

College Station ISD

College Hills Elementary School

2024-2025 Campus Improvement Plan

Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students: College Hills Elementary School located in the heart of College Station just east of Texas A&M University. There are roughly 595 students at this location. 76.13% of these students are classified as Economically Disadvantaged and 31.76% are considered Limited English Proficient. Our largest demographic is Hispanic at 37.82% and 27.73% of our campus is White and 25.55% is Black/ African American.

Staff: College Hills Elementary has a very diverse staff. 36% of our staff are Hispanic, 47% are White, and 15% are Black/African American. Of our staff members, 27% are new staff to our campus. 72% of our Dual Language teachers are new to College Hills and all are new to their current teaching level. 3 of these teachers are not fully certified and 1 SPED teacher is not fully certified.

Parents: CHE is open to all families. We held many events such as the Boo Hoo Breakfast, Stay Cool and Read in the park, Book Character Parade, Read Around the World, STEAM night, Paw Print Festival, Field Day, Kindergarten Circus, Grade Level Music Programs, Award Ceremonies, Parent Orientation, Meet the Teacher and Character Strong Awards Program.

Community: Office Depots support with teacher supplies, Burlington donations to teacher classrooms, Teacher Appreciation Panda Express and Woodhouse Spa provided teacher massages and Snow cones provided to 4th grade for growth, celebrations from Carousel, A&M United Methodist Church provided teacher treats, Christmas gifts for students, and bikes for our perfect attendance monthly drawing

Special Programs:

- ELL- 31.7 %
- SPED- 17.9%
- At-Risk- 59.8%
- GT- 4.9%
- Dyslexia- 4.4%
- 504- 2.2

Demographics Strengths

The community works closely with our school which builds a climate and culture that promotes a positive learning environment.

College Hills has a both a diverse group of staff and students. This is a great connection for students and has lead to an increase in academic achievement and better behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite the school's strong parent involvement overall, there is a significant challenge in effectively engaging our bilingual parents. **Root Cause:** Communication barriers and cultural differences hinder these parents from fully participating in school activities.

Problem Statement 2: College Hills has a high turn over rate in bilingual teachers. **Root Cause:** Many of our Dual Language teachers are leaving for other job opportunities. The high demand for certified teachers makes it easy for this group of teachers to find new positions very easily. Often leaving at the last minute making it hard to replace with certified teachers.

Student Learning

Student Learning Summary

Heggerty Phonemic Awareness Data							
Kinder BOY Data		Kinder EOY Data		1st BOY Data		1st EOY Data	
0	91	0	45	0	72	0	34
1	15	1	9	1	27	1	11
2	39	2	31	2	31	2	12
3	42	3	98	3	36	3	41
4	63	4	127	4	74	4	112
5	118	5	298	5	156	5	362
Kinder BOY Data Spanish		Kinder EOY Data Spanish		1st BOY Data Spanish		1st EOY Data Spanish	
0	197	0	19	0	196	0	41
1	5	1	19	1	13	1	7
2	4	2	19	2	16	2	22
3	4	3	7	3	21	3	21
4	5	4	4	4	12	4	55
5	10	5	4	5	22	5	129

[MAP Data 23-24](#)

[Math Number Sense Data and MAP 23-24](#)

[STAAR Math and Reading 23-24](#)

Student Learning Strengths

Reading/Writing:

Implementing phonemic awareness activities and closely tracking growth in this area and the mastery of letter ID and sounds has helped us prepare our students for 1st grade reading expectations. The reading scores in 4th grade were very comparable to both district and state scores. CH started to discuss and collaborate earlier in the year about ways to prepare students for ECR and sort constructed responses. The teachers worked with a backward design model writing assessments that targeted essential standards for reading and writing. This model helped teachers know student needs and how to support their growth.

Math:

All of our K-2 students showed growth on our number sense screener from BOY to EOY. Our Tier 2 and Tier 3 students in 3rd and 4th grade showed growth from BOY to EOY. Our 3rd and 4th grade students had a much higher rate of students who did not meet expected passing rates than the state or the district.

Our EB students did not show expected progress in their language development.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: Data shows that kindergarten DL classes did not show as much progress with phonemic awareness in either language as their monolingual peers. **Root Cause:** The language allocation plan caused gaps in foundational skills.

Problem Statement 2 (Prioritized): Math: Students did not master math concepts and were not able to apply the skills outside of the units. **Root Cause:** The Eureka curriculum did not allow teachers the ability to build assessments and end with usable data to analyze for student understanding. This not only helps students, but also is vital to teachers understanding the TEKS fostering an environment of collaboration about best teaching practices. Our students needed more spiral review of concepts of the essential standards for that grade level.

Problem Statement 3 (Prioritized): Language Development: Our second language learners acquired at a rate lower than the state expectation. **Root Cause:** The staff at College Hills needs more professional develop and resources to target the growth of language development.

Problem Statement 4 (Prioritized): Reading: Third grade teachers did not implement the ECR and short response earlier in the year like the 4th grade teachers did. **Root Cause:** Team members were not as cohesive and not all were open to collaborating and using data to inform their teaching practices.

School Processes & Programs

School Processes & Programs Summary

Professional development was focused to the leadership team. The leadership team, meeting weekly, successfully developed and implemented systems that significantly enhanced school operations, resulting in notable improvements in student performance and a healthier school climate. Their collaborative efforts focused on streamlining processes, fostering effective communication, and addressing key areas of need, which collectively contributed to a more efficient and supportive learning environment.

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): College Hills is currently falling short of academic expectations and still experiencing some behavior concerns among students. **Root Cause:** The school experienced significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in inconsistent academic progress, diminished student engagement, and difficulty in maintaining effective educational programs.

Problem Statement 2 (Prioritized): College Hills is falling short on academic expectations. **Root Cause:** Many students frequently arrive late, causing them to miss critical parts of the lesson. This disruption in their learning leads to gaps in knowledge and understanding, ultimately contributing to decreased academic performance. The primary issue is the

lack of effective strategies to address chronic tardiness and ensure that all students are present for the full duration of instructional periods,

Perceptions

Perceptions Summary

Over the past year, College Hills Elementary has experienced significant improvements in key areas, including student behavior, academic performance, and staff engagement. Enhanced behavior management strategies and targeted academic interventions have led to noticeable gains in student outcomes and a more positive school environment. Additionally, the renewed passion and commitment of the staff have played a crucial role in these successes. However, the school has also faced staff turnover, which has been attributed in part to personal reasons and in part to differing perspectives on the changes introduced by new leadership. Despite this challenge, the overall positive momentum reflects the effectiveness of the school's strategic initiatives and the dedication of those who remain committed to the school's mission.

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite the significant improvements in student behavior, academic performance, and staff engagement at College Hills Elementary over the past year, the integration of new students presents a challenge in maintaining and building upon these gains. New students may bring diverse academic needs and behavioral patterns that could impact the effectiveness of current strategies. **Root Cause:** The root cause of the challenge in continuing improvements with new students at College Hills Elementary is

the potential misalignment between the established strategies and the diverse needs of incoming students. As new students enter the school, they may have varying academic levels, behavioral issues, and support needs that differ from those of the current student population. This diversity can

Problem Statement 2 (Prioritized): Despite the school's strong parent involvement overall, there is a significant challenge in effectively engaging our bilingual parents **Root Cause:** Communication barriers and cultural differences hinder these parents from fully participating in school activities

Priority Problem Statements

Problem Statement 1: Despite the school's strong parent involvement overall, there is a significant challenge in effectively engaging our bilingual parents

Root Cause 1: Communication barriers and cultural differences hinder these parents from fully participating in school activities

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: Math: Students did not master math concepts and were not able to apply the skills outside of the units.

Root Cause 2: The Eureka curriculum did not allow teachers the ability to build assessments and end with usable data to analyze for student understanding. This not only helps students, but also is vital to teachers understanding the TEKS fostering an environment of collaboration about best teaching practices. Our students needed more spiral review of concepts of the essential standards for that grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Language Development: Our second language learners acquired at a rate lower than the state expectation.

Root Cause 3: The staff at College Hills needs more professional develop and resources to target the growth of language development.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: College Hills is currently falling short of academic expectations and still experiencing some behavior concerns among students.

Root Cause 4: The school experienced significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in inconsistent academic progress, diminished student engagement, and difficulty in maintaining effective educational programs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Despite the significant improvements in student behavior, academic performance, and staff engagement at College Hills Elementary over the past year, the integration of new students presents a challenge in maintaining and building upon these gains. New students may bring diverse academic needs and behavioral patterns that could impact the effectiveness of current strategies.

Root Cause 5: The root cause of the challenge in continuing improvements with new students at College Hills Elementary is the potential misalignment between the established strategies and the diverse needs of incoming students. As new students enter the school, they may have varying academic levels, behavioral issues, and support needs that differ from those of the current student population. This diversity can

Problem Statement 5 Areas: Perceptions

Problem Statement 6: College Hills is falling short on academic expectations.

Root Cause 6: Many students frequently arrive late, causing them to miss critical parts of the lesson. This disruption in their learning leads to gaps in knowledge and understanding, ultimately contributing to decreased academic performance. The primary issue is the lack of effective strategies to address chronic tardiness and ensure that all students are present for the full duration of instructional periods,

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Reading: Third grade teachers did not implement the ECR and short response earlier in the year like the 4th grade teachers did.

Root Cause 7: Team members were not as cohesive and not all were open to collaborating and using data to inform their teaching practices.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Reading: Data shows that kindergarten DL classes did not show as much progress with phonemic awareness in either language as their monolingual peers.

Root Cause 8: The language allocation plan caused gaps in foundational skills.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 16, 2024

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

Performance Objective 1: 100% of College Hills teachers will attend 5 out of 7 campus lead professional development sessions by May 2025.

High Priority

Evaluation Data Sources: Walk through form responses from classroom observations
 CLC Sign Up Calendar and Attendance Form
 Student surveys about engagement in grades 3-4

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide campus staff development on various topics of need each month led by teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will learn and implement new engagement strategies, behavior supports, analyze data and elevated academic practices.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 85% of classroom teachers will implement a system of students tracking their progress on common assessment using student goal folders.</p> <p>Strategy's Expected Result/Impact: Increased student ownership and accountability of their academic success.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: Goal Folders - 211 Title I, Part A - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Math: Students did not master math concepts and were not able to apply the skills outside of the units. **Root Cause:** The Eureka curriculum did not allow teachers the ability to build assessments and end with usable data to analyze for student understanding. This not only helps students, but also is vital to teachers understanding the TEKS fostering an environment of collaboration about best teaching practices. Our students needed more spiral review of concepts of the essential standards for that grade level.

Problem Statement 3: Language Development: Our second language learners acquired at a rate lower than the state expectation. **Root Cause:** The staff at College Hills needs more professional develop and resources to target the growth of language development.

Problem Statement 4: Reading: Third grade teachers did not implement the ECR and short response earlier in the year like the 4th grade teachers did. **Root Cause:** Team members were not as cohesive and not all were open to collaborating and using data to inform their teaching practices.

School Processes & Programs

Problem Statement 1: College Hills is currently falling short of academic expectations and still experiencing some behavior concerns among students. **Root Cause:** The school experienced significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in inconsistent academic progress, diminished student engagement, and difficulty in maintaining effective educational programs.

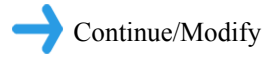
Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 2: By the end of the school year, all instructional staff will participate in professional development sessions provided by Lead4ward to enhance instructional strategies, data analysis skills, and student engagement techniques. At least 100% of teachers will attend Lead4ward professional development sessions, and 85% will implement at least two new instructional strategies from the training, as evidenced by lesson plans and classroom observations.

High Priority

Evaluation Data Sources: Sign in Sheets, Classroom Observation Data and Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead4ward will provide staff development to enhance instructional strategies, data analysis skills, and student engagement techniques.</p> <p>Strategy's Expected Result/Impact: Teachers will incorporate these strategies in their classroom to increase student engagement.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Engagement Staff Development - 211 Title I, Part A - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Additional professional development for administration to increase learning of ways to support academics and behavior and social emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased achievement and engagement. Reduced behavior incidents and a positive campus culture.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Math: Students did not master math concepts and were not able to apply the skills outside of the units. **Root Cause:** The Eureka curriculum did not allow teachers the ability to build assessments and end with usable data to analyze for student understanding. This not only helps students, but also is vital to teachers understanding the TEKS fostering an environment of collaboration about best teaching practices. Our students needed more spiral review of concepts of the essential standards for that grade level.

Problem Statement 4: Reading: Third grade teachers did not implement the ECR and short response earlier in the year like the 4th grade teachers did. **Root Cause:** Team members were not as cohesive and not all were open to collaborating and using data to inform their teaching practices.

School Processes & Programs

Problem Statement 1: College Hills is currently falling short of academic expectations and still experiencing some behavior concerns among students. **Root Cause:** The school experienced significant challenges due to its highly transient student population. These issues have led to instability in the learning environment, resulting in inconsistent academic progress, diminished student engagement, and difficulty in maintaining effective educational programs.





Problem Statement 2: College Hills is falling short on academic expectations. **Root Cause:** Many students frequently arrive late, causing them to miss critical parts of the lesson. This disruption in their learning leads to gaps in knowledge and understanding, ultimately contributing to decreased academic performance. The primary issue is the lack of effective strategies to address chronic tardiness and ensure that all students are present for the full duration of instructional periods,

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

Performance Objective 1: College Hills will increase the percentage of students scoring at the intermediate reading level from 10% to 50% on TELPAS in 3rd grade by March 2025.

High Priority

Evaluation Data Sources: Summit K-12 Assessments
TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the Summit K-12 program for ELLs in grades K-4.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores.</p> <p>Staff Responsible for Monitoring: ESL Specialist</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Summit K-12 Resource - 211 Title I, Part A - \$6,047.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to help teachers build a stronger understanding of language supports.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores.</p> <p>Staff Responsible for Monitoring: ESL Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 1: Reading: Data shows that kindergarten DL classes did not show as much progress with phonemic awareness in either language as their monolingual peers. **Root Cause:** The language allocation plan caused gaps in foundational skills.

Problem Statement 3: Language Development: Our second language learners acquired at a rate lower than the state expectation. **Root Cause:** The staff at College Hills needs more professional develop and resources to target the growth of language development.

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

Performance Objective 2: Reduce the number of student behavior calls at College Hills Elementary by implementing a comprehensive positive behavior support system and enhancing the use of capturing kids hearts. Achieve a 50% decrease in behavior calls by the end of the school year, as measured by the school's discipline tracking system.

Evaluation Data Sources: Discipline tracking spreadsheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementing PBIS incentive cart, "paw" parties, capturing kids hearts model, and character strong SEL lessons.</p> <p>Strategy's Expected Result/Impact: Decreased number of behavior calls and incidents resulting in higher academic achievement.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: PBIS Cart Items - 211 Title I, Part A - \$2,500, PBIS Incentive Party - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize our Behavior Support Para to provide tier 2 behavior interventions through a check in and check out system.</p> <p>Strategy's Expected Result/Impact: Decreased discipline and behavior referrals.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Behavior Support Para - 211 Title I, Part A - \$26,401</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>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Despite the significant improvements in student behavior, academic performance, and staff engagement at College Hills Elementary over the past year, the integration of new students presents a challenge in maintaining and building upon these gains. New students may bring diverse academic needs and behavioral patterns that could impact the effectiveness of current strategies. **Root Cause:** The root cause of the challenge in continuing improvements with new students at College Hills Elementary is the potential misalignment between the established strategies and the diverse needs of incoming students. As new students enter the school, they may have varying academic levels, behavioral issues, and support needs that differ from those of the current student population. This diversity can





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

Performance Objective 3: By the end of the school year, economically disadvantaged students in K-4 will demonstrate significant growth in math achievement as measured by the MAP Math assessment and STAAR Math scores. At least 60% of economically disadvantaged students will increase their MAP Math RIT scores by a minimum of 5 points, or improve their STAAR Math performance by moving up at least one performance category.

High Priority

Evaluation Data Sources: MAP Growth, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize our MTSS Coordinator to manage data analysis and grouping changes for grade level support through interventions/extensions in Tier 2 and 3.</p> <p>Strategy's Expected Result/Impact: Growth on MAP and STAAR assessments in K-4.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: MTSS Program Resources - 211 Title I, Part A - \$82,371</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Add additional support staff to provide intervention and small group instruction to tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Staffing - 211 Title I, Part A - \$73,869</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional instructional and supplemental materials to engage students and provide for our economically disadvantaged students to engage in strong tier one instruction.</p> <p>Strategy's Expected Result/Impact: Higher student achievement.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Materials - 211 Title I, Part A - \$10,000</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>				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: Reading: Data shows that kindergarten DL classes did not show as much progress with phonemic awareness in either language as their monolingual peers. Root Cause: The language allocation plan caused gaps in foundational skills.</p> <p>Problem Statement 2: Math: Students did not master math concepts and were not able to apply the skills outside of the units. Root Cause: The Eureka curriculum did not allow teachers the ability to build assessments and end with usable data to analyze for student understanding. This not only helps students, but also is vital to teachers understanding the TEKS fostering an environment of collaboration about best teaching practices. Our students needed more spiral review of concepts of the essential standards for that grade level.</p> <p>Problem Statement 3: Language Development: Our second language learners acquired at a rate lower than the state expectation. Root Cause: The staff at College Hills needs more professional develop and resources to target the growth of language development.</p> <p>Problem Statement 4: Reading: Third grade teachers did not implement the ECR and short response earlier in the year like the 4th grade teachers did. Root Cause: Team members were not as cohesive and not all were open to collaborating and using data to inform their teaching practices.</p>

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

Performance Objective 4: College Hills 3rd and 4th grade math STAAR results will increase from 55% in 3rd grade and 56% in 4th grade to 70% approaching grade level by May 2025.

High Priority

Evaluation Data Sources: STAAR and Interim Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement long-range planning with instructional coaches to allow teams to build common formative assessments and pre-assessments, in order to focus on essential learning standards in the backwards design model. This will take place prior to the start of each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher will have a better understanding of each TEK and allow for more time in planning to analyze data and discuss engagement strategies.</p> <p>Staff Responsible for Monitoring: ICs, Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Subtitutes - 211 Title I, Part A - \$5,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional instructional and supplemental materials to engage students and provide for our economically disadvantaged students to engage in strong tier one instruction.</p> <p>Strategy's Expected Result/Impact: Higher student achievement.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$15,693.50</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>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: Math: Students did not master math concepts and were not able to apply the skills outside of the units. **Root Cause:** The Eureka curriculum did not allow teachers the ability to build assessments and end with usable data to analyze for student understanding. This not only helps students, but also is vital to teachers understanding the TEKS fostering an environment of collaboration about best teaching practices. Our students needed more spiral review of concepts of the essential standards for that grade level.





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

Performance Objective 5: By the end of the school year, all 3rd-grade students will show measurable improvement in reading comprehension as assessed by STAAR interim and MAP Reading assessments. At least 70% of 3rd-grade students will increase their MAP Reading RIT scores by at least 5 points and improve their STAAR interim reading performance by moving up at least one level in each performance category.

High Priority

Evaluation Data Sources: MAP Growth, STAAR Interim and STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate high quality materials for tier one instruction, intervention, and extension activities. Strategy's Expected Result/Impact: Higher percentage of growth in reading based on MAP and STAAR Interim Scores. Our annual allotted points for reading growth will increase from 55 to 65. Staff Responsible for Monitoring: Reading IC</p> <p>ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: Instructional Materials - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 4: Reading: Third grade teachers did not implement the ECR and short response earlier in the year like the 4th grade teachers did. Root Cause: Team members were not as cohesive and not all were open to collaborating and using data to inform their teaching practices.</p>





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

Performance Objective 1: College hills will increase parent involvement during school initiatives and activities by 25% by the end of the school year.

High Priority

Evaluation Data Sources: Sign in Sheets from Title Nights and Parent Conferences
Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a series of targeted outreach initiatives, including weekly newsletters from teachers, personalized invitations to events, parent-teacher conferences, classroom visits, title nights, and daytime programs through the coordination of a title one specialist.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement which is reflected in higher student achievement based on the home school connection.</p> <p>Staff Responsible for Monitoring: Admin, Title one specialist</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2</p> <p>Funding Sources: Title One Program Resources - 211 Title I, Part A - \$37,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Despite the school's strong parent involvement overall, there is a significant challenge in effectively engaging our bilingual parents Root Cause: Communication barriers and cultural differences hinder these parents from fully participating in school activities</p>

Perceptions





Problem Statement 1: Despite the significant improvements in student behavior, academic performance, and staff engagement at College Hills Elementary over the past year, the integration of new students presents a challenge in maintaining and building upon these gains. New students may bring diverse academic needs and behavioral patterns that could impact the effectiveness of current strategies. **Root Cause:** The root cause of the challenge in continuing improvements with new students at College Hills Elementary is the potential misalignment between the established strategies and the diverse needs of incoming students. As new students enter the school, they may have varying academic levels, behavioral issues, and support needs that differ from those of the current student population. This diversity can

Problem Statement 2: Despite the school's strong parent involvement overall, there is a significant challenge in effectively engaging our bilingual parents **Root Cause:** Communication barriers and cultural differences hinder these parents from fully participating in school activities

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

Performance Objective 1: Students will utilize Exact Path 40 minutes a week for math and reading to fill academic gaps and enrich learning by May 2025.





Evaluation Data Sources: Exact Path progress monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will progress monitor using the knowledge maps and intervene when the program indicates. Students will track their own progress using campus and classroom based incentives.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and students will receive targeted intervention support.</p> <p>Staff Responsible for Monitoring: Admin, MTSS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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>				

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

Performance Objective 2: Establish a monthly technology support sessions for teachers at College Hills Elementary to enhance digital literacy and ensure effective use of educational technology. Successfully conduct 5 technology support sessions during the school year, with at least 5 participants (one from each grade level from a cohort) attending each session by May 2025.

Evaluation Data Sources: Sign in Sheets
Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Digital Learning Ambassador or teachers will lead 5 different technology sessions during our Cub Learning Communities to support technology integration in the classroom.</p> <p>Strategy's Expected Result/Impact: These 5 teachers will support their team with integrating technology in a way that enhances instruction.</p> <p>Staff Responsible for Monitoring: DLA, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: 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;">  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>				

Title I

1.1: Comprehensive Needs Assessment

XYZ Campus conducted our annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data was utilized from various sources including STAAR, TELPAS, NWEA MAP, student grades on Progress Reports and Report Cards, behavior and discipline data, attendance of students and staff, and parental engagement at targeted events to identify campus strengths and opportunities for growth across demographics, campus programs, and grade levels. Agendas, minutes, and sign-in sheets from Comprehensive Needs Assessment development meetings are maintained in Title I Crate for documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district-defined goals from our Strategic Plan and the opportunities for growth prioritized during our Campus Needs Assessment (CNA) process, **XYZ Campus** developed a key number of performance objectives and specific strategies (action steps) to be highlighted in our CIP for the current year. Our CIP development process incorporates opportunities for input and feedback from parents and other stakeholders such as teachers, campus administration, paraprofessionals, support staff, and community stakeholders. Agendas, minutes, and sign-in sheets from CIP development meetings are maintained in Title I Crate for documentation.

2.2: Regular monitoring and revision

XYZ Campus regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our core campus team, including administrators, campus academic and MTSS coaches, and support staff are tasked with monitoring the implementation and progress of our CIP. Agendas, minutes, and sign-in sheets from monitoring meetings are maintained in Title I Crate for documentation.

2.3: Available to parents and community in an understandable format and language

XYZ Campus ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CSISD and Campus Website and available upon request in printed copy.

2.4: Opportunities for all children to meet State standards

XYZ Campus implements reform strategies to address campus needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and targeted interventions which may include:

- In-Class Small Group Instruction

- Pull-Out Support and Push-In Support from (Instructional Assistants, Academic Tutors...)
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

2.5: Increased learning time and well-rounded education

XYZ Campus utilizes a variety of strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provide students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

XYZ Campus addresses all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Instructional Best Practices
- Small Group Instruction in **Reading and Math**
- Instructional Interventions and Extensions in **Reading and Math**
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

3.1: Annually evaluate the schoolwide plan

XYZ Campus conducted its annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by parents and other stakeholders including teachers, campus administration, paraprofessionals, support staff, and community stakeholders. In addition, the campus reviewed our campus Mission and Vision, our use of funds, and available school resources. During our periodic formative reviews of our CIP, the core campus team evaluates our Title I Schoolwide Plan as defined in the Campus Improvement Plan and documents any updates or adjustments that may need to be considered.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, **XYZ Campus** jointly developed/revised our written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. Our Parent and Family Engagement Policy is posted on our campus website in Spanish and English and is reviewed with families at our Annual Title I Meetings. Agendas, minutes, and sign-in sheets from PFE Policy development/review meetings are maintained in Title I Crate for documentation.

4.2: Offer flexible number of parent involvement meetings

XYZ Campus offers various family engagement activities, including flexible times and days of the week. In addition, the **XYZ Campus** distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$68,043.00
+/- Difference					\$68,043.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Goal Folders		\$1,800.00
1	2	1	Engagement Staff Development		\$12,000.00
1	2	2	Professional Development		\$20,000.00
2	1	1	Summit K-12 Resource		\$6,047.50
2	1	2	Professional Development		\$5,000.00
2	2	1	PBIS Incentive Party		\$2,500.00
2	2	1	PBIS Cart Items		\$2,500.00
2	2	2	Behavior Support Para		\$26,401.00
2	3	1	MTSS Program Resources		\$82,371.00
2	3	2	Staffing		\$73,869.00
2	3	3	Supplemental Materials		\$10,000.00
2	4	1	Subtitutes		\$5,200.00
2	4	2			\$15,693.50
2	5	1	Instructional Materials		\$10,000.00
3	1	1	Title One Program Resources		\$37,000.00
Sub-Total					\$310,382.00
Budgeted Fund Source Amount					\$323,442.00
+/- Difference					\$13,060.00
Grand Total Budgeted					\$391,485.00
Grand Total Spent					\$310,382.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$81,103.00

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