED REMOVALS: 18 SPED Removals 210 SPED Students Rate: 8.60%	TOTAL SPED REMOVALS: 31 SPED Removals 249 SPED Students Rate: 12.4%
African American Subgroup REMOVALS: 14 AA SPED Removals (68 total AA SPED students) 4 Other Removals (142 total other students) Rate 7.4 (SD Cut Point >2.5)	African American Subgroup REMOVALS: 20 AA SPED Removals (91 total AA SPED students) 11 Other Removals (158 total other students) Rate 3.1 (SD Cut Point >2.5)

Indicator #15 (OSS > 10 days) This calculation takes the number of times a student (ages 3-21) in special education is out of placement as suspended out-of-school (OSS) or expelled for more than 10 school days reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53.

As of 5/16/23	As of 1/17/24
2022-2023	2023-2024
TOTAL SPED REMOVALS: 0 SPED Removals 210 SPED Students Rate: 0.00% (estimated)	TOTAL SPED REMOVALS: 0 SPED Removals 249 SPED Students Rate: 0.00%
African American Subgroup REMOVALS: 0 AA SPED Removals (68 total AA SPED students) 0 Other Removals (142 total other students) Rate 0.0 (SD Cut Point >2.5)	African American Subgroup REMOVALS: 0 AA SPED Removals (91 total AA SPED students) 0 Other Removals (158 total other students) Rate 0.0 (SD Cut Point >2.5)

Indicator #16 (ISS ≤10 days) This calculation takes the number of times a student (ages 3-21) in special education is out of placement as suspended in-school suspension (ISS) ten or fewer school days reported with action codes 06 or 26.

As of 5/16/23	As of 1/17/24
2022-2023	2023-2024
TOTAL SPED REMOVALS: 46 SPED Removals 210 SPED Students Rate: 21.9%	TOTAL SPED REMOVALS: 55 SPED Removals 249 SPED Students Rate: 22.1%
African American Subgroup REMOVALS: 24 AA SPED Removals (68 total AA SPED students) 22 Other Removals (142 total other students) Rate 2.3 (SD Cut Point >2.5)	African American Subgroup REMOVALS: 33 AA SPED Removals (91 total AA SPED students) 22 Other Removals (158 total other students) Rate 2.6 (SD Cut Point >2.5)

Indicator #17 (ISS >10 days) This calculation takes the number of times a student (ages 3-21) in special education is out of placement as suspended in-school suspension (ISS) for more than 10 school days reported with action codes 06 or 26.

As of 5/16/23	As of 1/17/24
2022-2023	2023-2024
TOTAL SPED REMOVALS: 9 SPED Removals 210 SPED Students Rate: 4.30% (estimated)	TOTAL SPED REMOVALS: 6 SPED Removals 249 SPED Students Rate: 2.4%
African American Subgroup REMOVALS: 4 AA SPED Removals (68 total students) 5 Other Removals (142 total other students) Rate 1.7 (SD Cut Point >2.5)	African American Subgroup REMOVALS: 3 AA SPED Removals (91 total AA SPED students) 3 Other Removals (158 total other students) Rate 1.7 (SD Cut Point >2.5)

Indicator #18 This calculation takes the number of times a student (ages 3-21) in special education is out of placement for disciplinary removals with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60.

As of 5/16/23	As of 1/17/24
2022-2023	2023-2024
TOTAL SPED REMOVALS: 167 SPED Removals 209 SPED Students Rate: 79.9% (estimated) PL 3	TOTAL SPED REMOVALS: 192 SPED Removals 249 SPED Students Rate: 77.1% (PL 3)
African American Subgroup REMOVALS: 98 AA SPED Removals (67 total AA SPED students) 69 Other Removals (142 total other students) Rate 3.0 (SD Cut Point >2.5)	African American Subgroup REMOVALS: 117 AA SPED Removals (91 total AA SPED students) 75 Other Removals (158 total other students) Rate 2.7 (SD Cut Point >2.5)

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Administrative Support	26	13.40%
Teacher	153	78.87%
Educational Aide	15	7.73%
Auxiliary	0	0.00%

Campus Student									
	Fall			Summer					
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Transfer In Students	Discipline Student %
High Schools									
(021901003) - College Station H S	2,197	41	35.09	37.42	0.77	2,067.15	94.69	41	15.66

Campus Staff																		
	Staff					Teacher												
Campus	Principals	Administrative Support		Educational Aide		SnapShot		Retention From Prior Year		Mobility New to Campus		Mobility Left Campus		New to District		Left District	
		Count	FTE	Count	FTE	Count	FTE	Count %	FTE %	Count %	FTE %	Count %	FTE %	Count %	FTE %	Count %	FTE %
High Schools																		
(021901003) - College Station H S	Justin R Grimes	26	17.91	15	14.98	153	141.06	87.75	87.46	8.16	6.48	1.36	1.42	8.16	7.39	10.88	0

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	94.2%		80%	4,163	↑
23-24	Fifth six weeks	94.5%		80%	3,226	↓
23-24	Fourth six weeks	94.3%		80%	3,855	↑
23-24	Third six weeks	94.9%		80%	3,389	↑
23-24	Second six weeks	95.2%		80%	2,410	↓
23-24	First six weeks	95.3%		80%	2,789	↓

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
23-24	Sixth six weeks	4.84%		5%	167	↓
23-24	Fifth six weeks	6.18%	⚑	5%	200	↑
23-24	Fourth six weeks	3.93%		5%	142	↓
23-24	Third six weeks	6.77%	⚑	5%	241	↑
23-24	Second six weeks	5.56%	⚑	5%	195	↑
23-24	First six weeks	3.34%		5%	147	↑

2024 Accountability Ratings Overall Summary (TEAL 8/14/2024)

Domain	2022 What If Raw Score Using 2023 Accountability Manual*	2023 Raw Score (keep in mind the A-F in is legigation)	2024 Raw Score	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted
*2022 was the original STAAR; Reframed STAAR including new question types began in 2023							
(021901003) - College Station H S							
Student Achievement	63	64	62				
CCMR	67	72	68				
Graduation Rate	95.6	95.6	95.7				**70%**
School Progress, Part A	74	80	77				
School Progress, Part B	77(29.0%)	83(34.8%)	81(35.1%)				
Closing the Gaps	61	61	51				**30%**

***School Progress, Part A 2022 did not include English I EOC; beginning in 2023 English I EOC was included*

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	21	32	65.6	50.0%	32.8
Graduation Status	8	16	50.0	10.0%	5.0
ELP Status	3	4	75.0	10.0%	7.5
School Quality Status	3	16	18.8	30.0%	5.6
Closing the Gaps Score					**51**

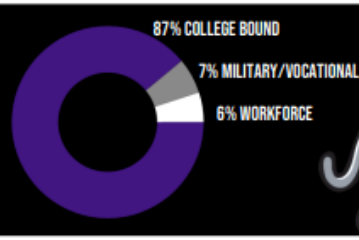
CHARACTER • OUTSTANDING LEADERSHIP • UNDERSTANDING OF OTHERS • GOAL-ORIENTED • ACADEMIC EXCELLENCE • RESPONSIBILITY • SERVICE

4.29 CUT OFF GPA FOR TOP 10%

44% GRADUATE WITH HONORS ABOVE 3.5 GPA

Top 3 TRADITIONS
- WALK OF CHAMPIONS
- SWAYING ALMA MATER
- SENIOR SUNSET SUPPER

RECOGNIZED AS ONE OF AMERICA'S BEST HIGH SCHOOLS BY US NEWS AND WORLD REPORT SINCE 2016



TOP 2 UIL LONE STAR CUP 2014
TOP 10 UIL LONE STAR CUP 2015
TOP 3 UIL LONE STAR CUP 2016
TOP 13 UIL LONE STAR CUP 2017
TOP 17 UIL LONE STAR CUP 2019

6 GRADUATING CLASSES HAVE RECEIVED OVER **$20.4** MILLION IN SCHOLARSHIPS

CLASS OF 2021

10	10	6
NATIONAL MERIT SEMI-FINALIST SCHOLARS	NATIONAL MERIT COMMENDED SCHOLARS	NATIONAL HISPANIC SCHOLARS

25 AP COURSES OFFERED

156 AP SCHOLARS

81% AP TEST PASS RATE

7-TIME AP HONOR ROLL *DISTRICT DISTINCTION

SAT Scores at CSHS

ENGLISH 570		
MATH 585		

ACT Scores at CSHS

ENGLISH 23.8	SCIENCE 24.8	
MATH 24.4	COMPOSITE 24.8	

National Average

ENGLISH 528		
MATH 523		

National Average

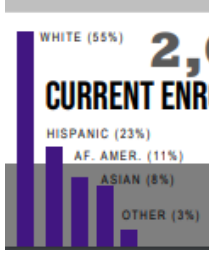
ENGLISH 21.2	SCIENCE 20.6	
MATH 20.4	COMPOSITE 20.6	

75+ CLUBS & ORGANIZATIONS

13.3 YEARS AVERAGE EXPERIENCE OF TEACHERS

INTERVENTIONS & INNOVATIVE SPECIAL PROGRAMS
- COUGAR A.C.E. (9TH GRADE MATH & READING SUPPORT)
- CSHS FOOD PANTRY
- SHARE THE WELL
- COUGAR CABINET (PRINCIPAL'S ADVISORY BOARD)
- R.O.C. (RECOVERY OF CREDIT)
- COUGARS CARE (SERVICE EVENT)

National Competitions
BUSINESS PROFESSIONALS OF AMERICA
SCIENCE FAIR | FCCLA
FFA | SKILLSUSA



2,073 CURRENT ENROLLMENT

BASED ON 19-20 TAPR REPORT

32 WORLD LANGUAGES REPRESENTED

ACCREDITED BY TEXAS EDUCATION AGENCY
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

College Station High School

4002 Victoria Ave.
College Station, TX 77845
https://cshs.csisd.org/
CEEB Code: 441401
Tel. 979.694.5800
Fax 979.731.4033

Superintendent
Dr. Tim Harkrider

Principal
Justin Grimes

Assistant Principals

Blake Rice	(A-De)
Matt Pekar	(Dh-I)
Curtisha Maye	(J-M)
Karin Graser	(N-Sl)
Kelly Banker	(Sm-Z)

Counselors

Maryam Ahmed	(A-De)
Brandee Gutierrez	(Dh-I)
Stacie LePage	(J-M)
Montana Long	(N-Sl)
Valarie Reed	(Sm-Z)

Registrar
DeeDee Starrett

History of CSHS

College Station High School opened in the fall of 2012 with only freshmen and sophomores. In May 2015, we graduated our first class of seniors. During our 12 years, our students have represented us numerous times at the state and national levels in both academic and extracurricular competitions. CSHS is ranked among the top high schools by the US News and World Report.

CSISD is a 10-time College Board AP Honor Roll District. CSHS staff and students work every day to uphold the guiding principles of the Cougar Qualities found below.

Accreditation

College Station High School is accredited by the Texas Education Agency and the Southern Association of Secondary Schools and Colleges.

Community

College Station is located in the heart of central Texas within a three-hour drive of five of the nation's 20 largest cities. It is the home of Texas A&M University, research institutions, and the One Health Biocorridor. College Station Independent School District has two comprehensive high schools, an accelerated high school, three middle schools, three intermediate schools, and ten elementary schools. College Station High School is a comprehensive public high school with approximately 2100 students in grades 9-12.

Curriculum

College Station High School provides a diverse curriculum that allows students to design unique programs to meet their individual needs and goals. Choices include on level academic classes, honors, pre-advanced placement and advanced placement courses, fine arts, athletics, career and technology, as well as a variety of extra-curricular activities, clubs, and students organizations. Special programs meet the needs of students with physical disabilities, hearing/vision impairments, learning disabilities, and emotional disturbances.

Class of 2024 Graduate Information

Post-Secondary Education
- 2-year institution - 25%
- 4-year institution - 56%

Military - 2%
Work - 17%

Demographics

White - 49%
Hispanic - 25%
African American - 15%
Asian - 9%
Other - 2%

National Recognition 2023-2024

5 National Merit Finalists
5 National Merit Commended Scholars
9 College Board Recognized Scholars

Standardized Testing

SAT Scores - Class of 2024
Math - 563 **ERW** - 557

ACT Scores - Class of 2024
ELA - 22.7 **Math** - 23.6
Science - 24.1 **Composite** - 23.6

AP Exam Passing Rates 2023-2024

Number of Students - 582
Number of Exams - 1190
Pass Rate - 84%

Cougar Stadium

Character **O**utstanding Leadership **U**nderstanding of Others **G**oal-oriented **A**cademic Excellence **R**esponsibility **S**ervice

Demographics Strengths

- CSHS had an almost 90% staff retention rate from the previous year.
- CSHS averaged a 95% student attendance rate for the entire year.
- CSHS stayed below the 5% discipline goal for 3 out of 6 six weeks. The other 3 six weeks never got above 6.8%.
- CSHS decreased our Significant Disproportionality (SD) for African American (AA) SPED sub groups for Indicator #14 (OSS <10) from 7.4% to 3.1%.
- CSHS did not have any SD SPED removals greater than 10 days of OSS.
- CSHS decreased our SD for AA SPED sub groups for Indicator #17 (ISS >10) from 4.3% to 2.4%.
- CSHS decreased our SD for AA SPED sub groups for Indicator #18 (out of placement for discipline) from 3.0% to 2.7%.
- CSHS had an 84% passing rate on AP Exams with 582 students taking a total of 1190 exams.
- CSHS Senior Class of 2024 scored 583 (Math) and 557 (Reading) on the SAT.
- CSHS Senior Class of 2024 scored 22.7 (ELA), 23.6 (Math), 24.1 (Science), and 23.6 (Composite) on the ACT.
- CSHS had 5 National Merit Finalists, 5 National Merit Commended, and 9 College Board Recognized Scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus CCMR component score increased from 67 (2021) to 72 (2022); however, the CCMR rating for 2024 (68) is still lower than the State required cutpoint. **Root Cause:** We did not have a structured MTSS in place to support our students still needing to meet any of the 7 indicators towards achieving their CCMR point. We also did not have a communication plan for our families about the importance of CCMR.

Problem Statement 2 (Prioritized): Campus "Closing the Gaps" component score decreased from 61 (2023) to 51 (2024). **Root Cause:** A large factor was that we did not receive any TAPR points towards Graduation status for Hispanic and EB/EL sub pops.

Student Learning

Student Learning Summary

Year	Subject	Status	Flag	Goal	Status Trend
STAAR EOC Performance for 2023 - 2024 School Year					
23-24	EOC Algebra I	85%		80%	
23-24	EOC Biology	94%		80%	
23-24	EOC English I	77%		80%	
23-24	EOC English II	83%		80%	
23-24	EOC U.S. History	96%		80%	

2024 Accountability Ratings Overall Summary (TEAL 8/14/2024)

Domain	2022 What If Raw Score Using 2023 Accountability Manual*	2023 Raw Score (keep in mind the A-F in is legigation)	2024 Raw Score	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted
*2022 was the original STAAR; Reframed STAAR including new question types began in 2023							
(021901003) - College Station H S							
Student Achievement	63	64	62				
CCMR	67	72	68				
Graduation Rate	95.6	95.6	95.7				70%
School Progress, Part A	74	80	77				
School Progress, Part B	77(29.0%)	83(34.8%)	81(35.1%)				
Closing the Gaps	61	61	51				30%

**School Progress, Part A 2022 did not include English I EOC; beginning in 2023 English I EOC was included

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	21	32	65.6	50.0%	32.8
Graduation Status	8	16	50.0	10.0%	5.0
ELP Status	3	4	75.0	10.0%	7.5
School Quality Status	3	16	18.8	30.0%	5.6
Closing the Gaps Score					**51**

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	44	32	36	62	43	74	45	58	32	20	33	13	30	46	
Reading 2028-32 Next Interim	53	43	47	68	53	78	54	65	43	33	44	28	42	55	
Reading 2038 Long Term	72	66	68	81	72	87	73	79	66	60	67	57	65	73	
Reading 2023 (TEAL Data)	67	28	51	84	100	90	100	84	43						
Reading 2024	65 (801/1,236)	30 (56/187)	52 (178/343)	79 (454/576)	100 (1/1)	88 (92/104)	0 (0/2)	87 (20/23)	39 (227/583)	27 (38/143)	39 (196/498)	19 (35/186)	52 (15/29)	70 (620/882)	
Points	3	1	3	3	0	4	0	4	3	0	0	0	0	0	10
Met Minimum Size	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Mathematics 2023-27 Interim	38	26	35	48	37	72	41	44	31	31	32	15	33	40	
Mathematics 2028-32 Next Interim	48	38	46	57	48	77	51	53	43	43	43	29	44	50	
Mathematics 2038 Long Term	69	63	68	74	69	86	71	72	66	66	66	58	67	70	
Mathematics 2023 (TEAL Data)	68	36	61	78	100	84	.	88	50						
Mathematics 2024	57 (250/436)	38 (31/82)	56 (79/142)	64 (115/181)	100 (1/1)	85 (17/20)	0 (0/1)	78 (7/9)	46 (115/252)	55 (35/64)	46 (98/211)	24 (22/91)	60 (6/10)	65 (194/300)	
Points	3	3	3	3	0	3	0	0	3	0	0	0	0	0	12
Met Minimum Size	Yes	Yes	Yes	Yes	No	Yes	NR	No	Yes	Yes	Yes	Yes	Yes	Yes	
														Total Academic Achievement Component Points	**22**

Student Growth

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading (2023-27) Interim	69	65	66	72	68	81	70	72	64	60	65	45	63	70	
Reading (2028-32) Next Interim	78	75	76	80	77	85	78	80	74	70	75	55	73	78	
Reading (2038) Long Term	95	95	95	95	95	95	95	95	94	90	95	75	93	95	
Reading Previous Year Rate (TEAL Data)	76	59	69	81	50	83	100	85	66						
Reading Growth Score	73 739.2 1,014	60 75.5 125	68 183.8 270	76 385.0 504	100 1.0 1	86 77.5 90	0 0.0 2	75 16.5 22	66 282.0 429	59 64.0 108	64 239.0 372	57 66.8 118	79 16.5 21	75 596.2 790	
Points	3	1	3	3	0	3	0	3	3	0	0	0	0	0	10
Met Minimum Size	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Mathematics (2023-27) Interim	76	74	77	73	74	87	72	73	75	77	75	64	73	77	
Mathematics (2028-32) Next Interim	82	81	83	80	81	90	80	80	82	83	82	74	80	83	
Mathematics (2038) Long Term	95	95	95	95	95	95	95	95	95	95	95	94	95	95	
Mathematics Previous Year Rate (TEAL Data)	93	88	96	94	.	83	.	82	94						
Mathematics Growth Score	90 317.0 353	86 56.8 66	93 100.0 107	88 137.8 157	100 1.0 1	93 11.2 12	120 1.2 1	100 9.0 9	89 171.5 192	97 43.8 45	89 145.2 164	80 51.2 64	98 7.8 8	92 251.5 274	
Points	3	3	3	3	0	3	0	0	3	0	0	0	0	0	12
Met Minimum Size	Yes	Yes	Yes	Yes	NR	Yes	NR	No	Yes	Yes	Yes	Yes	No	Yes	
														Total Growth Component Points	

English Language Proficiency

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim										34					
(2028-32) Next Interim										36					
(2038) Long Term										40					
Prior Year Rate (TEAL Data)										45					
2024 Advanced High or Basic Fluency										39 62 159					
Points	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Met Minimum Size	NR	NR	NR	NR	NR	NR	NR	NR	NR	Yes	NR	NR	NR	NR	
														Total Growth Component Points	3

College Station High School

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College Station, TX 77845

https://cshs.csisd.org/
CEEB Code: 441401

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Fax 979.731.4033

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Justin Grimes

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Curriculum

College Station High School provides a diverse curriculum that allows students to design unique programs to meet their individual needs and goals. Choices include on level academic classes, honors, pre-advanced placement and advanced placement courses, fine arts, athletics, career and technology, as well as a variety of extra-curricular activities, clubs, and students organizations. Special programs meet the needs of students with physical disabilities, hearing/vision impairments, learning disabilities, and emotional disturbances.

Class of 2024 Graduate Information

Post-Secondary Education
- 2-year institution - 25%
- 4-year institution - 56%

Military - 2%
Work - 17%

Demographics

White - 49%
Hispanic - 25%
African American - 15%
Asian - 9%
Other - 2%

National Recognition 2023-2024

5 National Merit Finalists
5 National Merit Commended Scholars
9 College Board Recognized Scholars

Standardized Testing

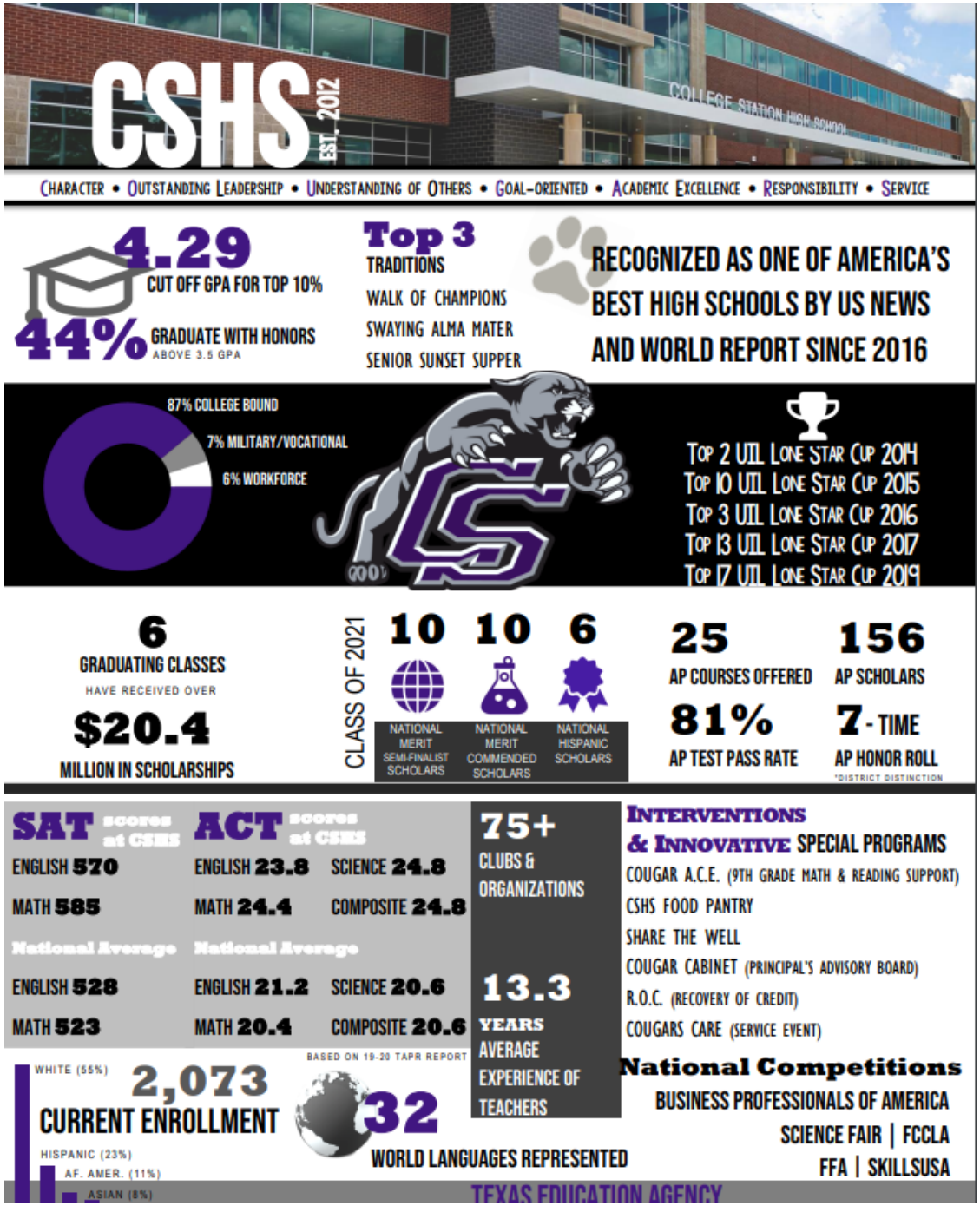
SAT Scores - Class of 2024
Math - 563 **ERW** - 557

ACT Scores - Class of 2024
ELA - 22.7 **Math** - 23.6
Science - 24.1 **Composite** - 23.6

AP Exam Passing Rates 2023-2024

Number of Students - 582
Number of Exams - 1190
Pass Rate - 84%

Cougar Stadium


CSHS
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COLLEGE STATION HIGH SCHOOL
CHARACTER • OUTSTANDING LEADERSHIP • UNDERSTANDING OF OTHERS • GOAL-ORIENTED • ACADEMIC EXCELLENCE • RESPONSIBILITY • SERVICE
4.29
CUT OFF GPA FOR TOP 10%
44%
GRADUATE WITH HONORS
ABOVE 3.5 GPA
Top 3
TRADITIONS
WALK OF CHAMPIONS
SWAYING ALMA MATER
SENIOR SUNSET SUPPER
RECOGNIZED AS ONE OF AMERICA'S BEST HIGH SCHOOLS BY US NEWS AND WORLD REPORT SINCE 2016
87% COLLEGE BOUND
7% MILITARY/VOCATIONAL
6% WORKFORCE
TOP 2 UIL LONE STAR CUP 2014
TOP 10 UIL LONE STAR CUP 2015
TOP 3 UIL LONE STAR CUP 2016
TOP 13 UIL LONE STAR CUP 2017
TOP 17 UIL LONE STAR CUP 2019
6
GRADUATING CLASSES
HAVE RECEIVED OVER
$20.4
MILLION IN SCHOLARSHIPS
CLASS OF 2021
10
NATIONAL MERIT SEMI-FINALIST SCHOLARS
10
NATIONAL MERIT COMMENDED SCHOLARS
6
NATIONAL HISPANIC SCHOLARS
25
AP COURSES OFFERED
156
AP SCHOLARS
81%
AP TEST PASS RATE
7 - TIME
AP HONOR ROLL
*DISTRICT DISTINCTION
SAT scores at CSHS
ENGLISH 570
MATH 585
National Average
ENGLISH 528
MATH 523
ACT scores at CSHS
ENGLISH 23.8
MATH 24.4
SCIENCE 24.8
COMPOSITE 24.8
National Average
ENGLISH 21.2
MATH 20.4
SCIENCE 20.6
COMPOSITE 20.6
75+
CLUBS & ORGANIZATIONS
13.3
YEARS
AVERAGE EXPERIENCE OF TEACHERS
BASED ON 19-20 TAPR REPORT
INTERVENTIONS & INNOVATIVE SPECIAL PROGRAMS
COUGAR A.C.E. (9TH GRADE MATH & READING SUPPORT)
CSHS FOOD PANTRY
SHARE THE WELL
COUGAR CABINET (PRINCIPAL'S ADVISORY BOARD)
R.O.C. (RECOVERY OF CREDIT)
COUGARS CARE (SERVICE EVENT)
National Competitions
BUSINESS PROFESSIONALS OF AMERICA
SCIENCE FAIR | FCCLA
FFA | SKILLSUSA
WHITE (55%)
2,073
CURRENT ENROLLMENT
HISPANIC (23%)
AF. AMER. (11%)
ASIAN (8%)
32
WORLD LANGUAGES REPRESENTED
TEXAS EDUCATION AGENCY

Student Learning Strengths

- CSHS exceeded the 80% goal in 4 of 5 STAAR EOC exams.
- CSHS increased our graduation rate from 95.6% to 95.7%.
- CSHS earned 3 of 4 possible points for English Language Proficiency.
- CSHS had an 84% passing rate on AP Exams with 582 students taking a total of 1190 exams.
- CSHS Senior Class of 2024 scored 583 (Math) and 557 (Reading) on the SAT.
- CSHS Senior Class of 2024 scored 22.7 (ELA), 23.6 (Math), 24.1 (Science), and 23.6 (Composite) on the ACT.
- CSHS had 5 Nationa Merit Finalists, 5 National Merit Commended, and 9 College Board Recognized Scholars.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Domain III (Closing the Gaps) component score did not show any growth from 61 (2022) to 61 (2023) and dropped to 51 (2024). **Root Cause:** We did not earn any points for Academic Achievement in Reading or Math towards Domain III for our EcoDis population, which increased from 29% to 35% in 1 year.

School Processes & Programs

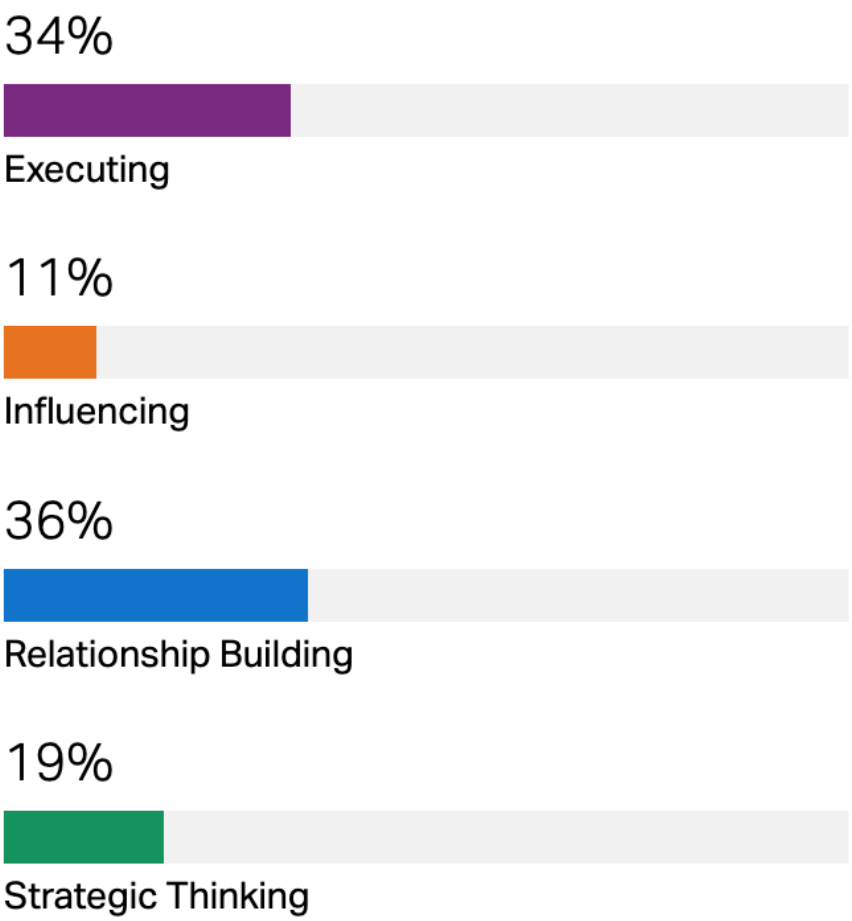
School Processes & Programs Summary

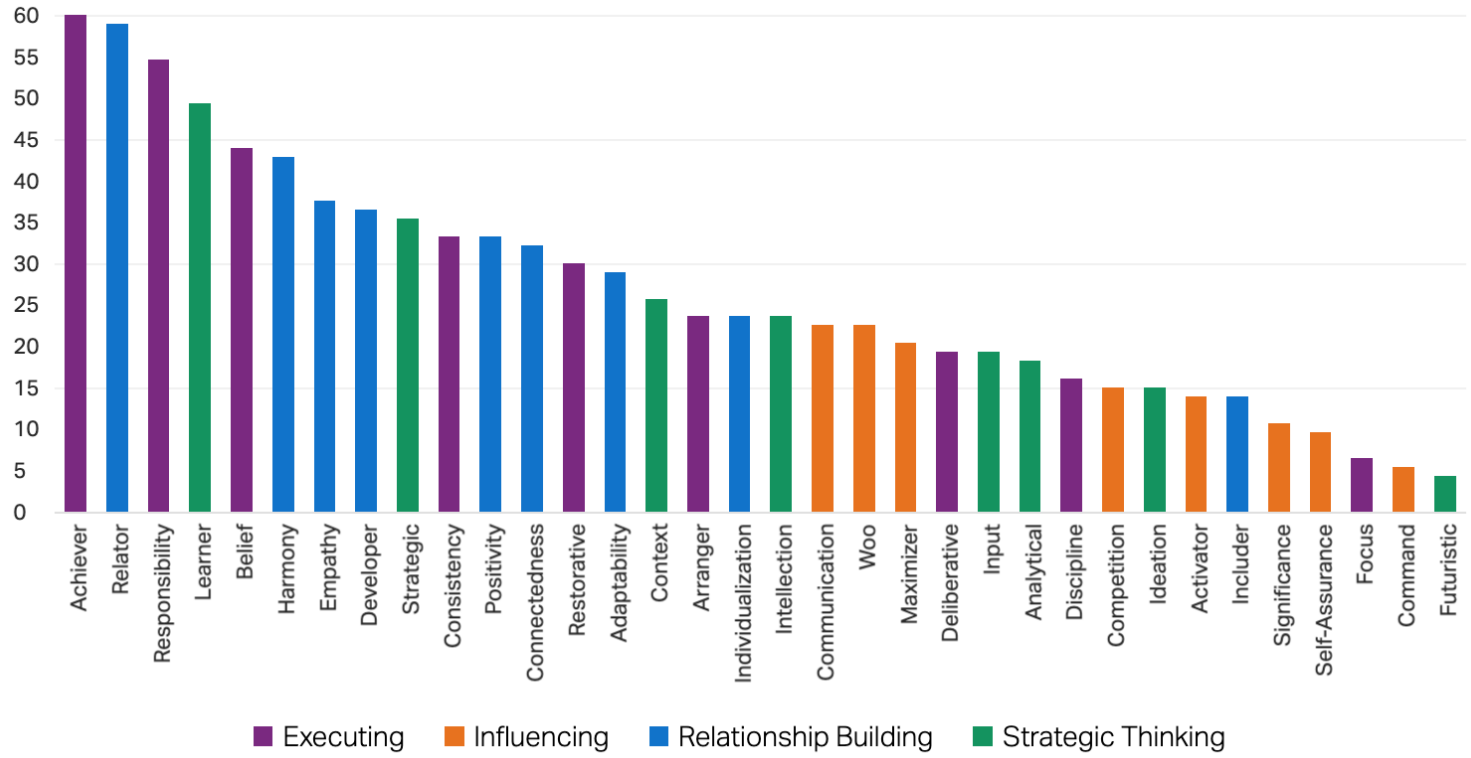
Student Programs (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Dyslexia	190	8.65%
Gifted and Talented	286	13.02%
Regional Day School Program for the Deaf	1	0.05%
Section 504	310	14.11%
Special Education (SPED)	264	12.02%
Bilingual/ESL		
Emergent Bilingual (EB)	198	9.01%
Bilingual	0	0.00%
English as a Second Language (ESL)	162	7.37%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	31	1.41%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

CSHS Campus Teachers & Staff

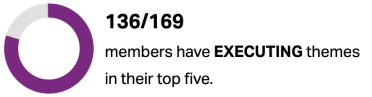
TEAM MEMBERS	LEADING DOMAIN	TOP FIVE THEMES
190	RELATIONSHIP BUILDING	RELATOR | ACHIEVER | RESPONSIBILITY | BELIEF | LEARNER

The team leads with **Relationship Building** themes.

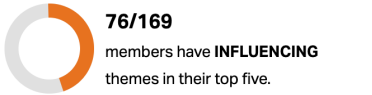




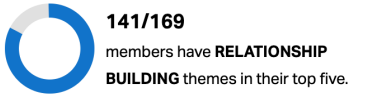
Top Five Domain Representation



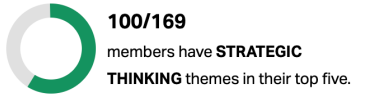
136/169
members have **EXECUTING** themes in their top five.



76/169
members have **INFLUENCING** themes in their top five.



141/169
members have **RELATIONSHIP BUILDING** themes in their top five.



100/169
members have **STRATEGIC THINKING** themes in their top five.

College Station High School

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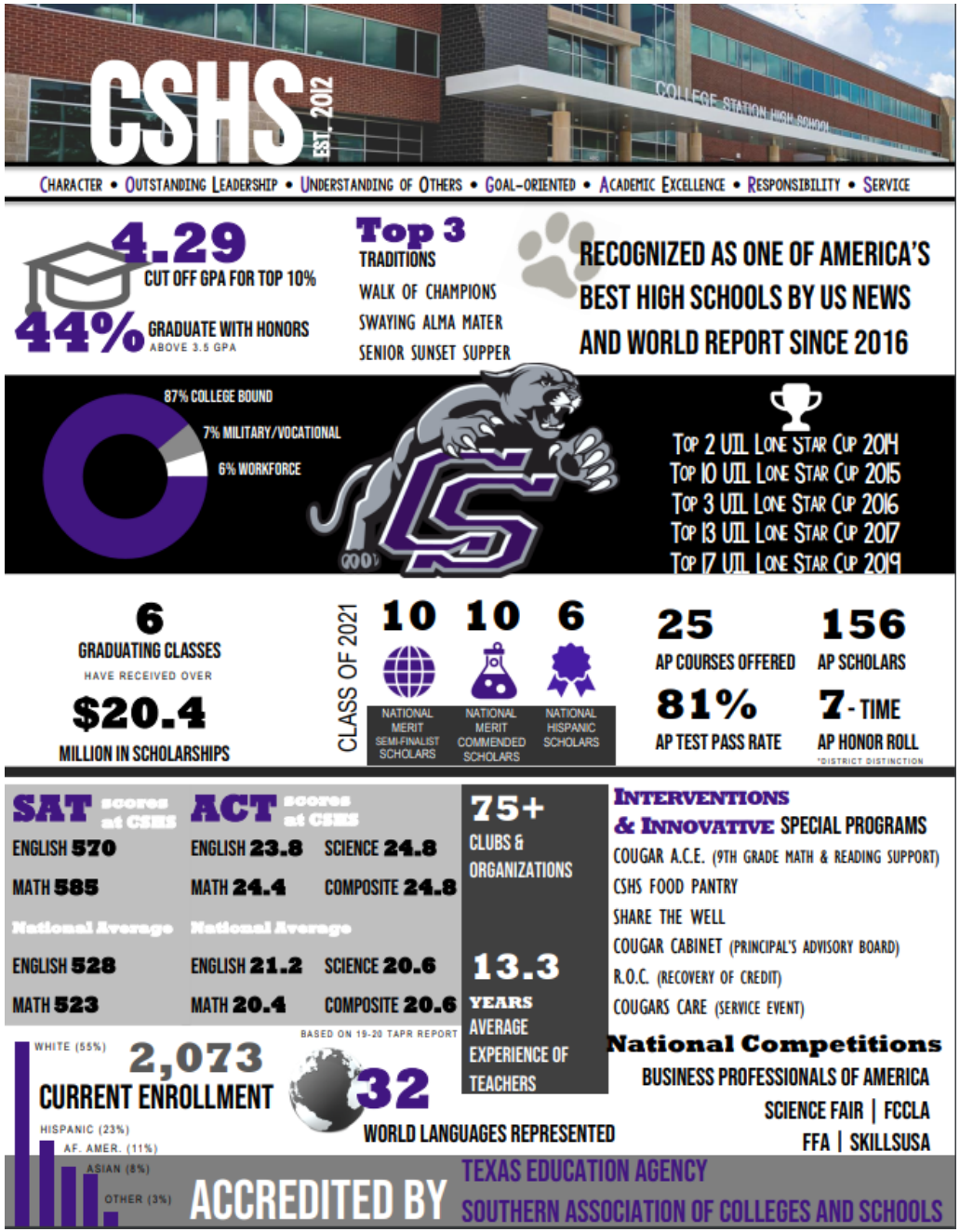
Number of Students - 582
Number of Exams - 1190
Pass Rate - 84%

Cougar Stadium

Character **O**utstanding Leadership **U**nderstanding of Others **G**oal-oriented **A**cademic Excellence **R**esponsibility **S**ervice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Top 13 UIL Lone Star Cup 2017
Top 17 UIL Lone Star Cup 2019
6
GRADUATING CLASSES
HAVE RECEIVED OVER
$20.4
MILLION IN SCHOLARSHIPS
CLASS OF 2021
10
NATIONAL MERIT SEMI-FINALIST SCHOLARS
10
NATIONAL MERIT COMMENDED SCHOLARS
6
NATIONAL HISPANIC SCHOLARS
25
AP COURSES OFFERED
156
AP SCHOLARS
81%
AP TEST PASS RATE
7- TIME
AP HONOR ROLL
*DISTRICT DISTINCTION
SAT scores at CSHS
ENGLISH 570
MATH 585
National Average
ENGLISH 528
MATH 523
ACT scores at CSHS
ENGLISH 23.8
MATH 24.4
SCIENCE 24.8
COMPOSITE 24.8
National Average
ENGLISH 21.2
MATH 20.4
SCIENCE 20.6
COMPOSITE 20.6
75+
CLUBS & ORGANIZATIONS
13.3
YEARS
AVERAGE EXPERIENCE OF TEACHERS
INTERVENTIONS & INNOVATIVE SPECIAL PROGRAMS
COUGAR A.C.E. (9TH GRADE MATH & READING SUPPORT)
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SCIENCE FAIR | FCCLA
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BASED ON 19-20 TAPR REPORT
WHITE (55%)
2,073
CURRENT ENROLLMENT
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AF. AMER. (11%)
ASIAN (8%)
OTHER (3%)
32
WORLD LANGUAGES REPRESENTED
ACCREDITED BY
TEXAS EDUCATION AGENCY
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

School Processes & Programs Strengths

- CSHS offers 75+ clubs and organizations for students to enhance their involvement.
- CSHS conducted 20+ Walk of Champions for State / National Qualified Competition appearances from all areas (Academics, Athletics, Fine Arts, and CTE).
- CSHS Teachers, Staff, and Administrators combined have Relationship Building as our largest Domain from Gallup Clifton Strengths.
- CSHS Teachers, Staff, and Administrators combined have Achiever, Relator, Responsibility, Learner, and Belief as our Top 5 Themes from Gallup Clifton Strengths.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional collaboration time for all teachers was not being utilized effectively as it relates to analyzing student data which drives student intervention and extension. **Root Cause:** We did not have fully integrated Professional Learning Community collaboration team time for all core subject area teachers to analyze and interpret data to inform their instruction.

Perceptions

Perceptions Summary

QUESTION

How confident are you that your school leaders have the best interests of the school in mind?

81% responded favorably

▲ 3 from Fall 2022

QUESTION

How much trust exists between school leaders and staff?

81% responded favorably

▲ 22 from Fall 2022

QUESTION

On most days, how enthusiastic are the students about being at school?

18% responded favorably

▼ 4 from Fall 2022

QUESTION

How often do your students stay focused on the same goal for several months at a time?

29% responded favorably

▼ 3 from Fall 2022

QUESTION

If your students fail to reach an important goal, how likely are they to try again?

30% responded favorably

▲ 1 from Fall 2022

What are the most positive aspects of working at your school?

College Station High School

4002 Victoria Ave, College Station, Texas | (979) 694-5800 | Award Winning

#2,585 in **National Rankings**

Overall Score 85.36/100

Perceptions Strengths

- According to Panorama survey data, CSHS Teachers and Staff saw its greatest increase in Staff-Leadership Relationships as related to confidence and trust.
- CSHS was voted as the "Best High School" by the Brazos Valley Insite Media A List People's Choice Awards.
- CSHS was recognized by U.S. News Best High Schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our Fall 2023 Panorama Survey, teachers and staff believe that school climate as related to students needs improvement. **Root Cause:** There was a lack of consistent implementation of curriculum that supports students in their social skills and behaviors.

Priority Problem Statements

Problem Statement 1: Campus CCMR component score increased from 67 (2021) to 72 (2022); however, the CCMR rating for 2024 (68) is still lower than the State required cutpoint.

Root Cause 1: We did not have a structured MTSS in place to support our students still needing to meet any of the 7 indicators towards achieving their CCMR point. We also did not have a communication plan for our families about the importance of CCMR.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Instructional collaboration time for all teachers was not being utilized effectively as it relates to analyzing student data which drives student intervention and extension.

Root Cause 2: We did not have fully integrated Professional Learning Community collaboration team time for all core subject area teachers to analyze and interpret data to inform their instruction.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Domain III (Closing the Gaps) component score did not show any growth from 61 (2022) to 61 (2023) and dropped to 51 (2024).

Root Cause 3: We did not earn any points for Academic Achievement in Reading or Math towards Domain III for our EcoDis population, which increased from 29% to 35% in 1 year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus "Closing the Gaps" component score decreased from 61 (2023) to 51 (2024).

Root Cause 4: A large factor was that we did not receive any TAPR points towards Graduation status for Hispanic and EB/EL sub pops.

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to our Fall 2023 Panorama Survey, teachers and staff believe that school climate as related to students needs improvement.

Root Cause 5: There was a lack of consistent implementation of curriculum that supports students in their social skills and behaviors.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 16, 2024

Goal 1: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: By the end of the 24-25 school year, our CCMR rating will be at 90% for the Class of 2025.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR CCMR indicator

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement a dedicated intervention time 5 days a week in the form of WIN (What I Need). **Strategy's Expected Result/Impact:** Increased targeted intervention and extension time for all students. **Staff Responsible for Monitoring:** CSHS Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During this WIN time, we will roster students still needing their CCMR point and match them with a Texas College Bridge (TCB) "Champion" staff member. **Strategy's Expected Result/Impact:** Increased CCMR rating **Staff Responsible for Monitoring:** TCB Champions, CSHS Leadership Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will also send parent communication to educate and inform our families of the importance of CCMR. **Strategy's Expected Result/Impact:** Increase awareness by our families of the importance of CCMR to support our student participation in TCB sessions. **Staff Responsible for Monitoring:** TCB Champions, CSHS Leadership Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 1				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus CCMR component score increased from 67 (2021) to 72 (2022); however, the CCMR rating for 2024 (68) is still lower than the State required cutpoint. **Root Cause**: We did not have a structured MTSS in place to support our students still needing to meet any of the 7 indicators towards achieving their CCMR point. We also did not have a communication plan for our families about the importance of CCMR.
Student Learning
Problem Statement 1: Domain III (Closing the Gaps) component score did not show any growth from 61 (2022) to 61 (2023) and dropped to 51 (2024). **Root Cause**: We did not earn any points for Academic Achievement in Reading or Math towards Domain III for our EcoDis population, which increased from 29% to 35% in 1 year.
School Processes & Programs
Problem Statement 1: Instructional collaboration time for all teachers was not being utilized effectively as it relates to analyzing student data which drives student intervention and extension. **Root Cause**: We did not have fully integrated Professional Learning Community collaboration team time for all core subject area teachers to analyze and interpret data to inform their instruction.
Perceptions
Problem Statement 1: According to our Fall 2023 Panorama Survey, teachers and staff believe that school climate as related to students needs improvement. **Root Cause**: There was a lack of consistent implementation of curriculum that supports students in their social skills and behaviors.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: By the end of the 24-25 school year, we will see an increase in our Domain II (School Progress) by increasing our Academic Growth Scale Score to an 85.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR Domain II (School Progress) indicator

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement our Forty-02 (Professional Learning Community) collaboration team times for all core subject area teachers in our Master Schedule. **Strategy's Expected Result/Impact:** Increased Academic Growth points as more students approach, meet, or master STAAR EOC performance (including retesting). **Staff Responsible for Monitoring:** CSHS core subject teachers, CSHS Leadership Team, CSHS Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During Forty-02 time, collaborative teams will analyze data, plan materials, and draft students for WIN sessions that are designed for intervention and/or extension for all students. **Strategy's Expected Result/Impact:** Increased targeted intervention and/or extension opportunities for all students. **Staff Responsible for Monitoring:** CSHS core subject teachers, CSHS Leadership Team, CSHS Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus CCMR component score increased from 67 (2021) to 72 (2022); however, the CCMR rating for 2024 (68) is still lower than the State required cutpoint. **Root Cause**: We did not have a structured MTSS in place to support our students still needing to meet any of the 7 indicators towards achieving their CCMR point. We also did not have a communication plan for our families about the importance of CCMR.
Problem Statement 2: Campus "Closing the Gaps" component score decreased from 61 (2023) to 51 (2024). **Root Cause**: A large factor was that we did not receive any TAPR points towards Graduation status for Hispanic and EB/EL sub pops.
Student Learning
Problem Statement 1: Domain III (Closing the Gaps) component score did not show any growth from 61 (2022) to 61 (2023) and dropped to 51 (2024). **Root Cause**: We did not earn any points for Academic Achievement in Reading or Math towards Domain III for our EcoDis population, which increased from 29% to 35% in 1 year.
School Processes & Programs
Problem Statement 1: Instructional collaboration time for all teachers was not being utilized effectively as it relates to analyzing student data which drives student intervention and extension. **Root Cause**: We did not have fully integrated Professional Learning Community collaboration team time for all core subject area teachers to analyze and interpret data to inform their instruction.
Perceptions
Problem Statement 1: According to our Fall 2023 Panorama Survey, teachers and staff believe that school climate as related to students needs improvement. **Root Cause**: There was a lack of consistent implementation of curriculum that supports students in their social skills and behaviors.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: By the end of the 24-25 school year, we will see improvement in our School Climate as related to students by implementing curriculum towards social skills and behaviors.

High Priority

Evaluation Data Sources: Attendance, Grades, Discipline, surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement our Cougar Quality lessons, and Character Strong lessons. **Strategy's Expected Result/Impact:** Increased attendance rates, increased grades, decreased discipline of both minor and major infractions. **Staff Responsible for Monitoring:** CSHS Staff, CSHS Leadership Team, CSHS Behavior Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will implement our Tier 1 Roles / Responsibilities. **Strategy's Expected Result/Impact:** Increased attendance rates, increased grades, decreased discipline of both minor and major infractions. **Staff Responsible for Monitoring:** CSHS Staff, CSHS Leadership Team, CSHS Behavior Team **TEA Priorities:** Recruit, support, retain teachers and principals **- Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Instructional collaboration time for all teachers was not being utilized effectively as it relates to analyzing student data which drives student intervention and extension. **Root Cause**: We did not have fully integrated Professional Learning Community collaboration team time for all core subject area teachers to analyze and interpret data to inform their instruction.

Perceptions

Problem Statement 1: According to our Fall 2023 Panorama Survey, teachers and staff believe that school climate as related to students needs improvement. **Root Cause**: There was a lack of consistent implementation of curriculum that supports students in their social skills and behaviors.

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: By the end of the 24-25 school year, we will complete our Phase 2 device rollout plan so that all core subject classrooms will have a cart of 30 laptops for instructional use.

HB3 Goal

Evaluation Data Sources: CSHS Device Rollout Plan Spreadsheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will successfully deliver and utilize a laptop cart of 30 devices in all 76 of our core subject classrooms. **Strategy's Expected Result/Impact:** All of our core subject area classrooms will be able to effectively utilize instructional technology, especially for data. **Staff Responsible for Monitoring:** District Technology Staff, CSHS Technician, CSHS Digital Learning Ambassadors, CSHS Staff, CSHS Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will successfully implement Edmentum resources such as ExactPath and Courseware into our WIN sessions for intervention and extension for all students. **Strategy's Expected Result/Impact:** All students needing either intervention (Ex: HB 1416) or extension (Ex: TSI, SAT/ACT prep) will have completed modules in Edmentum. **Staff Responsible for Monitoring:** District Technology Staff, CSHS Technician, CSHS Digital Learning Ambassadors, CSHS Staff, CSHS Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus CCMR component score increased from 67 (2021) to 72 (2022); however, the CCMR rating for 2024 (68) is still lower than the State required cutpoint. **Root Cause**: We did not have a structured MTSS in place to support our students still needing to meet any of the 7 indicators towards achieving their CCMR point. We also did not have a communication plan for our families about the importance of CCMR.
Student Learning
Problem Statement 1: Domain III (Closing the Gaps) component score did not show any growth from 61 (2022) to 61 (2023) and dropped to 51 (2024). **Root Cause**: We did not earn any points for Academic Achievement in Reading or Math towards Domain III for our EcoDis population, which increased from 29% to 35% in 1 year.
School Processes & Programs
Problem Statement 1: Instructional collaboration time for all teachers was not being utilized effectively as it relates to analyzing student data which drives student intervention and extension. **Root Cause**: We did not have fully integrated Professional Learning Community collaboration team time for all core subject area teachers to analyze and interpret data to inform their instruction.

Campus Leadership Team

Committee Role	Name	Position
Campus Behavior Team	Guadalupe Martell-Neira	Spanish Teacher
Campus Behavior Team	Marisa Paine	English Teacher
Campus Behavior Team	Margaret Michel	SPED Staff
Campus Behavior Team	Nicholas Tate	Social Studies Teacher
Campus Guiding Coalition	Virginia Holtkamp	SPED Teacher
Campus Guiding Coalition	Stephanie Padgett	Social Studies Teacher
Campus Guiding Coalition	Dawne Welch	CTE Teacher
Campus Guiding Coalition	Courtney Reyes	Math Teacher
Campus Guiding Coalition	Alicia Martindale	Spanish Teacher
Librarian	Tina SanAngelo	Librarian
Campus Athletic Coordinator	Stoney Pryor	Campus Athletic Coordinator
Department Chair	Shelby Klett	SPED DC
Department Chair	Riley Ostermann	SPED DC
Campus Testing Coordinator	Randi Costenbader	Campus Testing Coordinator
AVID Site Coordinator	Jerron Reese	AVID Site Coordinator
Department Chair	Michelle Vizquerra	LOTE DC
Department Chair	Josh Munson	Science DC
Department Chair	Jennifer Rinn	Math DC
Department Chair	Jason Summers	CTE DC
Department Chair	Felicia Brock	Health/PE DC
Department Chair	Courtney Wellmann	English DC
Department Chair	Anne Sellers	Fine Arts DC
Department Chair	Ali Kenney	Social Studies DC
Counselor	Montana Long	Counselor
Counselor	Stacie LePage	Counselor
Counselor	Brandee Gutierrez	Counselor
Counselor	Maryam Ahmed	Counselor

Committee Role	Name	Position
Counselor	Valarie Reed	Lead Counselor
Administrator	Blake Rice	Assistant Principal
Administrator	Karin Graser	Assistant Principal
Administrator	Tish Maye	Assistant Principal
Administrator	Kelly Banker	Assistant Principal
Administrator	Matthew Pekar	Assistant Principal
Administrator	Justin Grimes	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024

Addendums

The professional development plan is based on the goals and objectives established in the campus improvement plan and / or the district improvement plan. Each professional learning session should be linked to a goal and specific result of either plan. Starting in the 2024-2025 school year, CSISD will begin using Plan for Learning software for the campus improvement plan creation. The professional learning plan will also be created in the software. The columns below are what is included in the software. Begin listing your plan items below and once we gain access to the software, you can copy and paste into the corresponding location inside Plan for Learning. Add rows as needed.

2024-2025 Professional Development Plan Template

Math Department					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Curriculum Development and technology implementation	District math	Schoology, curriculum documents (3 hours)	Jennifer Smith and campus level leaders	none	1.3: Engage in a process for student individual goal setting and progress monitoring
PLC Training	Math Dept	PLC Documents (3 hours)	Grimes/ AP/ Rinn	survey	CIP Goal 1 Specific Result 1.1 CIP Goal 2 Specific Result 2.1 Specific Result 2.2
STAAR Resources development	Algebra Team/Math Dept	Lead4ward and other online resources (1-2 hour)	Rinn/Jennifer Smith	survey	CIP Goal 1 Specific Result 1.1 Specific Result 1.3
Performance Matters Training	Math Dept	Presentation (1 hours)	T. Parkerson	survey	1.3: Engage in a process for student individual goal setting and progress monitoring
Curriculum Planning	CSHS Math Teams	Schoology, Drive, curriculum documents,	Level leaders for each content area	Unit production	1.3: Engage in a process for student individual goal setting and progress monitoring

GT Training	Math Dept	Depth and Complexity	Vicki Murphy	survey	Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms
MAP test training	Math Dept	MAP program	Needed	survey	CIP Goal 1 Specific Result 1.1 Specific Result 1.3

Social Studies Department					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
PLC Training	SS Department	PLC Agenda (1 hour)	Ali Kenney & Matt Pekar	None	1.3: Engage in a process for student individual goal setting and progress monitoring
Performance	World Geography,	Presentation,	Bobbi Rodriguez &	Assessment	1.3: Engage in a

Matters Training	World History Teams	Technology Devices (1 hour)	Ali Kenney	Production	process for student individual goal setting and progress monitoring
GT Training	SS Department	Online	Vicki Murphy	Survey	1.4: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms
Inquiry 2 Training/Inquiry Development	SS Department	Curriculum Documents	Bobbi Rodriguez	Survey	1.4: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms

Science Department					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
GT Training- Depth and Complexity	Science Dept	Online	Vicki Murphy	survey	Increase student achievement by implementing

					research based best practices in Tier I instruction in all classrooms
PLC and Level Planning Time	Science Dept	Twice per week	Level Leaders	New Curriculum Resources and District Curriculum documents	1.3: Engage in a process for student individual goal setting and progress monitoring
Performance Matters Training	Science Dept	Presentation (1 hours)	Needed	none	1.3: Engage in a process for student individual goal setting and progress monitoring
Inquiry and ADI Lab Training	Science Dept	Twice each semester	Ryan Parham, Chris Becho, Josh Munson, Amanda Gibson	Teachers	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences. (Differentiation) 1.4: Increase student achievement by implementing research based best practices in Tier I instruction in

					all classrooms
Use of New Instructional Materials	Science Dept	1 time in August and as needed throughout the school year	Amanda Gibson and/or materials publisher	none	

CTE					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Engage learners with relevant, interesting, and authentic resources with the most update to date and real world applications possible	All CTE	PD Time, common lunch, WIN Time, Leadership Team weekly meetings	Summers, AP	Assessments by skill and acquire certification.	**2.1 Increase student success of underperforming groups by establishing a calibrated, Comprehensive Multi-Tiered System of Supports (MTSS) Program**
Travel and purchasing procedures, obtaining certifications.	All CTE Staff	PD Time, common lunch, WIN Wednesday, Leadership Team weekly meetings	Summers, AP	Assess by fostering growing relationships with community members and	**3.3 Promote an engaging relationship between the school district**

				exposing our students to real world applications.	**and community**
WIN training and utilizing RTI Scheduler	All CTE Staff	WIN time and Closed WIN time for department time	Summers and AP	TTESS Student Growth Measure	**2.3 Provide campus flexibility for implementing student intervention**

LOTE					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Language teachers collaborate to enhance effective instruction	LOTE Staff	PD time to collaborate, closed WIN sessions	Michelle Vizquerra, AP, Admin Team	Assessments by Language and by level	**2.1 Increase student success of underperforming groups by establishing a calibrated, Comprehensive Multi-Tiered System of Supports (MTSS) Program**
Language teachers	LOTE Staff	PD time to	Michelle Vizquerra,	Teachers will plan	**2.3 Provide**

collaborate to enhance effective instruction Language teachers strive to engage learners in the target language with relevant, interesting, and authentic resources		collaborate, closed WIN sessions	AP, Admin Team	common lessons to teach across levels and deliver effective and engaging lessons	**campus flexibility for implementing student intervention**
WIN Training Utilizing RTI schedule	LOTE Staff	PD time to collaborate, closed WIN sessions	Michelle Vizquerra, AP, Admin Team	TTESS Student Growth Measure	**2.3 Provide campus flexibility for implementing student intervention**

PE/AVID					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Objective
Engage learners with relevant, interesting, and authentic resources with the most update to date and real world applications possible	All PE/AVID/Health students	PD Time, WIN Time, Leadership Team weekly meetings	Brock, AP	Assessments by skill and unit	**2.1 Increase student success of underperforming groups by establishing a calibrated, Comprehensive Multi-Tiered System of Supports (MTSS) Program**
WIN training and utilizing RTI Scheduler	All PE/AVID Staff	WIN time and Closed WIN time for department time	Brock and AP	TTESS Student Growth Measure	**2.3 Provide campus flexibility for implementing student intervention**