

Campus Improvement Plan 2009-2010

Campus: ***Academy for Science and Health Professions*** Rating: ***Recognized***

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1a ASHP Instructional Improvement Plan	
Objective	1.1a1 All teachers will work to raise the level of content in their courses.
Strategies	<p>1.1a1.1</p> <ul style="list-style-type: none"> •Value and develop depth and conceptual understanding– essential content; focus on depth not breadth. <p>1.1a1.2</p> <ul style="list-style-type: none"> •Increase the sophistication and complexity of material – have students read and provide supplemental material with reading guides. <p>1.1a1.3</p> <ul style="list-style-type: none"> •Create conceptual and cognitive connections– connect learning to anything familiar. <p>1.1a1.4</p> <ul style="list-style-type: none"> •Review, don't repeat– review everything everyday; review in variety of ways. <p>1.1a1.5</p> <ul style="list-style-type: none"> •Evaluate and assess, formally and informally, frequently at the basic, proficient and advanced levels.
Financial Resources	Campus budget AP/Dual Credit Funds District Level AP Funds State Reimbursement
Additional Resources	<i>Master Teacher Series</i> <i>Instructional Strategies: How to Teach for Rigor and Relevance</i> <i>Transformative Assessment; Getting to Got It!; Rigor is Not a Four Letter Word;</i> <i>How to Give Effective Feedback to Your Students.</i>
Monitoring Timeline	On-going
Formative Evaluation	Grade distributions; practice AP exams; Benchmark tests; Teacher Observations and appraisals
Summative Evaluation	TEA Data Tables; AEIS; AP scores; grade distributions; teacher observations and appraisals
Project Manager(s):	Headmaster and all teachers

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards 1.1a ASHP Instructional Improvement Plan	
Objective	1.1a2 All teachers will increase the level of complexity of their courses
Strategies	1.1a2.1 •Increase complexity of assignments; utilize projects; incorporate writing. 1.1a2.2 •Assessing prior knowledge and learning styles. 1.1a2.3 •Develop vocabulary. 1.1a2.4 •Utilize review games and review techniques. 1.1a2.5 • Work to develop shared ownership and responsibility for learning with students.
Financial Resources	Campus budget AP/Dual Credit Funds District Level AP Funds State Reimbursement
Additional Resources	<i>Master Teacher Series</i> <i>Instructional Strategies: How to Teach for Rigor and Relevance</i> <i>Transformative Assessment; Getting to Got It!; Rigor is Not a Four Letter Word;</i> <i>How to Give Effective Feedback to Your Students.</i>
Monitoring Timeline	On-going
Formative Evaluation	Grade distributions; practice AP exams; Benchmark tests; Teacher Observations and appraisals
Summative Evaluation	TEA Data Tables; AEIS; AP scores; grade distributions; teacher observations and appraisals
Project Manager(s):	Headmaster and all teachers

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards 1.1a ASHP Instructional Improvement Plan	
Objective	<i>1.1a3</i> All teachers will raise expectations and promote appropriate guidance and support
Strategies	<p>1.1a3.1</p> <ul style="list-style-type: none"> • Provide scaffolding and support during instruction. <p>1.1a3.2</p> <ul style="list-style-type: none"> • Model expected behaviors and tasks; Provide clear expectations and rubrics. <p>1.1a3.3</p> <ul style="list-style-type: none"> • Chunk big tasks into manageable sections and activities. <p>1.1a3.4</p> <ul style="list-style-type: none"> • Present multiple opportunities to learn (i.e., differentiated instruction); Use different approaches. <p>1.1a3.5</p> <ul style="list-style-type: none"> • Provide some type of reading guide– questions, tips, graphic organizer. <p>1.1a3.6</p> <ul style="list-style-type: none"> • Model and teach strategies for memorizing, problem solving; provide strategies for success. <p>1.1a3.7</p> <ul style="list-style-type: none"> • Show students examples of good work– rubrics, samples, models, old completed assignments. <p>1.1a3.8</p> <ul style="list-style-type: none"> • Discuss assignments; model good responses or problem-solving approaches. <p>1.1a3.9</p> <ul style="list-style-type: none"> • Provide steps or algorithms. <p>1.1a3.10</p> <ul style="list-style-type: none"> • Assess steps along the way; Give feedback before final submission or grade; Give non-graded feedback. <p>1.1a3.11</p> <ul style="list-style-type: none"> • Help students produce a perfect product. <p>1.1a3.12</p> <ul style="list-style-type: none"> • Give additional exposure to content; Give kids optional exposure; Give additional time.
Financial Resources	Campus budget; AP/Dual Credit Funds; District Level AP Funds; State Reimbursement
Additional Resources	<i>Master Teacher Series; Instructional Strategies: How to Teach for Rigor and Relevance; Transformative Assessment; Getting to Got It!; Rigor is Not a Four Letter Word; How to Give Effective Feedback to Your Students.</i>
Monitoring Timeline	On-going
Formative Evaluation	Grade distributions; practice AP exams; Benchmark tests; Teacher Observations and appraisals
Summative Evaluation	TEA Data Tables; AEIS; AP scores; grade distributions; teacher observations and appraisals
Project Manager(s):	Headmaster and all teachers

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards 1.1a ASHP Instructional Improvement Plan	
Objective	1.1a4 All teachers will refine assessment and grading practices
Strategies	<p>1.1a4.1</p> <ul style="list-style-type: none"> • Provide formal and informal assessment. <p>1.1a4.2</p> <ul style="list-style-type: none"> • Teach kids to assess success/mastery for themselves. <p>1.1a4.3</p> <ul style="list-style-type: none"> • Have and foster high expectations; know your students; watch their progress; facilitate growth. <p>1.1a4.4</p> <ul style="list-style-type: none"> • Develop the idea that, although important, grades are secondary to learning. <p>1.1a4.5</p> <ul style="list-style-type: none"> • Focus on formative assessment and feedback that facilitate learning and concept development. <p>1.1a4.6</p> <ul style="list-style-type: none"> • Realize that grades should communicate achievement, provide information for self-evaluation, provide incentives to students, evaluate program effectiveness and provide evidence of lack of effort or responsibility. <p>1.1a4.7</p> <ul style="list-style-type: none"> • Realize that grading is not always essential to learning and that grading is complicated and subjective. <p>1.1a4.8</p> <ul style="list-style-type: none"> • Realize that grading has no single best practice and that grading that is faulty damages students and teachers. <p>1.1a4.9</p> <ul style="list-style-type: none"> • To minimize the negative aspects of grading, recognize the value of grading to students, parents, others; Shift emphasis to learning; provide clear guidelines; require quality work; communicate clearly; be patient.
Financial Resources	Campus budget AP/Dual Credit Funds District Level AP Funds State Reimbursement
Additional Resources	<p><i>Master Teacher Series</i></p> <p><i>Instructional Strategies: How to Teach for Rigor and Relevance</i></p> <p><i>Transformative Assessment; Getting to Got It!; Rigor is Not a Four Letter Word;</i></p> <p><i>How to Give Effective Feedback to Your Students.</i></p>
Monitoring Timeline	On-going
Formative Evaluation	Grade distributions; practice AP exams; Benchmark tests; Teacher Observations and appraisals
Summative Evaluation	TEA Data Tables; AEIS; AP scores; grade distributions; teacher observations and appraisals
Project Manager(s):	Headmaster and all teachers

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1b TAKS Mathematics Improvement Plan	
Objective	100 percent of all students and student groups (i.e., African American, Anglo, Hispanic, and economically disadvantaged) will meet or exceed performance standards in Math on all Texas Statewide Assessments. <i>Target areas: 85% of all ASHP students and Student groups (i.e., African American, Anglo, Hispanic and economically disadvantaged) taking TAKS math will pass at the commended performance level on the 2010 TAKS test.</i>
Strategies	<p>1.1b1</p> <ul style="list-style-type: none"> • Analyze TAKS data to identify curricular and individual areas of weakness or need. Perform a comprehensive analysis of student scores and error patterns from prior tests and benchmark data for all students and student groups (i.e., African American, Anglo, Hispanic, and economically disadvantaged) by grade level and by subject area. Identify strengths and target potential weaknesses in curriculum alignment, instructional practices, instructional resources and classroom assessments. <p>1.1b2</p> <ul style="list-style-type: none"> • Customize TAKS tutorials to meet specific needs. <p>1.1b3</p> <ul style="list-style-type: none"> • Analyze TAKS data to determine the number of questions each student is from commended status (i.e., including content areas and objectives). <p>1.1b4</p> <ul style="list-style-type: none"> • Analyze INOVA data to determine specific interventions needed. <p>1.1b5</p> <ul style="list-style-type: none"> • Utilize a mentoring approach between teachers and students with greatest need. <p>1.1b6</p> <ul style="list-style-type: none"> • Implement TAKS tutorials based on INOVA scenarios and data analysis. <p>1.1b7</p> <ul style="list-style-type: none"> • Incorporate math and science TAKS items into curricula and class assessments. <p>1.1b8</p> <ul style="list-style-type: none"> • Embrace, administer and utilize CISD Benchmarks and data as formative assessment and for feedback. <p>1.1b9</p> <ul style="list-style-type: none"> • Utilize TAKS warm-ups for 9th-11th math. <p>1.1b10</p> <ul style="list-style-type: none"> • Utilize intensive review rotation for the three weeks before the Math test.
Financial Resources	Campus budget
Additional Resources	TAKS, INOVA, Benchmark Results; ViewIt, Eduphoria, TAKS Tracks
Monitoring Timeline	November January March
Formative Evaluation	Common assessments; Math Benchmarks; prior TAKS scores
Summative Evaluation	TEA Data Tables; TAKS scores AEIS
Project Manager(s):	Headmaster; Math Chair Math teachers

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1.c AP Mathematics Improvement Plan	
Objective	<p>100 percent of all students and student groups will be enrolled in Pre-AP and AP Math courses.</p> <p>100 percent of AP Calculus and AP Statistics students will score a minimum of 2 on their AP Exams.</p> <p>60 percent of AP Calculus and AP Statistics students will score a minimum of 3 on their AP Exams.</p> <p>100 percent of Academy students will complete AP Calculus</p> <p>80 percent will complete AP Calculus and AP Statistics.</p> <p>100 percent of students enrolled in AP courses will take AP exams.</p>
Strategies	<p>1.1c1</p> <ul style="list-style-type: none"> • ASHP will purchase and utilize AP preparation materials for these courses. <p>1.1c2</p> <ul style="list-style-type: none"> • Assessment strategies and curricula will focus on AP content, questions and strategies. <p>1.1c3</p> <ul style="list-style-type: none"> • All courses will be taught at the appropriate level of rigor with appropriate scaffolding and support. <p>1.1c4</p> <ul style="list-style-type: none"> • Teachers will attend AP Workshops and Training Institutes every two years. All AP teachers will maintain current syllabi and complete AP audits as required. <p>1.1c5</p> <ul style="list-style-type: none"> • ASHP will provide parent information on all testing dates, costs, and preparatory programs. <p>1.1c6</p> <ul style="list-style-type: none"> • Encourage online reviews at AP Central. <p>1.1c7</p> <ul style="list-style-type: none"> • Teachers will offer preparatory exams sessions connected to AP courses and encourage online reviews at AP Central. <p>1.1c8</p> <ul style="list-style-type: none"> • Teachers will offer preparatory exams sessions connected to AP courses. <p>1.1c9</p> <ul style="list-style-type: none"> • ASHP will maintain historical data on AP course selection, testing percentages, scores and levels.
Financial Resources	<p>Campus budget</p> <p>AP/Dual Credit Funds</p> <p>District Level AP Funds</p> <p>State Reimbursement</p>
Additional Resources	<p>College Board materials, website and training institutes; AP Preparation Materials</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Classroom tests in AP format; AP assignments; AP Practice tests</p>
Summative Evaluation	<p>AP Report</p>
Project Manager(s):	<p>Headmaster</p> <p>Math Department Chair</p> <p>Math Teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1d TAKS Science Improvement Plan	
Objective	<p>100 percent of all students and student groups (i.e., African American, Anglo, Hispanic, and economically disadvantaged) will meet or exceed performance standards in Science on all Texas Statewide Assessments.</p> <p><i>Target areas: 85% of all ASHP students and Student groups (i.e., African American, Anglo, Hispanic and economically disadvantaged) taking TAKS Science will pass at the commended performance level on the 2010 TAKS test.</i></p>
Strategies	<p>1.1d1</p> <ul style="list-style-type: none"> • Analyze TAKS data to identify curricular and individual areas of weakness or need. Perform a comprehensive analysis of student scores and error patterns from prior tests and benchmark data for all students and student groups (i.e., African American, Anglo, Hispanic, and economically disadvantaged) by grade level and by subject area. Identify strengths and target potential weaknesses in curriculum alignment, instructional practices, instructional resources and classroom assessments. <p>1.1d2</p> <ul style="list-style-type: none"> • Customize TAKS tutorials to meet specific needs. <p>1.1d3</p> <ul style="list-style-type: none"> • Analyze TAKS data to determine the number of questions each student is from commended status (i.e., including content areas and objectives). <p>1.1d4</p> <ul style="list-style-type: none"> • Analyze INOVA data to determine specific interventions needed. <p>1.1d5</p> <ul style="list-style-type: none"> • Utilize a mentoring approach between teachers and students with greatest need. <p>1.1d6</p> <ul style="list-style-type: none"> • Implement TAKS tutorials based on INOVA scenarios and data analysis. <p>1.1d7</p> <ul style="list-style-type: none"> • Incorporate math and science TAKS items into curricula and class assessments. <p>1.1d8</p> <ul style="list-style-type: none"> • Embrace, administer and utilize CISD Benchmarks and data as formative assessment and for feedback. <p>1.1d9</p> <ul style="list-style-type: none"> • Utilize TAKS warm-ups for 10th and 11th grade science. <p>1.1d10</p> <ul style="list-style-type: none"> • Utilize intensive review rotation for the three weeks before the science test (biology, chemistry, physics rotation).
Financial Resources	Campus budget
Additional Resources	TAKS, INOVA, Benchmark Results ViewIt, Eduphoria, TAKS Tracks
Monitoring Timeline	November; January March
Formative Evaluation	Common assessments; Math Benchmarks; prior TAKS scores
Summative Evaluation	TEA Data Tables; TAKS scores; AEIS
Project Manager(s):	Headmaster; Science Chair; Science teachers

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1e AP Science Improvement Plan	
Objective	<p>100 percent of all students and student groups will be enrolled in Pre-AP and AP science courses.</p> <p>100 percent of AP Computer Science, AP Environmental Science, AP Chemistry, AP Biology and AP Physics students will score a minimum of 2 on their AP Exams.</p> <p>60 percent of AP Computer Science, AP Environmental Science, AP Chemistry, AP Biology and AP Physics students will score a minimum of 3 on their AP Exams.</p> <p>100 percent of Academy students will complete a minimum of 3 AP science courses.</p> <p>100 percent of students enrolled in AP courses will take AP exams.</p>
Strategies	<p><i>1.1e1</i></p> <ul style="list-style-type: none"> • ASHP will purchase and utilize AP preparation materials for these courses. <p><i>1.1e2</i></p> <ul style="list-style-type: none"> • Assessment strategies and curricula will focus on AP content, questions and strategies. <p><i>1.1e3</i></p> <ul style="list-style-type: none"> • All courses will be taught at the appropriate level of rigor with appropriate scaffolding and support. <p><i>1.1e4</i></p> <ul style="list-style-type: none"> • Teachers will attend AP Workshops and Training Institutes every two years. All AP teachers will maintain current syllabi and complete AP audits as required. <p><i>1.1e5</i></p> <ul style="list-style-type: none"> • ASHP will provide parent information on all testing dates, costs, and preparatory programs. <p><i>1.1e6</i></p> <ul style="list-style-type: none"> • Encourage online reviews at AP Central. <p><i>1.1e7</i></p> <ul style="list-style-type: none"> • Teachers will offer preparatory exams sessions connected to AP courses and encourage online reviews at AP Central. <p><i>1.1e8</i></p> <ul style="list-style-type: none"> • ASHP will maintain historical data on AP course selection, testing percentages, scores and levels. <p><i>1.1e9</i></p> <ul style="list-style-type: none"> • Teachers will offer preparatory exams sessions connected to AP courses.
Financial Resources	<p>Campus budget</p> <p>AP/Dual Credit Funds</p> <p>District Level AP Funds</p> <p>State Reimbursement</p>
Additional Resources	<p>College Board materials, website and training institutes; AP Preparation Materials</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Classroom tests in AP format; AP assignments; AP Practice tests</p>
Summative Evaluation	<p>AP Report; AP course grades</p>
Project Manager(s):	<p>Headmaster</p> <p>Science Dept Chair</p> <p>Science teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap	
1.2a Math and Science TAKS	
Objective	<p>100 percent of economically disadvantaged, African American, Hispanic, Limited English Proficient, and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Math and Science.</p> <p><i>Target areas: 85% of all ASHP students and Student groups (i.e., African American, Anglo, Hispanic and economically disadvantaged) taking TAKS Science will pass at the commended performance level on the 2010 TAKS test.</i></p> <p><i>Target areas: 85% of all ASHP students and Student groups (i.e., African American, Anglo, Hispanic and economically disadvantaged) taking TAKS math will pass at the commended performance level on the 2010 TAKS test.</i></p>
Strategies	<p>1.2a1</p> <ul style="list-style-type: none"> • Analyze TAKS data to identify curricular and individual areas of weakness or need. Perform a comprehensive analysis of student scores and error patterns from prior tests and benchmark data for all students and student groups (i.e., African American, Anglo, Hispanic, and economically disadvantaged) by grade level and by subject area. Identify strengths and target potential weaknesses in curriculum alignment, instructional practices, instructional resources and classroom assessments. <p>1.2a2</p> <ul style="list-style-type: none"> • Customize TAKS tutorials to meet specific needs. <p>1.2a3</p> <ul style="list-style-type: none"> • Analyze TAKS data to determine the number of questions each student is from commended status (i.e., including content areas and objectives). <p>1.2a4</p> <ul style="list-style-type: none"> • Analyze INOVA data to determine specific interventions needed. <p>1.2a5</p> <ul style="list-style-type: none"> • Utilize a mentoring approach between teachers and students with greatest need. <p>1.2a6</p> <ul style="list-style-type: none"> • Implement TAKS tutorials based on INOVA scenarios and data analysis. <p>1.2a7</p> <ul style="list-style-type: none"> • Incorporate math and science TAKS items into curricula and class assessments. <p>1.2a8</p> <ul style="list-style-type: none"> • Utilize TAKS warm-ups for 10th and 11th grade science and 9th-11th math. <p>1.2a9</p> <ul style="list-style-type: none"> • Embrace, administer and utilize CISD Benchmarks and data as formative assessment and for feedback. <p>1.2a10</p> <ul style="list-style-type: none"> • Utilize intensive review rotation for the three weeks before the science test (biology, chemistry, physics).
Financial Resources	Campus budget
Additional Resources	TAKS results, INOVA, Benchmark Results ViewIt, Eduphoria
Monitoring Timeline	November; January; March
Formative Evaluation	Prior TAKS scores Common assessments; Benchmarks
Summative Evaluation	TEA Data Tables; TAKS scores AEIS
Project Manager(s):	Headmaster Department Chairs All Teachers

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap	
1.2b Advanced Placement	
Objective	<p>100 percent of all students and student groups will be enrolled in Pre-AP and AP science and math courses.</p> <p>100 percent of Academy AP students will score a minimum of 2 on their AP science and math exams.</p> <p>60 percent of students will score a minimum of 3 on their AP Exams.</p> <p>100 percent of Academy students will complete a minimum of 3 AP science courses.</p> <p>100 percent of Academy students will complete AP Calculus</p> <p>80 percent will complete AP Calculus and AP Statistics.</p> <p>100 percent of students enrolled in AP courses will take AP exams.</p>
Strategies	<p>1.2b1</p> <ul style="list-style-type: none"> • ASHP will purchase and utilize AP preparation materials for these courses. <p>1.2b2</p> <ul style="list-style-type: none"> • Assessment strategies and curricula will focus on AP content, questions and strategies. <p>1.2b3</p> <ul style="list-style-type: none"> • All courses will be taught at the appropriate level of rigor with appropriate scaffolding and support. <p>1.2b4</p> <ul style="list-style-type: none"> • Teachers will attend AP Workshops and Training Institutes every two years. <p>1.2b5</p> <ul style="list-style-type: none"> • All AP teachers will maintain current syllabi and complete AP audits as required. <p>1.2b6</p> <ul style="list-style-type: none"> • ASHP will maintain historical data on AP course selection, testing percentages, scores and levels. <p>1.2b7</p> <ul style="list-style-type: none"> • Teachers will offer preparatory exams sessions connected to AP courses. <p>1.2b8</p> <ul style="list-style-type: none"> • Encourage online reviews at AP Central. <p>1.2b9</p> <ul style="list-style-type: none"> • ASHP will provide parent information on all testing dates, costs, and preparatory programs. <p>1.2b10</p> <ul style="list-style-type: none"> • Teachers will offer preparatory exams sessions connected to AP courses and encourage online reviews at AP Central.
Financial Resources	Campus budget
Additional Resources	<p>AP/dual credit funds</p> <p>District AP funds</p> <p>State reimbursement</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	Classroom tests in AP format; AP assignments; AP Practice tests
Summative Evaluation	AP Report; AP course grades
Project Manager(s):	<p>Headmaster</p> <p>Department Chairs</p> <p>All teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap	
1.2c Diversity Initiative	
Objective	Maintain a demographic profile that reflects the diversity of CHS and CCHS. Maintain strong retention of all admitted students, including at-risk and underrepresented populations.
Strategies	<p>1.2c1</p> <ul style="list-style-type: none"> • Focus recruitment and retention efforts on traditionally underrepresented groups with respect to science and mathematics. <p>1.2c2</p> <ul style="list-style-type: none"> • Continue community outreach efforts in relation to establishing partnerships for internships, career shadowing and clinical rotations. <p>1.2c3</p> <ul style="list-style-type: none"> • Continue to operate our Multicultural Awareness Club, MASS. <p>1.2c4</p> <ul style="list-style-type: none"> • Continue to offer and encourage summer accelerated science and math courses. <p>1.2c5</p> <ul style="list-style-type: none"> • Refine and develop instructional practices on a continuous basis. <p>1.2c6</p> <ul style="list-style-type: none"> • Develop more viable options for Research & Problems Credit. <p>1.2c7</p> <ul style="list-style-type: none"> • Utilize multiple, wide-range selection criteria, including the ACT Explore. <p>1.2c8</p> <ul style="list-style-type: none"> • Place students into summer programs geared to support minority students in science. <p>1.2c9</p> <ul style="list-style-type: none"> • Create a mentor program within the ASHP. <p>1.2c10</p> <ul style="list-style-type: none"> • Continue to offer and further develop a freshman orientation program.
Financial Resources	Campus budget; PASH funds; Grant funds; District support-CATE
Additional Resources	<i>Teaching the Female Brain; Teaching Reading to Black Adolescent Males; What Girls say about Their Science Education Experiences: Is Anybody Really Listening?</i>
Monitoring Timeline	January May Ongoing
Formative Evaluation	Student survey; grade reports; Application-admissions data
Summative Evaluation	AEIS; Analysis of students withdrawn; Analysis of demographic data; Analysis of freshman class make-up
Project Manager(s):	Headmaster; Internship coordinator; MASS Club sponsor Department Chairs All teachers

Goal 1: Student Achievement and Post Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
1.3a DAP Initiative	
Objective	Increase the percentage of students graduating on the DAP Plan from 53% to 75%.
Strategies	<p>1.3a1</p> <ul style="list-style-type: none"> • Offer and require advanced placement and pre-advanced placement course offerings for all students and student groups. <p>1.3a2</p> <ul style="list-style-type: none"> • Require 100% of students to take pre-AP and AP courses. <p>1.3a3</p> <ul style="list-style-type: none"> • Require 100% of AP students to sit for AP exams. <p>1.3a4</p> <ul style="list-style-type: none"> • Require all students to pursue a minimum of the recommended graduation plan. <p>1.3a5</p> <ul style="list-style-type: none"> • Monitor course selections by all students. <p>1.3a6</p> <ul style="list-style-type: none"> • Seek opportunities for students through summer school, correspondence and online education. <p>1.3a7</p> <ul style="list-style-type: none"> • Work to develop student research and development opportunities. <p>1.3a8</p> <ul style="list-style-type: none"> • Encourage students to achieve commended status on TAKS tests. <p>1.3a9</p> <ul style="list-style-type: none"> • Prepare students to make a minimum of 3 on AP exams. <p>1.3a10</p> <ul style="list-style-type: none"> • Continue internships, clinical rotations, community service requirements. <p>1.3a11</p> <ul style="list-style-type: none"> • Continue Research & Problems component as a requirement for graduation. <p>1.3a12</p> <ul style="list-style-type: none"> • Increase placement of students into university-based internships like Texas Aerospace scholars; Women Energized and various engineering camps. <p>1.3a13</p> <ul style="list-style-type: none"> • Meet with parents annually to discuss graduation plans.
Financial Resources	Campus budget; AP funds; CATE funds; grant funds
Additional Resources	GT Training and resources; AP Training; SAT/ACT Reports; AEIS; ViewIt; Eduphoria
Monitoring Timeline	Ongoing
Formative Evaluation	Student scheduling information; PSAT/SAT scores; AP scores
Summative Evaluation	AEIS, AP scores; SAT reports; graduation plans
Project Manager(s):	Headmaster

Goal 1: Student Achievement and Post Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
1.3b College acceptance initiative	
Objective	Maintain a 100 percent college acceptance rate .
Strategies	<p>1.3b1</p> <ul style="list-style-type: none"> • Offer and require advanced placement and pre-advanced placement course offerings for all students. <p>1.3b2</p> <ul style="list-style-type: none"> • Require 100% of students to take pre-AP and AP courses. <p>1.3b3</p> <ul style="list-style-type: none"> • Require 100% of AP students to sit for AP exams. <p>1.3b4</p> <ul style="list-style-type: none"> • Require all students to pursue a minimum of the recommended graduation plan. <p>1.3b5</p> <ul style="list-style-type: none"> • Seek opportunities for students through summer school, correspondence and online education. <p>1.3b6</p> <ul style="list-style-type: none"> • Maintain a rigorous curriculum that is aligned with AP requirements. <p>1.3b7</p> <ul style="list-style-type: none"> • Encourage students to pursue SAT preparation courses. <p>1.3b8</p> <ul style="list-style-type: none"> • Encourage students to achieve commended status on TAKS tests. <p>1.3b9</p> <ul style="list-style-type: none"> • Prepare students to make a minimum of 3 on AP exams. <p>1.3b10</p> <ul style="list-style-type: none"> • Continue internships, clinical rotations, community service requirements. <p>1.3b11</p> <ul style="list-style-type: none"> • Continue Research & Problems component as a requirement for graduation. <p>1.3b12</p> <ul style="list-style-type: none"> • Increase placement of students into university-based internships like Texas Aerospace scholars. <p>1.3b13</p> <ul style="list-style-type: none"> • Expand research and problems offerings.
Financial Resources	AP Funds; Grant Funds; PASH Funds
Additional Resources	School counselors
Monitoring Timeline	July, December, April
Formative Evaluation	Senior survey; senior information; counselor records
Summative Evaluation	AEIS; TAKS scores; AP scores;
Project Manager(s):	Headmaster

Goal 1: Student Achievement and Post Secondary Success

(Campus Name) will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
1.3c Attrition reduction initiative	
Objective	Limit the freshman to senior attrition rate to at or below 10% for the total class and for all sub populations.
Strategies	<p>1.3c1</p> <ul style="list-style-type: none"> • Continue to develop options for internships, clinical rotations, and community service requirements. <p>1.3c2</p> <ul style="list-style-type: none"> • Continue to develop options for Research & Problems. <p>1.3c3</p> <ul style="list-style-type: none"> • Increase placement of students into university-based internships. <p>1.3c4</p> <ul style="list-style-type: none"> • Offer afterschool tutorials and monitor attendance. <p>1.3c5</p> <ul style="list-style-type: none"> • Continue to develop the Freshman Orientation Program. <p>1.3c6</p> <ul style="list-style-type: none"> • Recruit parents for PASH. <p>1.3c7</p> <ul style="list-style-type: none"> • Monitor student grades and achievement. <p>1.3c8</p> <ul style="list-style-type: none"> • Monitor and approve all student course selections. <p>1.3c9</p> <ul style="list-style-type: none"> • Continue to offer Academy Parent Information Nights and Registration Nights. <p>1.3c10</p> <ul style="list-style-type: none"> • Direct mail out of applications. <p>1.3c11</p> <ul style="list-style-type: none"> • Hold Parent Information meetings at all Junior High feeder campuses. <p>1.3c12</p> <ul style="list-style-type: none"> • Involve junior high principals and counselors in the recruitment of 8th grade applicants. <p>1.3c13</p> <ul style="list-style-type: none"> • Identify and counsel students who are experiencing difficulties. <p>1.3c14</p> <ul style="list-style-type: none"> • Involve the CHS counseling staff in the scheduling and support of Academy students. <p>1.3c15</p> <ul style="list-style-type: none"> • Involve students in Academy organizations and activities; Encourage students to be involved in extracurricular activities.
Financial Resources	Academy budget
Additional Resources	ViewIT; Eduphoria; TAC; tutorial records; recruiting timeline; recruiting materials; class profile information; timeline for course registrations; application materials;
Monitoring Timeline	ongoing
Formative Evaluation	Grades; TAKS scores; PSAT/SAT scores; recruiting demographics; class profile information; course counts
Summative Evaluation	Historical data trends; grades; recruiting demographics; class profile information; course counts.
Project Manager(s):	Headmaster; department chairs; Student Union Officers

Goal 3: Recruitment, Development, and Retention of Staff

The Academy for Science and Health Professions will employ, develop, and retain highly qualified staff to maximize learning for all students.

Goal 3 Recruitment, Development, and Retention of Staff	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Strategies	<p>3.1</p> <ul style="list-style-type: none"> All teachers will attend AP institutes on a regular basis (every two years). <p>3.2</p> <ul style="list-style-type: none"> All teachers will maintain GT certification and maintenance hours (i.e., foundation requirements and 10 maintenance hours per year). <p>3.3</p> <ul style="list-style-type: none"> Hold weekly, formal and informal, meetings with teachers. <p>3.4</p> <ul style="list-style-type: none"> Principal will visit multiple classes each day. <p>3.5</p> <ul style="list-style-type: none"> Institute a professional reading program. <p>3.6</p> <ul style="list-style-type: none"> Purchase and utilize the <i>Master Teacher Series</i> for teachers for the academic year. <p>3.7</p> <ul style="list-style-type: none"> Provide literature: Purchase and distribute---<i>Instructional Strategies: How to Teach for Rigor and Relevance; Transformative Assessment; Getting to Got It!; Rigor is Not a Four Letter Word; and How to Give Effective Feedback to Your Students.</i> <p>3.8</p> <ul style="list-style-type: none"> Support teachers' efforts to become a part of the AP grading process. <p>3.9</p> <ul style="list-style-type: none"> Support teachers' efforts to participate in district level science and math planning and activities. <p>3.10</p> <ul style="list-style-type: none"> Maintain a database of resumes. <p>3.11</p> <ul style="list-style-type: none"> Participate in the CISD annual job fair. <p>3.12</p> <ul style="list-style-type: none"> Be receptive to teachers' specific requests for training and staff development needs.
Financial Resources	Campus budget; AP Funds; PASH funds
Additional Resources	Human Resources Staff Reports; GT Reports; Eduphoria; <i>Instructional Strategies: How to Teach for Rigor and Relevance; Transformative Assessment; Getting to Got It!; Rigor is Not a Four Letter Word; and How to Give Effective Feedback to Your Students; Master Teacher Series</i>
Monitoring Timeline	November January March
Formative Evaluation	Human Resources Staff Reports; PDAS Evaluation Information; Faculty retention rates; AP Training Documentation.
Summative Evaluation	AEIS; Human Resources Staff Reports; PDAS Evaluation Information; Faculty retention rates; AP Training Documentation; OHI Report.
Project Manager(s):	Headmaster; teachers

Goal 4: Parents and Community

The Academy for Science and Health Professions will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 4 Parents and Community	
Objective	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of the Academy for Science and Health Professions.
Strategies	<p>4.1</p> <ul style="list-style-type: none"> • Maintain PASH, the Academy parent volunteer group, and increase active membership. <p>4.2</p> <ul style="list-style-type: none"> • Maintain student celebration initiatives, including the Celebrate Success Breakfasts. <p>4.3</p> <ul style="list-style-type: none"> • Maintain an active ASHP Advisory Committee, communicate electronically, and meet annually with the group. <p>4.4</p> <ul style="list-style-type: none"> • Maintain the principal's Newsletter--- <i>Points of Interest</i>. <p>4.5</p> <ul style="list-style-type: none"> • Maintain the Distinguished Lecture Series (1/2 at AST; ½ at ASHP). <p>4.6</p> <ul style="list-style-type: none"> • Make presentations to civic groups. <p>4.7</p> <ul style="list-style-type: none"> • Make campus visits to Moorhead, Washington, Peet and Caney Creek High School. <p>4.8</p> <ul style="list-style-type: none"> • Maintain electronic contact with campus contacts at Peet, Moorhead, Washington and Caney Creek. <p>4.9</p> <ul style="list-style-type: none"> • Produce and distribute informational fliers and pamphlets. <p>4.10</p> <ul style="list-style-type: none"> • Perform a fall mail out to every 8th grader in our feeder zone. <p>4.11</p> <ul style="list-style-type: none"> • Increase collaboration with university entities for internships, career shadows and other educational opportunities. <p>4.12</p> <ul style="list-style-type: none"> • Maintain partnerships with Conroe Regional Medical Center, Sadler Clinic and other community partners.
Financial Resources	Campus budget Vocational funds PASH funds Donations
Additional Resources	Deaf Translator Translation services Technology
Monitoring Timeline	July; January Ongoing
Formative Evaluation	Maintenance and analysis of PASH records, meeting minutes; Newsletters; DLS records. Student internship and shadowing records; student rotation presentations; Parent and student feedback Mail out response
Summative Evaluation	Maintenance and analysis of PASH records, meeting minutes; Newsletters; DLS records. Student internship and shadowing records; student rotation presentations; Parent and student feedback Mail out response
Project Manager(s):	Headmaster; technology teacher; internship coordinator; health teacher.

Goal 5: Safe Schools

The Academy for Science and Health Professions will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 5 Safe Schools	
Objective	The Academy will strive to support the safety goals as delineated in the CHS campus plan. All ASHP staff will create awareness and communicate expectations for a high degree of honesty, integrity, mutual respect, and kindness among Academy students.
Strategies	<p>5.1</p> <ul style="list-style-type: none"> • Maintain posted classroom rules, guidelines for appropriate behavior, mutual respect, Academy goals/mission. <p>5.2</p> <ul style="list-style-type: none"> • Institute policy for use of graphing calculators and laptop computers. <p>5.3</p> <ul style="list-style-type: none"> • Provide leadership development opportunities for grades 9-12. <p>5.4</p> <ul style="list-style-type: none"> • Maintain school clubs and organizations. <p>5.5</p> <ul style="list-style-type: none"> • Continue the Celebrate Success Initiative and the Virtual Scholastic Awards Program. <p>5.6</p> <ul style="list-style-type: none"> • Execute and follow all aspects of the CHS EOP and Safety Plan. <p>5.7</p> <ul style="list-style-type: none"> • Enforce district policy on plagiarism and cheating. <p>5.8</p> <ul style="list-style-type: none"> • Increase focus on technical writing skills in the SRD I course. <p>5.9</p> <ul style="list-style-type: none"> • Maintain freshman orientation program. <p>5.10</p> <ul style="list-style-type: none"> • Maintain student-community outreach and volunteer programs.
Financial Resources	Campus budget PASH Funds
Additional Resources	Emergency operations plan Challenge course SciTech; club sponsors Gulf Coast Regional Blood Center Montgomery County Food Bank Student volunteers
Monitoring Timeline	September January May
Formative Evaluation	Behavior records; observations by Headmaster; Records of awards, cheating, orientation participation; club rosters and records.
Summative Evaluation	Behavior records; observations by Headmaster; Records of awards, cheating, orientation participation; club rosters and records.
Project Manager(s):	Headmaster Club sponsors All teachers students

Goal 6: Technology

The Academy for Science and Health Professions will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 6 Technology	
Objective	Fully utilize emerging and existing technologies in instruction, operations, leadership and communications.
Strategies	<p>6.1</p> <ul style="list-style-type: none"> • Maintain school website and individual teacher websites. <p>6.2</p> <ul style="list-style-type: none"> • Implement the use of WebAssign in Chemistry and Physics courses. <p>6.3</p> <ul style="list-style-type: none"> • Fully utilize electronic grade book; maintain grades in a timely manner for timely parent access. <p>6.4</p> <ul style="list-style-type: none"> • Utilize INOVA and TAKS Tracks for TAKS data analysis of students. <p>6.5</p> <ul style="list-style-type: none"> • Implement and utilize Logitech WebCam system for classroom video communication and teleconferencing. <p>6.6</p> <ul style="list-style-type: none"> • Convert all “hard copy” Academy Information Handouts to electronic format. <p>6.7</p> <ul style="list-style-type: none"> • Post all Academy documents and information handouts on website. <p>6.8</p> <ul style="list-style-type: none"> • Maintain electronic Newsletter to parents. <p>6.9</p> <ul style="list-style-type: none"> • Utilize electronic mail outs and mass email communications. <p>6.10</p> <ul style="list-style-type: none"> • Maintain a current database of parent email contact information. <p>6.11</p> <ul style="list-style-type: none"> • Utilize LCD projectors and large screen televisions in every classroom. <p>6.12</p> <ul style="list-style-type: none"> • Maintain full computer access in every classroom. <p>6.13</p> <ul style="list-style-type: none"> • Provide teachers with quality laptop computers.
Financial Resources	Campus budget Technology funds PASH funds
Additional Resources	CISD Technology support; SchoolMessenger
Monitoring Timeline	September; January; June Ongoing
Formative Evaluation	Feedback from students, parents and teachers; Observations; Student survey. Needs assessment.
Summative Evaluation	Feedback from students, parents and teachers; Observations; Student survey. Teacher appraisal information.
Project Manager(s):	Headmaster; Technology teacher

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

Campus Performance Indicators 2009 and 2010

Goal 1 Student Achievement and Post-Secondary Success

Goal 1.1 Master Rigorous Academic Standards

Goal 1.2 Close the Achievement Gap

Goal 1.3 Successful Completion of High School

Texas Assessment of Knowledge and Skills (All, African American, Hispanic, White, Eco. Dis.) Exemplary status on 22 of 25 measures		2009 Performance		2010 Target Performance Indicator	
		% met standard	Measure	% met standard	Measure
Reading/ELA	All and Student Groups (African American, Hispanic, White, Eco Dis)		99 ashp 90 chs	99ashp 92chs	99ashp 97chs
Writing	All and Student Groups (African American, Hispanic, White, Eco Dis)		100ashp	100ashp	100ashp
Social Studies	All and Student Groups (African American, Hispanic, White, Eco Dis)		100ashp 95chs	100ashp 97chs	100ashp 98chs
Mathematics	All and Student Groups (African American, Hispanic, White, Eco Dis)		100ashp 73chs	100ashp 83chs	100ashp 90chs
Science	All and Student Groups (African American, Hispanic, White, Eco Dis)		100ashp 81chs	100ashp 90chs	100ashp 93chs
Gold Performance Acknowledgments					
Commended Performance on TAKS(R, W, M, SS, S) for All Students, AA, H, W,ED)			ELA- 25% M- 23% (76%ashp) Sc- 20% (57%ashp) SS- 54%		
Advanced/Dual Enrollment Course Completion			26.2% (98%ashp)	30% (100%ashp)	
AP Results % taking at least one AP test AND			35.2% (100%ashp)	40% (100%ashp)	
% at or above criterion			30%	35.5%	
Attendance Rate: District					
High School			93.2 chs	95.5 chs	
Middle/Jr. High					
Elementary					
AEA campuses					
Recommended High School Program / DAP for all student groups and for LEP, CTE, Migrant, and Special Education program students			100%ashp	100%ashp	
SAT/ACT Results % graduates taking at least one test AND			53% chs 100% ashp	70% 72%chs 100% 100%ashp	
% at or above criterion			23% chs 100%ashp	40%/ 42% chs 100%ashp	
Texas Success Initiative: College Readiness Component	English Language Arts		60%	35%	
	Math		60%	35%	
Completion Rate I (Grade 9-12): AEIS			Class of 2008 (9th grade 04-05)	Class of 2009 (9th grade 05-06)	
All and Student Groups (African American, Hispanic, White, Eco Dis)			<u>96.7%chs</u>	98%chs	
Annual Dropout Rate (Grade 7-8): AEIS			from 2007-08	from 2008-09	
All and Student Groups (African American, Hispanic, White, Eco Dis)					

Goal 2 Recruitment, Development and Retention of Staff

Highly Qualified Staff		
Highly Qualified Teachers	100__%	100__%
Highly Qualified Paraprofessionals (Title I Campuses)	100__%	_100_%
Recruitment		
CISD Job Fair	Attendance	Attendance

Goal 3 Parents and Community

Parent and Family Involvement		
Campus Web Page	Maintain up-to-date information	Maintain up-to-date information
Campus educational programs	Maintain programs	Maintain programs
Campus information for parents new to community	Available online and print	Available online and print
Volunteer opportunities	Maintain volunteer log	Maintain volunteer log
Community and Business Partnerships		
Campus partnerships with businesses and organizations	Maintain/expand partnerships	Maintain/expand partnerships

Goal 4 Safe Schools

Safe Schools Plan		
Safe Schools Plan implemented	Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Resources and Training		
Conduct safety and disaster drills	100% compliance at all campuses	100% compliance at all campuses

Goal 5 Technology

Maximize Teaching and Learning for students and staff		
Technology is seamlessly applied across all subject and content areas.	STaR Chart (TL) > 16	STaR Chart (TL) > 17
Students will be technology literate by the end of 8 th grade.	Successful completion of technology applications courses or proficiency test (85%)	Successful completion of technology applications courses or proficiency test (88%)
Enhance Professional practices		
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 15	STaR Chart (EP) >16

Goal 6 Communication

Internal Communications		
Campus emails, letters, and webpage information are timely and accurate	Employee feedback	Employee feedback
Grade level/grade department meetings are conducted throughout year	Record of meetings	Record of meetings
Vertical team meetings are conducted throughout year	Record of meetings	Record of meetings
External Communications		
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Positive parent and community feedback	Positive parent and community feedback
Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)	Parent and community input	Parent and community input

**SCE FUNDS—NOT Applicable
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010	Teacher Names
Academic Tutorials			
Accelerated Instruction			
At-Risk Counselor			
At-Risk Paraprofessionals			
Credit Recovery (dropout recovery program)			
Reduced Class Size			
Instructional Coaches			
Instructional Materials			
Supplies and Equipment			
Transportation			
Total Funds Budgeted and FTEs			

**ARRA Title I and TITLE I - IV FUNDS—NOT Applicable
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
ARRA Title IA		
Math		
Science		
Language Arts		
Parent Involvement		
Title IA		
Reading		
Math		
Science		
Homeless		
Parent Involvement		
Title III		
Title IV		