

**College Station ISD**  
**College View High School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

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

## Vision

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

## Pack Qualities

### The PACK Qualities

#### P - Persistent Effort

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

#### A - Academic Excellence

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

#### C - Citizenship / Character

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

## **K - Kindness**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics. There are 5 c include Facilities Engineering Technology, Hospitality, duel credit academy, and Media/Digital influencer. Next year we are adding cosmology to CVHS. This part of 25 students. These kids are highly mobile. We also host two special needs programs, Bridges and Pathways to Success (18+) as well as the CSISD DAEP. 50 % of our s % are listed as economically disadvantaged. 51 % are considered at-risk.

### Demographics Strengths

The strength of our demographics is in our diversity. We are able to serve a wide range of students all with different needs. We can offer a 2nd chance to many that need it and show them a pathway to graduation. The DAEP gives students who have made a poor choice an opportunity to reset and get back on the right path.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics. **Root Cause:** Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

**Problem Statement 2 (Prioritized):** The overall view of what College View High School is and what we have to offer is murky at best within our community. Many people still do not know the school exists and what we have to offer student of CSISD. **Root Cause:** The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

# Student Learning

## Student Learning Summary

Through partnerships with Texas A&M Rellis, Blinn College District, Texas A&M Hotel and Conference Center, and R.E.C. Industries, College View High School has developed a focus on building strong community partnerships that will impact staff, students, and The community. As CVHS transitioned to an Academy system in 2022, the Collegiate, Career & Industry, and Accelerated Academies have grown and succeeded. Moving into the 2024-2025 school year, CVHS has fully implemented a Pathway in Technology Early College High School (P-TECH) called Facilities Engineering Technology (FET) to provide students with industry-based certifications and the option to obtain an associate degree in Facilities Maintenance from Blinn College District. A second program that has made its initial start for the 2023-2024 school year is the Optional Flexible School Day Program (OFSDP). The program falls under the Accelerated Academy umbrella. It is focused on providing qualified students with a half-day option to improve school attendance and performance while allowing students to utilize the other half of the day for various personal needs.

## Student Learning Strengths

Due to the size of our campus, we are able to offer individualized instruction to many of our students. There is no danger of them being "lost in the mix", which may happen at the larger comprehensive high schools.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of content based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause:** The root cause of this is a small number of teachers and a highly mobile student population.

**Problem Statement 2 (Prioritized):** The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics. **Root Cause:** Our school serve several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Many of our Accelerated Academy students do not graduate with CCMR standing. **Root Cause:** Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

**Problem Statement 2 (Prioritized):** CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of contend based on the classroom. Most of our teacher instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause:** The root cause of this is a small number of teachers and a highly mobile student population.

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The overall view of what College View High School is and what we have to offer is murky at best within our community. Many people still do not know the school exists and what we have to offer student of CSISD. **Root Cause:** The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

**Problem Statement 2 (Prioritized):** The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics. **Root Cause:** Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.



# Priority Problem Statements

**Problem Statement 1:** CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of content based on the classroom. Most of our teachers instruct the same group of students, so that can lead to collaborations on skill development across content areas.

**Root Cause 1:** The root cause of this is a small number of teachers and a highly mobile student population.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Many of our Accelerated Academy students do not graduate with CCMR standing.

**Root Cause 2:** Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** The overall view of what College View High School is and what we have to offer is murky at best within our community. Many people still do not know the school exists and what we have to offer students of CSISD.

**Root Cause 3:** The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

**Problem Statement 3 Areas:** Demographics - Perceptions

**Problem Statement 4:** The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics.

**Root Cause 4:** Our school serves several types of kids and programs. The programs are diverse and draw a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

**Problem Statement 4 Areas:** Demographics - Student Learning - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

## Parent/Community Data

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

# Goals





Revised/Approved: April 16, 2024

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

**Performance Objective 1:** By the end of the 24/25 school year, 50 % CVHS Accelerated Academy students who graduate will meet CCMR requirements as set by the State of Texas.

**High Priority**

**Evaluation Data Sources:** CCMR end of year data.

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> We will use TCB as an option for students to achieve CCMR status.</p> <p><b>Strategy's Expected Result/Impact:</b> More of our Accelerated Academy students will graduate meeting CCMR accountability requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Southard, Bornowski, Rath</p> <p><b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments<br/>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> We will explore industry based certifications that might be used to help these students with CCMR.</p> <p><b>Strategy's Expected Result/Impact:</b> More of our Accelerated Academy students will graduate meeting CCMR accountability requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Southard, Bronowski.</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** Many of our Accelerated Academy students do not graduate with CCMR standing. **Root Cause:** Many of these students are less motivated or are dealing with external issues that make achieving CCMR seem inconsequential.

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

**Performance Objective 2:** During the 2024/2025 school year, CVHS will use a variety of data sources and implement the Engage phase as our 4th phase of the CSISD Framework for Success.

**Evaluation Data Sources:** End of year surveys, MAP data, etc.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> We are in the Engage phase of the CSISD strategic design. We are focusing on the best practices of relevance and authenticity. Our campus has pathways that are focused on preparing students for real world activities. Through our partnerships within the community, our educators will create real-world connections within the school community, design meaningful learning experiences, and create a bridge between the content and learners' lives.</p> <p><b>Strategy's Expected Result/Impact:</b> Our students will see and understand the value of their education, earn IBC and CCMR points, and be ready to enter the workforce upon graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Southard and Bronowski</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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



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

**Performance Objective 3:** During the 2024/2025 school year, CVHS campus administrators will participate in foundational professional learning for campus staff on Professional Learning Communities in partnership with Solution Tree. Our campus will examine our Mission, Vision, and Collectives commitments while learning how to use structures provided by Solution Tree for the process to work in a small school of singletons. Our guiding coalition will meet weekly decipher data, processes, and skills that can be taught school wide.

**High Priority**

**Evaluation Data Sources:** Collaborative Team meeting Agendas, Mid and End of year surveys for teachers and students, MAP data (new this year for HS). EOC scores, CCMR end of year data.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> We are in phase one of the PLC process at CVHS. We are a small school with many "singleton" teachers. We are beginning the collaborative team process with our core EOC tested subject teachers. This group of teachers will make up our guiding coalition and meet weekly to implement a structured process for analyzing student data and identify areas of need and to develop targeted instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Through this process we hope to demonstrable improvement in student academic performance as measured by state assessments and local benchmarks, improve collaboration among staff as evidenced by meeting logs, surveys, and feedback, and finally increase use of data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> The leadership of CVHS will provide ongoing professional development on effective PLC practices, data analysis, and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> To strengthen collaborative practices among staff through the PLC process and focus on data-driven instruction and continuous improvement of teachers to support student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Southard, Bronowski</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> CVHS will encourage teacher leaders to take on roles within PLCs, promoting shared leadership and ownership of the process.</p> <p><b>Strategy's Expected Result/Impact:</b> Grow leadership capacity in our teacher and develop ownership in the PLC process.</p> <p><b>Staff Responsible for Monitoring:</b> Southard, Guiding Coalition.</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>   | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 1:</b> CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of content based on the classroom. Most of our teachers instruct the same group of students, so that can lead to collaborations on skill development across content areas. <b>Root Cause:</b> The root cause of this is a small number of teachers and a highly mobile student population.</p> |



## School Processes & Programs





**Problem Statement 2:** CVHS is small campus full of singleton teachers. There are limited opportunities for teacher collaboration or the sharing of content based on the classroom. Most of our teachers instruct the same group of students, so that can lead to collaborations on skill development across content areas. **Root Cause:** The root cause of this is a small number of teachers and a highly mobile student population.

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

**Performance Objective 1:** During the 24/25 school year, CVHS will institute a new student tutorial system that will take place weekly. This time will also be used to remediate students who failed to meet minimum standards on EOC tests. This will be an ongoing process throughout the year the process will be adjusted as we learn to be more efficient.

**HB3 Goal**





**Evaluation Data Sources:** Student 6 weeks grades, MAP Scores, EOC data.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> It was clear from data reviewed over the last couple of years that after school tutorials were not an effective intervention. CVHS has a block of time built into our schedule that is perfect for teacher to intervene when we see students are struggling.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will improve in targeted areas of need. Also students needing accelerated instruction in EOC related subjects will receive state mandated intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and classroom teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Each Friday, student will complete grade check forms during Advisory time and these forms will be sorted and ranked by core area teacher. Students will then be "drafted" the following week to attend tutorials in classes where they are struggling.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's grades will improve and perc</p> <p><b>Staff Responsible for Monitoring:</b> EOC Teachers, CVHS Admin.</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>                                     |           |     |     |           |

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

**Performance Objective 2:** During the 24/25 school year, CVHS will use Character Strong curriculum to provide social and emotional support to students at CVHS and DAEP at least once a week.

**Evaluation Data Sources:** Discipline data, Character Strong use data.





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The CVHS and DAEP staff will use Character strong curriculum weekly during advisory time.</p> <p><b>Strategy's Expected Result/Impact:</b> Student SEL will improve and DAEP students will not return to the DAEP during the current school year.</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |

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

**Performance Objective 1:** During the 24/25 school year, CVHS will provide at least one community outreach activity during each semester to engage stakeholders off-campus in a more familiar setting and promote the school.

**High Priority**

**Evaluation Data Sources:** Post evaluation of the event, Attendance, Interactions on Social Media, Mentions in the local news media and on social media.

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> CVHS admin and staff will continue to look for and find ways to promote our school. Through social media, open house events, local media, etc. we will talk about the great things happening at College View and the opportunities for students across CSISD.</p> <p><b>Strategy's Expected Result/Impact:</b> School culture will improve and total enrollment will increase.</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> The CVHS faculty will use activities such as Aggie game day tailgates, Trivia Night, Movie Night, Bingo Night, Multicultural Night, etc. to invite members of the community to campus and promote our school.</p> <p><b>Strategy's Expected Result/Impact:</b> The community will understand the role of CVSH</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>                                       |                  |            |            |                  |

**Performance Objective 1 Problem Statements:**

| <b>Demographics</b>   |
|---|
| <p><b>Problem Statement 2:</b> The overall view of what College View High School is and what we have to offer is murky at best within our community. Many people still do not know the school exists and what we have to offer student of CSISD. <b>Root Cause:</b> The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.</p> |





## Perceptions

**Problem Statement 1:** The overall view of what College View High School is and what we have to offer is murky at best within our community. Many people still do not know the school exists and what we have to offer student of CSISD. **Root Cause:** The role of the school has changed several times over the past decade. There has never been a clear path or explanation of what the role of CVHS is in CSISD. Many still associate College View with DAEP (We do share the same building) and these facts hurt our perception in the community.

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

**Performance Objective 2:** The staff of the CSISD DAEP will work with school counselors and programs such as Character Strong to reduce the return rate of students to the DAEP by 50% over the course of the 24/24 school year.

**Evaluation Data Sources:** District discipline data, Character Strong Data, survey of DAEP students after they return to campus, Campus visits.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> There is a clear need for kids at DAEP for character development as well as counseling. The Character Strong program has some qualities that our teachers can use to help the kids grow their self worth and understanding. Also, TChat services through TAMU are a good resource when we see a student who could benefit.</p> <p><b>Staff Responsible for Monitoring:</b> Southard and Bornowski</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - Perceptions 2</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> DAEP Admin and Staff will make home campus visits to students that have completed their placements. These visits will serve to "check-in" with the students and encourage them to continue growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know that the DAEP staff is proud of their progress and are here to help them even though they are no longer placed with us.</p> <p><b>Staff Responsible for Monitoring:</b> DAEP Staff.</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics.</p> <p><b>Root Cause:</b> Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.</p> |

### Student Learning

**Problem Statement 2:** The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics.  
**Root Cause:** Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.





### Perceptions

**Problem Statement 2:** The demographics of our school are highly mobile and every changing. There usually is not consistency from year to year with concern to demographics.  
**Root Cause:** Our school server several types of kids and programs. The programs are diverse and draws a diverse group of kids. The Accelerated Academy kids are highly mobile and will enter and exit at multiple points during year.

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

**Performance Objective 1:** During the 24/25 school year, CVHS campus technology facilitators and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices at least once every six weeks grading period.

**Evaluation Data Sources:** Meetings with CTF and district digital learning facilitators. End of year surveys.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> We have several faculty members who are excellent in using technology in the classroom. Through are weekly newsletters and staff development, we will provide resources to our staff to incorporate technology into their classroom instruction to increase student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use technology in the classroom to deliver quality instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Bronowski and Southard</p> <p><b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |







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

**Performance Objective 2:** During the 24/25 school year, CSISD DAEP staff will use Schoology to access and deliver instruction to students placed at the DAEP each day of the student's placement.

**High Priority**

**Evaluation Data Sources:** DAEP Transition meetings, Campus check ins after students return to home campus.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The video conferencing feature of Schoology is an excellent tool to keep students connected to their home campus and teachers. This feature has not been used in the past and we will incorporate it this fall and evaluate results through student and teacher feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP students will not fall behind on classwork during placements and they will feel more connected to their home campus.</p> <p><b>Staff Responsible for Monitoring:</b> Southard, Bronowski, and DAEP Staff.</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |

# 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     |