Fort Sam Houston Independent School District

Robert G. Cole Middle and High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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Mission Statement

Fort Sam Houston ISD serves and honors the uniqueness of military-connected students in a safe and collaborative environment. We provide an exceptional education and empower educators to inspire continuous learning for students to thrive in a changing global society.

Robert G. Cole's campus vision statement:

With kindness in mind, we at Robert G. Cole Middle and High School are collectively responsible for shaping the hearts and minds of all students in a learning environment grounded in safety and fairness.

Vision

Fort Sam Houston ISD empowers every learner to strive for growth, achieve their greatest potential, and lead with respect and compassion.

Value Statement

We Believe...

In the potential of every individual and are committed to developing the whole person by establishing high expectations and providing personalized instruction that inspires and encourages all learners to succeed and reach their best.

In cultivating a safe and caring environment, both emotionally and physically, that prioritizes social-emotional well-being and a sense of belonging, ensuring all students feel supported, respected, and valued as individuals.

In empowering and supporting educators and recognizing their critical role in meeting the needs of tomorrow's students. We foster a culture of continuous learning.

The school benefits everyone and it's success is rooted in strong, collaborative partnerships. We are committed to fostering mutual respect and actively collaborating with students and families to create a unified community dedicated to lifelong learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The Comprehensive Needs Assessment analysis revealed the following areas of need:

-Data analysis of assessments indicates the need to address the performance levels of all sub-populations of students as compared to our All-Student data especially in the area of math.(7th Grade) and ELA Masters Level (Decreases in 9th and 10th grades)

-Implementation of an equitable Multi-Tiered System of Supports to address the needs of students not performing at or above grade level as indicated on state assessments such as STAAR and EOC exams as well as SAT and TSIA-2.

-Instructional Coaches will guide teachers through the effective use of new curriculum through research-based Curriculum Based Professional Learning to ensure implementation fidelity.

-Social Emotional needs of all students will be supported through check-ins during Homeroom and the mobilization of resources to address immediate and ongoing needs.

Comprehensive Needs Analysis (CNA) Process:

The annual CNA is begun by pulling the data off the most recent Texas Academic Performance Report (TAPR) or from PEIMS reporting. The chairperson of the Campus Education Improvement Committee (CEIC) then gathers data on needs from campuses and departments, analysis of academic and discipline data, and campus committees. The results of the annual parent, teacher, and student surveys are also taken into consideration. Once the CNA is drafted, it is shared with the CEIC for review and possible revision. From this data, the Areas of need are identified and statements are prepared for the Campus Improvement Plan. This information is then turned into goals and strategies. Finally, the Superintendent and Assistant Superintendents review the plan prior to presentation to the School Board for approval.

Demographics

Summary

Robert G. Cole was created in 1962, and is located on Fort Sam Houston in Fort Sam Houston ISD. Annually we serve over 800 military-connected grades 6-12 youth who reside on JBSA and Camp Bullis. Because the District is located entirely on federal property, it is not allowed to levy taxes or sell bonds for facility construction. While our primary responsibility is to serve those military-connected students who reside on JBSA-FSH, on a space and staff availability basis, the campus is able to offer enrollment to students on a tuition-free basis who do not reside within its boundaries but meet certain eligibility criteria. Applications are accepted each year and current NRT students must reapply each year. In approving transfers, the campus considers the availability of space, instructional, and support staff, and other resources, the student's disciplinary history, attendance, grades, and any potential adverse effect on resident students.

	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	777	786	810	768
6th Grade	113	117	122	107
7th Grade	124	111	129	117
8th Grade	115	116	117	118
9th Grade	103	111	110	110
10th Grade	117	102	115	110
11th Grade	124	109	99	111
12th Grade	81	120	118	95

Student Population by Race/Ethnicity (2025 PEIMS Snapshot)

Race	%
Hispanic-Latino	34.1%
American Indian - Alaskan Native	.5%
Asian	2.9%
Black - African American	18.6%
Native Hawaiian - Pacific Islander	2.3%
White	33.2%
Two-or-More	8.3%

Student Program Participation by Percentage (2025 PEIMS Snapshot)

Program	Percentages
Emergent Bilinguals (EB)	2%
Gifted and Talented (GT)	8.7%
Special Education (SPED)	14.7%
Dyslexia	5.6%
At-Risk	24.9%
Economically Disadvantaged/Title 1	19.1%
Immigrant	2.5%

Program	Percentages
Military Connected	96%
Foster Care	0.0

Staff by Position Held (2025 TAPR)

Total Staff	100.7	100.0%
Professional Staff	84.4	83.8%
Teachers	73.2	72.7%
Professional Support	7.2	7.1%
Campus Administration	4	4.4%
Educational Aides	16.3	16.2%

Teachers by Ethnicity (2025 TAPR)

Race	Percentage
African American	19.6%
Hispanic	30/1%
White	59%
Asian	0.0%
Two or More Races	1.4%

Teachers by Experience & Education (2025 TAPR)

Teachers by Highest Degree Held:		
Bachelors	37.8	49.7%
Masters	33.5	46.2%
Doctorate	1	1.4%
Teachers by Years of Experience:		
Beginning Teachers	0	0
1-5 Years Experience	15	20.5%
6-10 Years Experience	13	17.8%
11-20 Years Experience	29.8	40.7%
21-30 Years Experience	14.4	19.6%
Over 30 Years Experience	1	1.4%

PARENT/COMMUNITY DATA

The majority of our students are military-connected. Most of the parents of students enrolled at Robert G Cole are active-duty military personnel residing on JBSA-FSH. Some children of retired military personnel also attend our school. Parents serve on both the campus and district site-based committees and review professional learning, waivers, and state/federal requirements.

As the result of prior parent concerns regarding streamlining communication, the campus sends out weekly bulletins and the uses of the communication hub, Parent Square

Strengths

Robert G. Cole continues to maintain high graduation and attendance rates. Our students are served by an experienced staff with a low student-to-teacher ratio. All teachers are Highly Qualified in their fields. Professional Learning opportunities are provided to all staff. New employee induction program is provided by FSHISD during summer preservice. Mentor and Buddy programs are available to new-to-campus teachers. Time for Professional Learning Communities (PLCs) is available to all core, special education, and intervention teachers on a weekly basis. Professional learning opportunities are available to other staff members on a quarterly basis.

More robust communication between leadership and families has occurred as a result of the implementation of weekly parent emails and the use of the communication hub, Parent Square. These efforts will continue.

Student Learning

Summary

STATE ACCOUNTABILITY

Robert G Cole received an overall A (97)on the Texas A to F Accountability System in 2026. The Student Achievement domain indicates how much students know. The School Progress domain indicates how students are performing. The Closing the Gaps domain indicates how well the different populations of students are performing.

Student Achievement-96 (A)

School Progress- 93 (A)

Closing the Gaps 98 (A)

5 Distinctions:

- Academic Achievement in Social Studies
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth (school only)
- Top 25 Percent: Comparative Closing the Gaps (school only)
- Postsecondary Readiness (district and school)

College, Career and Military Readiness (CCMR)

Based on TEA data for the class of 2025, Robert G Cole MS/HS earned a component score of 98/scaled score of 98 for TEA's College, Career and Military Readiness.

Strengths

Student groups at Robert G Cole perform at or above state levels in state-mandated testing. Dyslexia, 504, MTSS and Special Education programs are in place for Grades 6-12. Advanced Placement, Dual Credit, and Dual Enrollment classes offer college credit opportunities covering all core subjects and some electives. Multiple TSIA-2 opportunities are offered throughout the year. Industry Based Certifications are also offered for students in Career and Technical Education pathways. Study groups for all levels of students in grades 9-12 are provided to prepare students for SAT, AP and TSIA-2.

School Processes & Programs

Summary

PROFESSIONAL PRACTICES

Decisions affecting instruction and curriculum are made collaboratively amongst the administration and teaching faculty. Teacher Leadership is empowered through committee participation, program group collaboration, continuous opportunities for feedback, and expertise building via professional learning available through ESC 20 and other external institutions. Professional Learning Communities are facilitated by our Instructional Coaches at least 4 times a week. Technology, assessment analysis, pedagogy, and social-emotional learning are all supported in PLC. PLC's are designed using a Teaching and Assessment Cycle and Curriculum Based Professional Learning in newly adopted curriculum resources.

Our professional learning and support program is considerate of current and relevant data. Our plan is developed to intentionally widen the net in recruiting to diversify the staff as well as assuring quality candidates are chosen for every position. Additionally, mentoring is expanded to a two-year program with one on one mentoring and coordinated support throughout the entire district. The campus is working toward increasing communication within the staff regarding opportunities for leadership in multiple capacities. Efforts to streamline and clarify content, curriculum, and pedagogical expectations are areas of emphasis for the 2026-2027 school year.

Induction & Mentoring:

FSHISD's Mentoring is supported by TEA's Mentoring Program and available for all new and 2nd year teachers to the field of education. The focus of the mentoring plan is to have regular communication and support from district and campus leaders. Induction is redesigned annually to meet the needs of the staff and will be brought into alignment with the Teaching & Learning Team’s problem of practice to support the design of engaging work.

Professional Learning:

Supporting teachers in vertically-aligned prioritization of standards and designing engaging, meaningful learning experiences informed by students' voice is also evident in our PLC's and Professional Learning agendas. Teachers have been charged with a renewed emphasis on Curriculum Based Professional Learning for core courses. Select teachers, based on teaching assignment, have attended training on the benefits of College Board's Pre-AP resources and framework. Teachers assigned to teach Advanced Placement, Dual Credit, and Dual Enrollment courses attend training according to the requirements of our shared services agreement. Professional Learning days embedded throughout the school year emphasize curricular and design professional learning to enhance the teachers' practice.

PROGRAMS AND OPPORTUNITIES FOR STUDENTS

Career and Technical Education (CTE)- Robert G Cole offers five programs of study. The capstone of each program offers an industry-based certification.

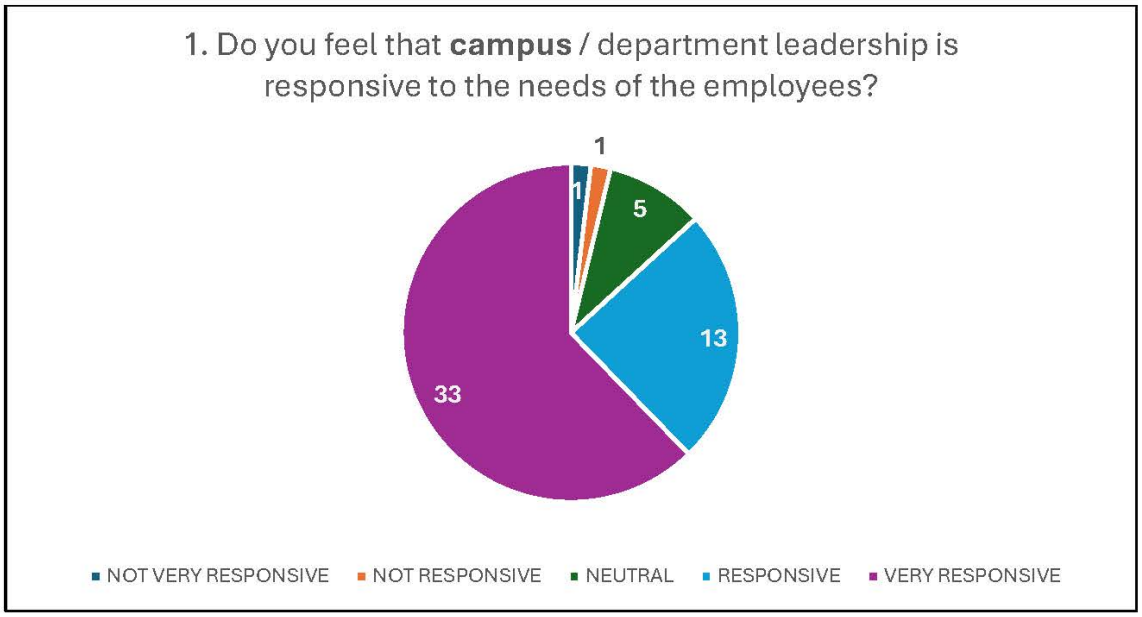
Advanced Academics - Partnership with dual enrollment (DE) program UT Austin OnRamps program, St. Philip's College dual credit (DC) partnership allows for us to offer Juniors and Seniors opportunities to earn college credit while on campus. Advanced Placement courses are offered in those areas where DC and DE courses are not currently offered at Cole according to assignment load and teacher certification.

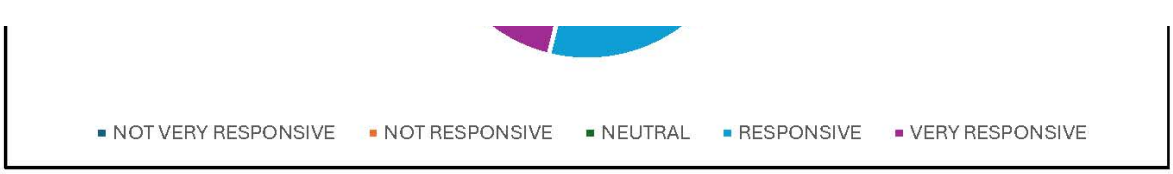
Title IV Funding will be used to cover costs of IBC's and study guides and to promote and support various CTE competitions and hands on learning opportunities for students.

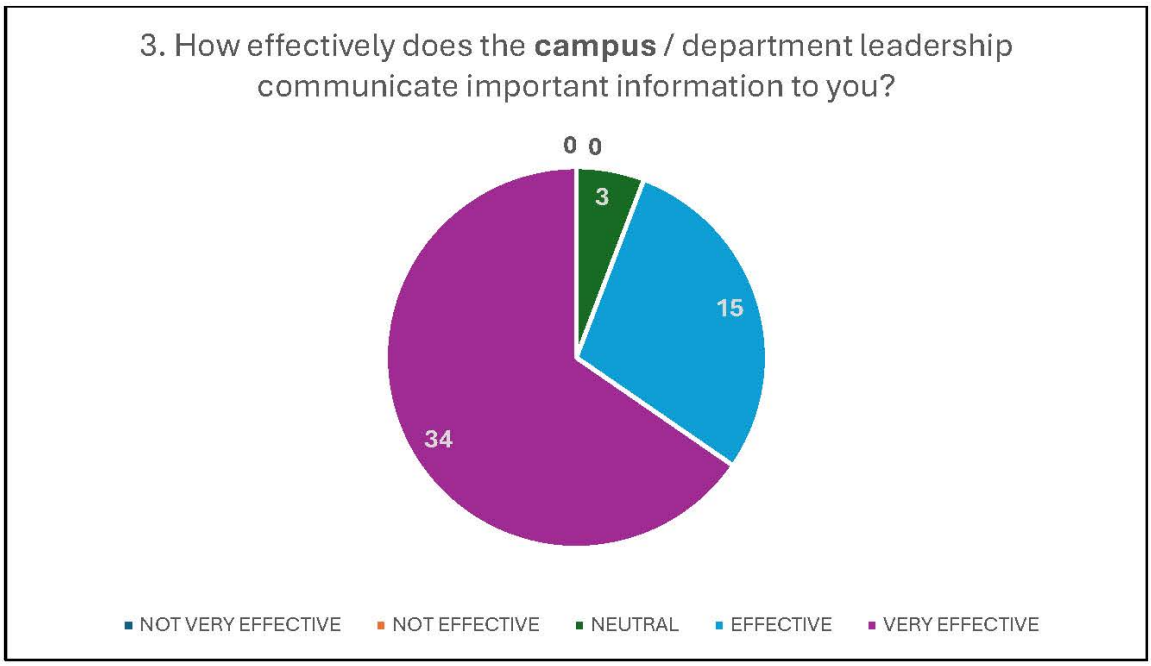
Perceptions

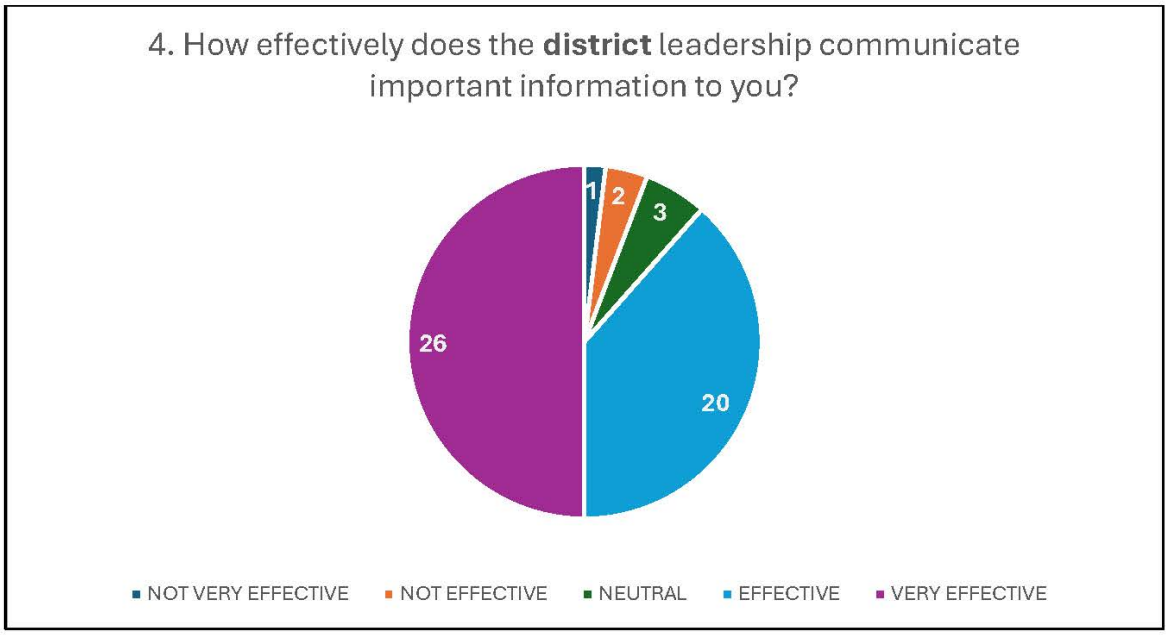
Summary

FORT SAM HOUSTON ISD EMPLOYEE SURVEY
MAY 2026
COLE MS/HS STAFF ONLY – 53 RESPONSES

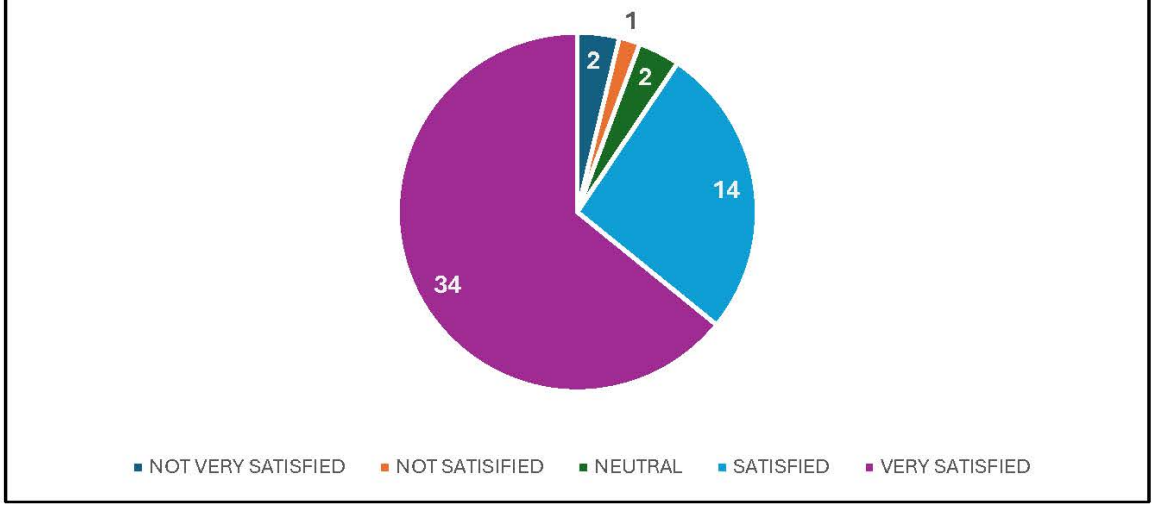



NOT VERY RESPONSIVE
NOT RESPONSIVE
NEUTRAL
RESPONSIVE
VERY RESPONSIVE

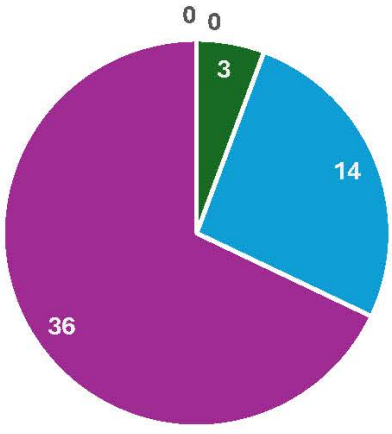

3. How effectively does the **campus** / department leadership communicate important information to you?
0
0
3
15
34
NOT VERY EFFECTIVE
NOT EFFECTIVE
NEUTRAL
EFFECTIVE
VERY EFFECTIVE


4. How effectively does the **district** leadership communicate important information to you?
1
2
3
26
20
NOT VERY EFFECTIVE
NOT EFFECTIVE
NEUTRAL
EFFECTIVE
VERY EFFECTIVE

5. How satisfied are you with the level of collaboration and teamwork among your colleagues?



6. How satisfied are you with the level of training and resources you have to perform your duties successfully?



FSHISD Survey data from May 2026 Responses indicate that teachers believe that campus and district staff are:

Responsive to their needs,

Communicate important information,

Satisfied with the level of collaboration and teamwork among their colleagues and

are satisfied with the level of training and resources available to perform their duties successfully.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Improve retention of highly qualified faculty and staff.

Performance Objective 1

Implement TEA-Texas Mentoring Teacher program and continue FSHISD Mentor and Buddy support system for 1st and 2nd year teachers to the field and/or district.

Strategy 1

Secondary Mentor Program Coordinator will pair new teachers to Robert G. Cole with mentors or buddies based on years of experience.

Strategy's Expected Result/Impact: Ongoing support to accommodate transition into FSHISD Systems.

Staff Responsible for Monitoring: Lead Mentor, Administrators

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

January	March	May

Strategy 2

Engagement surveys will be administered to Mentor and Buddy participants following quarterly Mentor/Buddy Program events.

Strategy's Expected Result/Impact: Ensure relevance and effectiveness of our Mentor and Buddy system

Staff Responsible for Monitoring: Lead Mentor, Administrators

Formative Reviews

January	March	May

Performance Objective 2

Instructional Coaches will facilitate Professional Learning Communities at least four times a week focused on the areas of CBPL, Prioritizing TEKS, Assessments, Differentiated High Yield Strategies and Specially

Designed Instruction.

Strategy 1

CBPL will be supported in PLC's with respect to the Teaching and Assessment cycle.

Strategy's Expected Result/Impact: Teachers' use of district curriculum will result in equitable access to grade level curriculum for all students. As a result, teachers will be prepared and supported to deliver high levels of instruction and be encouraged to stay.

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	May

Goal 2 Domain I Student Achievement scores will improve in all performance levels of all state assessments.

Performance Objective 1

By the end of the 2026-2027 school year, STAAR Performance will be 94% Approaches, 80% Meets and 45% Masters on all tests.

Strategy 1

Campus administrators will support all teachers as they participate, analyze, and interpret STAAR and EOC assessment data housed in Eduphoria Aware during PLC's targeting Growth Chart Analysis and the comparison of Special Education students and General Education Students.

Strategy's Expected Result/Impact: Targeted and timely supports for students in TEKS mastery

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	May

Strategy 2

Campus administrators will facilitate professional learning in planning and implementing differentiated and accelerated instruction through High Yield Strategies for all teachers. .

Strategy's Expected Result/Impact: Effective instruction for all sub populations of students

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	May

Goal 3

Domain II Academic Growth will improve from component score of 84 to component score of 87 for students in grades 6-11 in all state assessments.

Performance Objective 1

Tier I instruction and Accelerated Instruction will be implemented with fidelity and monitored to ensure at least 1 year's growth for all students.

Strategy 1

Progress monitoring using Curriculum Based Assessment Data will occur during PLC's to ensure at least one year's academic growth for all students.

Strategy's Expected Result/Impact: At least one year's academic growth for all students.

Staff Responsible for Monitoring: RtI Coordinator, Administrators

Formative Reviews

January	March	May

Strategy 2

Teachers will complete Lead4ward student growth templates in core areas.

Strategy's Expected Result/Impact: At least one year's academic growth for all students.

Staff Responsible for Monitoring: RtI Coordinator, Administrators

Formative Reviews

January	March	May

Strategy 3

Campus Interventionists will provide accelerated tutoring to identified students.

Strategy's Expected Result/Impact: At least one year's academic growth for all students.

Staff Responsible for Monitoring: RtI Coordinator, Administrators

Formative Reviews

January	March	May

Strategy 4

Campus administrators will support all teachers as they participate, analyze, and interpret STAAR and EOC assessment data housed in Eduphoria Aware during PLC's targeting Growth Chart Analysis and the comparison of Special Education students and General Education Students.

Strategy's Expected Result/Impact: Support and growth for EB and ESL students

Staff Responsible for Monitoring: EB Coordinator

Formative Reviews

January	March	May

Performance Objective 2

A Multi-Tiered System for Supports will be established, communicated and implemented to ensure academic progress in all student populations and will be included in our Master Schedule.(STAAR, EOC, TSIA2, PSAT, SAT, and IBC Data will inform the MTSS Team)

Strategy 1

Supports for students in the Robert G Cole MTSS will be documented in Branching Minds for early intervention supports.

Strategy's Expected Result/Impact: Clearly defined reporting for parents and campus staff to monitor student progress

Staff Responsible for Monitoring: RtI Coordinator, Administrators

Formative Reviews

January	March	May

Strategy 2

Attendance data will be reviewed every six weeks. Students below 90% attendance will be included/considered in MTSS reviews.

Strategy's Expected Result/Impact: Monitor students progress and credit requirements

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	May

Strategy 3

All students enrolled in HS Geometry will be provided access to Edmentum Courseware: College and Career Readiness for ongoing support and progress monitoring in preparation of TSIA-2 Math.

Strategy's Expected Result/Impact: Improved TSIA-2 Math Scores

Staff Responsible for Monitoring: Student Services Coordinator
Principal

Formative Reviews

January	March	May

Strategy 4

All students enrolled in HS Algebra II will be provided access to Texas College Bridge TSIA-2 and SAT Prep for ongoing support and progress monitoring in preparation of TSIA-2 and SAT Math.

Strategy's Expected Result/Impact: Improved TSI Math Scores

Staff Responsible for Monitoring: CCMR Counselor
Principal

Formative Reviews

January	March	May

Goal 4 Maintain percentage of graduates earning CCMR credit at 90% or higher for the graduating class of 2027.

Performance Objective 1

Through accurate coding, ongoing tracking and targeted counseling the percentage of 2027 graduates who qualify for the CCMR credit will be at 90% or higher.

Strategy 1

All teachers will be provided an overview of how students can earn CCMR credit.

Strategy's Expected Result/Impact: Awareness and integration of CCMR components into all courses

Staff Responsible for Monitoring: Administrators and CCMR Counselor

Formative Reviews

January	March	May

Strategy 2

The Robert G Cole CCMR Team will meet quarterly to review the Campus CCMR Tracking sheet to ensure that all graduates have an assigned plan/pathway and verify accuracy of Graduation Leaver Coding.

Strategy's Expected Result/Impact: Timely monitoring of every student and evaluate course offerings. Accuracy of services and effectiveness of supports

Staff Responsible for Monitoring: Administrators
CCMR Counselor
Special Education Coordinator

Formative Reviews

January	March	May

Strategy 3

All 6-11th grade students will complete the Xello career exploration. Graduation plans/pathways will be entered into Aeries.

Strategy's Expected Result/Impact: Promote a variety of career pathways and align with CTE Programs of Study

Staff Responsible for Monitoring: Counselors
Administrators

Formative Reviews

January	March	May

Strategy 4

College Prep courses in ELAR and Math will be offered to Seniors to support CCMR. CCMR Counselor will monitor ensure that CCMR credit is earned.

Strategy's Expected Result/Impact: Provide students with college credit opportunities and earn CCMR credit

Staff Responsible for Monitoring: CCMR Counselor

Formative Reviews

January	March	May

Strategy 5

CTE Coding will be reviewed every 6 weeks for accuracy and adherence to TEA CCMR Requirements.

Strategy's Expected Result/Impact: Accuracy in Data for CCMR Student Credit

Staff Responsible for Monitoring: CCMR Counselor and Principal

Formative Reviews

January	March	May

Strategy 6

Level IV CTE Course-Entrepreneurship in Digital Media will be added to the 2026-2027 Course Catalog to recruit more students into CTE Level IV courses.

Strategy's Expected Result/Impact: More students enrolled in CTE Level IV Courses

Staff Responsible for Monitoring: Senior Counselor and CTE Administrator

Formative Reviews

January	March	May

Strategy 7

All students enrolled in HS Geometry will be provided access to Edmentum Courseware: College and Career Readiness for ongoing support and progress monitoring in preparation of TSIA-2 Math.

Strategy's Expected Result/Impact: Increased CCMR Outcomes Bonus

Staff Responsible for Monitoring: Principal
Student Services Coordinator

Formative Reviews

January	March	May

Strategy 8

All students enrolled in HS Algebra II will be provided access to Texas College Bridge TSIA-2 and SAT Prep for ongoing support and progress monitoring in preparation of TSIA-2 and SAT Math.

Strategy's Expected Result/Impact: Increased CCMR Outcomes Bonus

Staff Responsible for Monitoring: Student Services Coordinator
CCMR Counselor
Principal

Formative Reviews

January	March	May

Strategy 9

All students enrolled in HS English III will be provided access to Texas College Bridge TSIA-2 and SAT Prep for ongoing support and progress monitoring in preparation of TSIA-2 and SAT ELA.

Strategy's Expected Result/Impact: Increased CCMR Outcomes Bonus

Staff Responsible for Monitoring: Principal
Student Services Coordinator
CCMR Counselor

Formative Reviews

January	March	May

Performance Objective 2

Robert G Cole MS/HS will provide well rounded education opportunities through expanding the Career and Technical Education Program.

Evaluation Data Source: Programs of Study offered, IBC Data, Student enrollment

Strategy 1

FSHISD will have each program of study compete in at least one sanctioned competition each year in order to attract non CTE students, provide application of skills, and generate scholarships.

Strategy's Expected Result/Impact: Recruitment of students, Scholarships

Staff Responsible for Monitoring: Senior Counselor and CTE Administrator

Funding Sources: Title IVa,

Formative Reviews

January	March	May

Strategy 2

Fort Sam Houston ISD will provide well rounded education opportunities by building a practicum class in entrepreneurship.

Strategy's Expected Result/Impact: FSHISD will create a program to provide skills and opportunities for students to learn how to apply their academic skills to real world business, marketing, and social media employable skills.

Staff Responsible for Monitoring: Senior Counselor and CTE Administrator

Funding Sources: Title IVa,

Formative Reviews

January	March	May

Strategy 3

Ft San Houston ISD will use Title IV Federal Funds for testing prep materials, items that grow CCMR/CTE programs, contest registration fees, dues for CTE organizations, uniforms for CTE groups.

Strategy's Expected Result/Impact: This will support current CTE programs and students as well as recruit new students.

Staff Responsible for Monitoring: CTE Director
CTE Teachers

Formative Reviews

January	March	May

Goal 5 Enhance campus wide safety protocols, procedures, supports and preventative measures.

Performance Objective 1

Discipline referrals will decrease by 10% from 127 in 2025-2026 to 114 by the end of the 2026-2027 school year.

Strategy 1

All students on campus will attend at least one Anti-bullying, Vaping and Fentanyl assembly.

Strategy's Expected Result/Impact: Awareness and mindfulness of others Social Emotional well being.

Staff Responsible for Monitoring: HS Assistant Principal, HS Counselor

Formative Reviews

January	March	May

Strategy 2

Counselors will provide bi-weekly guidance lessons in homeroom.

Strategy's Expected Result/Impact: Development of communication skills and self-awareness of emotions and treatment of others

Staff Responsible for Monitoring: District Lead Counselor

Formative Reviews

January	March	May

Strategy 3

Group counseling sessions will be coordinated based on student needs at both the middle and high school levels.

Strategy's Expected Result/Impact: Encourage open communication regarding issues and challenges in a safe environment.

Staff Responsible for Monitoring: District Lead Counselor

Formative Reviews

January	March	May

Strategy 4

Students will use Class Catalyst in homeroom to complete a daily Social Emotional check in .

Strategy's Expected Result/Impact: Ongoing and timely data directly from students for support and intervention as needed.

Staff Responsible for Monitoring: District Lead Counselor

Formative Reviews

January	March	May

Strategy 5

Campus Student Support Team will meet weekly with BAMC Behavioral Health to address student immediate needs. (Counselors, BAMC Support, Wellness Counselor, AP's, Student Support Coordinator, MTSS Coordinator and RN)

Strategy's Expected Result/Impact: Timely intervention and support for students facing challenges in and out of school

Staff Responsible for Monitoring: Principal

Formative Reviews

January	March	May

Performance Objective 2

Campus communication systems will be shared with all stakeholders, as appropriate, in support of open and streamlined communication.

Strategy 1

Anonymous Alerts app will be presented to all students during High Expectations Assemblies, staff during Pre-Service and parents during Open House.

Strategy's Expected Result/Impact: Timely communication and reporting of issues of concern.

Staff Responsible for Monitoring: MS and HS Assistant Principals

Formative Reviews

January	March	May

Strategy 2

Campus Weekly Bulletins will be shared with parents and include events, notices and links to campus resources.

Strategy's Expected Result/Impact: Open communication with stakeholders for transparency.

Staff Responsible for Monitoring: Principal

Formative Reviews

January	March	May

Performance Objective 3

Campus safety drills and protocols will be conducted and documented as required by local, state and federal agencies.

Strategy 1

Campus Threat Assessment Team will respond to all internal and outside threats communicated with campus staff.

Strategy's Expected Result/Impact: Immediate response to safety threats.

Staff Responsible for Monitoring: HS Assistant Principal

Formative Reviews

January	March	May

Strategy 2

Evacuation, Lock Down, Shelter in Place and Reunification drills will be conducted throughout the school year and kept as part of the campus Emergency Operations Plan.

Strategy's Expected Result/Impact: Practice and rehearsal of procedures to prepare for crisis.

Staff Responsible for Monitoring: HS Assistant Principal

Formative Reviews

January	March	May

Strategy 3

All staff will be trained in the use of Sentinel to report threats, serious concerns and silent communication.

Strategy's Expected Result/Impact: Clear communication in case of an emergency situation.

Staff Responsible for Monitoring: HS Assistant Principal

Formative Reviews

January	March	May

State Compensatory Education

State Compensatory

Budget for Robert G. Cole Middle and High School

Total SCE Funds: $566,856.00

Total FTEs Funded by SCE: 7.83

Brief Description of SCE Services and/or Programs

The monies are used to fund several teachers and paraprofessionals in the Response to Invention program. Students in this program are referred for end of year summative results of Did Not Meet Expectations, as well as those in the Multi Tiered System of Supports referral process.

Personnel for Robert G. Cole Middle and High School

Name	Position	FTE
Alex Snow	Interventionist	0.8
Cassandra Miller	Teacher	0.8
Fernando Caldera	Interventionist	0.8
Isaiah Granado	Teacher	0.8
Joey Isaac	Interventionist	0.8
Jose Hernandez	Para educator	1
Mason Pounds	Interventionist	0.8
Matthew Ortiz	Interventionist	0.83
Morgan McIntyre	Student Svs. Coordinator	0.2
Sandra Hernandez	Interventionist	1

Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 28, 2026 @ 3:30 PM	Google Meet	CEIC 9-28-26.pdf	CEIC 9-28-26 Notes.pdf

Members

First Name	Last Name	Position	Committee Role
Tracy	Castillo	Parent	Parent
Matthew	Ortiz	Teacher-RtI	Teacher
Caitlin	Behe	Teacher-Science	Teacher
James	Reyes	Teacher-Theatre	Teacher
Joe	Finn	Teacher-Math	Teacher
Cristina	Flores	Teacher-Science	Teacher
Kathryn	Herlich	Teacher-MS Math	Teacher
Laura	Elliott	JROTC Instructor	Teacher
Jenn	Ryan	Teacher-HS Math	Teacher
Sara	Powell	Teacher-Spanish	Teacher
Mari	Brown	Teacher-Biology	Teacher
Gina	Rodriguez	Director of Technology	District-level Professional
Morgan	McIntyre	Student Services Coordinator	Non-classroom Professional
Jessica	Garza	Counselor	Non-classroom Professional
Crystal	Guillory	Administrator-Special Education	Administrator
Dolores	Sulaica	Teacher	Teacher
Cassandra	Miller	Teacher	Teacher
Joseph	Cerna	Principal	Administrator

Funding Summary

Funding Summary

Title IVa

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1		--	$0.00
4	2	2		--	$0.00
				Sub-Total	$0.00