

The Woodlands College Park High School Campus Improvement Plan

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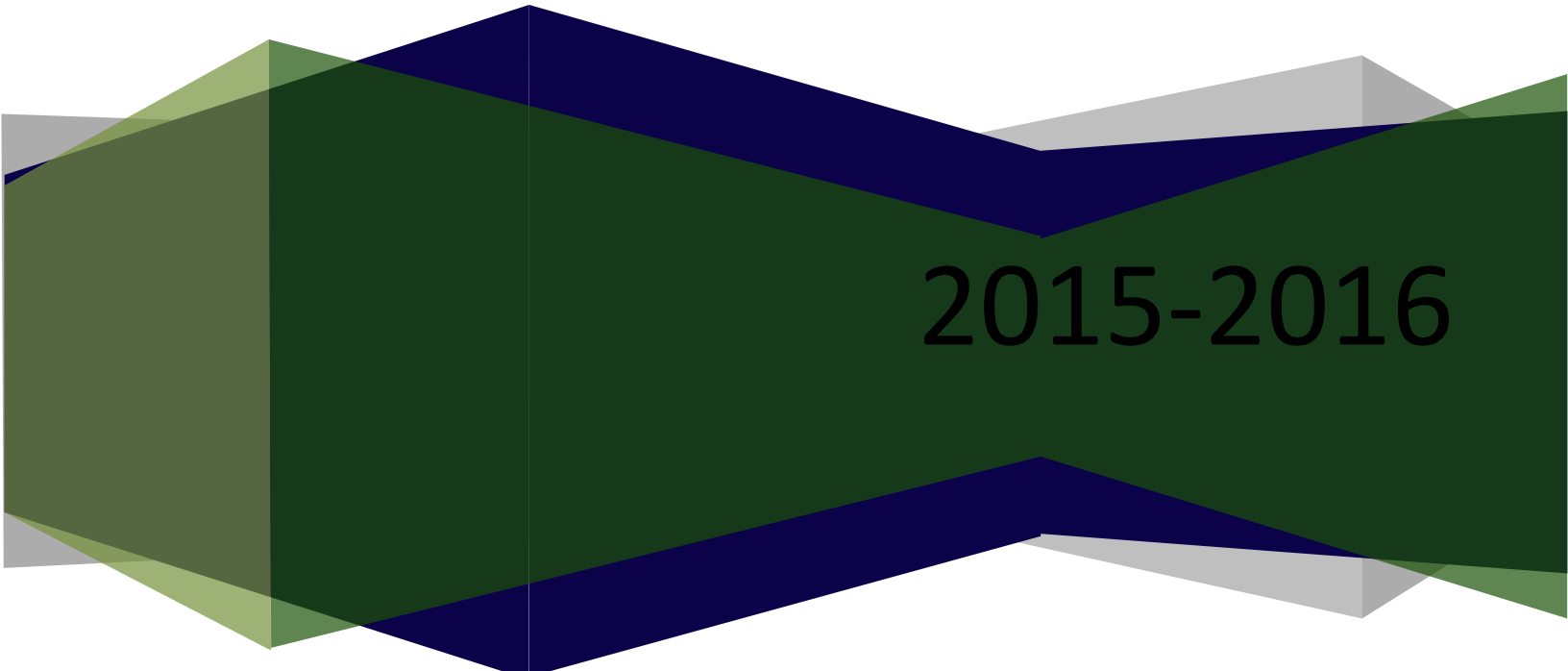
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2015-2016

**Campus Improvement Plan
2015-2016
Secondary Campus: The Woodlands College Park High School
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

The Woodlands College Park High School will maintain rigorous standards of achievement to prepare all students for graduation and Post-secondary success.

1.1 Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

1.2 Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

1.3 Successful Completion of High School

- *Index 4: Post-secondary Readiness* **Attendance Rate**; 4-year / 5-year **Graduation Rates** (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1; STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS

Core Analysis

The Woodlands College Park High School disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.

CISD Curriculum

The Woodlands College Park High School implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.

- The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.
- The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
- The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process.
- The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.

<p>CISD Best Practices</p>	<p>The Woodlands College Park High School implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> • The Curriculum and Instruction Model (CISD Instructional Model) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning. • Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</p>	
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>95% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 85% in the 2015-2016 school year, 90% by the 2016-2017 school year and 95% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science and EOC Biology, and Grade 8 Social Studies and EOC US History. 2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1. 3. Science will meet AADD indicators for performance and participation in ACT, AP. 4. Social Studies will meet AADD indicators for performance and participation in AP. <p><i>Community and School Engagement (CASE):</i> Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading, Writing and Math, earning an Index 2 score of 33.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math. 2. Will meet AADD indicator for greater than expected growth in Reading, Writing and Math.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic and African America) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 59.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Monitor the progress of all students and all student groups; identify individual students needing intervention; and provide targeted students the appropriate instructional intervention/adjustment, schedule change, or additional support needed to ensure academic success. Additional support may include advisory, pull-out sessions and/or push-ins focused on objectives and strategies for success. Access to Khan Academy and iLearn for STAAR Review for

	<p>students needing intervention who may be unable to be present for activities outside of the school day.</p> <ul style="list-style-type: none"> • Ensure that ELL students receive appropriate English language acquisition. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Provide intensive, systematic, tutoring for identified at-risk students after school. • Continue after school credit recovery classes for at- risk students (including LEP, ESL, migrant, homeless, and other at- risk students). • Provide core content mentors to targeted at-risk students. • Provide instructional materials that will develop and enhance ELL students’ English acquisition. • Develop and implement lessons utilizing Kagan Cooperative Strategies in attempt to reach and engage more students. • Maintain accelerated instruction courses for students that need more small group instructional assistance (practical writing, GradPoint credit recovery, Algebra IB/Geometry Accl., Math Models/Algebra II Accl. Algebra I Repeat, etc.) • Provide staff development opportunity for staff to attend additional trainings to assist at-risk students. • Provide funds that allow teachers to create and implement strategies for at-risk students. • Identify target students in each sub-group who are at risk, by requiring each Assistant Principal to establish and maintain a Top 30 list of targeted students from each sub-group needing academic support. • Counselors meet individually with all students during their 9th, 10th and 11th grade school year to develop, maintain and review their four year plan. • Individual student conferences are conducted by counselors with students who are credit deficient and/or failing courses throughout the year. • Implement structured, departmental-advisory tutorials on a weekly basis for all EOC tested subjects. • Communicate with parents/guardians about student progress via email, phone calls and SAEs. • Provide staff development to all EOC tested subjects on how to use available data and technology to differentiate for needed sub-groups. • Conduct added-value meeting with all teachers of EOC tested subjects to identify areas of strengths and weaknesses. • Include differentiated instruction in lesson plans to address targeted students’ learning styles. • Use flexible grouping strategies to encourage participation in lessons. • Use SAT formatted questions for warm-ups. • Provide opportunities for peer-tutoring and teacher led tutoring during Advisory. • Create an after school tutorial program targeting EOC failures. The program will include teacher created curriculum implemented by peer tutors. • Provide teachers an opportunity to meet during the school year and summer to review district scope and sequence and to create lessons and formative/summative assessments that work to improve student achievement and college readiness. • Utilize data collected throughout the school year to identify students in need of assistance and to evaluate current curriculum. • Provide teachers tech time during staff development to identify students belonging to targeted sub populations (Eco Dis, African American, Hispanic)
<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 85% in the 2015-2016 school year, 88% by the 2016-2017 school year and 90% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category: Understanding and Analysis of Informational Texts E1.9(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion</p>

	<p>E1.9 (B) differentiate between opinions that are substantiated and unsubstantiated in the text</p> <p>Target Reporting Category: Understanding and Analysis of Literary Texts E1.5F.19(B) make complex inferences about text and use textual evidence to support understanding E2.3(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</p> <p>Reading/ELA Performance Safeguard Target: Special Education, Current and Monitored ELL Students, African American and Economically Disadvantaged.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. ELA Participation Rates will be: <i>SAT 87%; ACT 87%; AP 28%.</i> 2. ELA Performance Rates will be: <i>SAT 1090; ACT 25; AP 94%.</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implement poetry analysis strategies to promote comprehension of meaning and purpose (picture notes, reenactment, picture poetry, TPCASTT, DIDLS). • Design lessons that help students to identify audience and purpose as well as to toggle back and forth between formal and informal language and tone (text-to-letter, twitter vs. email, memo vs. Facebook post, Julius Caesar speeches rewritten in modern day language set in modern venues). • Model appropriate annotation strategies and teach all students to annotate their reading assignments and to differentiate between annotating a short passage and annotating a novel. • Model active reading strategies by reading short passages aloud, pointing out important details, and asking questions (Figure 19 Comprehension and Inference). • Collaborate with other departments to share informational texts. • Focus on real world reading such as newspaper articles and editorial cartoons (SOAPSTONE). • Model the use of a variety of graphic organizers to help students organize their thoughts and make a complex inference about text. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG, CSG) • Every ELL, Special Education, economically disadvantaged, and identified African American student will have an ELA Portfolio used for data analysis. Each portfolio will be reviewed every 9 weeks with new goals established as needed. (DSG, CSG) • Identify a graphic organizer that works best for the ELL, Special Education, economically disadvantaged, and identified African American student, to assist in the planning process of writing. (DSG, CSG) • Provide ELL, Special Education, economically disadvantaged, and identified African American students' opportunities to work with peer tutors during and after school. (DSG, CSG) • Provide ELL, Special Education, economically disadvantaged, and identified African American students opportunities to see authentic modeling from teachers, peers and real world texts. (DSG, CSG)
<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 85% in the 2015-2016 school year, 88% by the 2016-2017 school year and 90% by the 2017-2018 school year</i> and 25% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Writing/ELA Reporting Category: Composition – Writing/Writing Process E2.13(B) Structure ideas in a sustained and persuasive way and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning.</p> <p>Target Writing/ELA Reporting Category: Composition – Writing/Persuasive Texts E2.16(A) Students write persuasive texts that include a clear thesis or position based on logical reasons supported by precise and relevant evidence.</p>

	<p>Target Writing/ELA Reporting Category: Revision E2.16(D) Students write/revise an expository or persuasive text so that it includes an organizing structure appropriate to the purpose, audience, and context.</p> <p>Writing/ELA Performance Safeguard Target: Special Education, Current and Monitored ELL Students, African American and Economically Disadvantaged.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Model (teacher) the planning and drafting for essays using the document camera. • Model/teach the TWCP/TWCP2 (campus writing structure) to help students develop positions supported by textual evidence. • Model (teacher) revising and editing skills using the document camera. Dissect text in search of relevant evidence to support thesis. • Practice responding to in-class and out-of-class reading assignments. • Plan applicable lessons to support Grammar Boot Camp mini-sessions each semester. Implement student use of style guide in dictionary as a writing tool in the classroom. • Implement Daily Oral Language exercises as warm-ups during the year (The Writing Coach). • Critique anonymous student writing samples on the document camera. • Critique state-provided student samples of STAAR writing. • Provide copies of last year’s STAAR writing samples as feedback to those students who took the test at CP to analyze weaknesses and strengths and measure growth. • Practice peer and self-editing using guided lessons. • Implement mini lessons on sentence types during the revision process and have students incorporate into their own writing. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG, CSG) • Every ELL, Special Education, economically disadvantaged, and identified African American student will have an ELA Portfolio used for data analysis. Each portfolio will be reviewed every 9 weeks with new goals established as needed. (DSG, CSG) • Identify a graphic organizer that works best for the ELL, Special Education, economically disadvantaged, and identified African American student, to assist in the planning process of writing. (DSG, CSG) • Provide ELL, Special Education, and economically disadvantaged, and identified African American students’ opportunities to work with peer tutors during and after school. (DSG, CSG) • Provide ELL, Special Education, economically disadvantaged, and identified African American students’ opportunities to see authentic modeling from teachers, peers and real world texts. (DSG, CSG)
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 85% in the 2015-2016 school year, 88-% by the 2016-2017 school year and 90% by the 2017-2018 school year; 23% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: Quadratic Functions and Equations</p> <p>A.6 (D) apply the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations.</p> <p>A.7 (A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeroes, maximum value, minimum values, vertex, and the equation of the axis of symmetry</p> <p>A.7 (C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d</p> <p>Math Performance Safeguard Target: Special Education and Current and Monitored ELL Students</p>

	<p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Math Participation Rates will be: SAT 87%; ACT 87%; AP 18%. 2. Math Performance Rates will be: SAT 574; ACT 25.5; AP 84.5%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure rigorous instruction in mathematics for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Provide intensive instructional tutorial programs in math for at-risk students, individualized to meet the unique needs of students after school hours. • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure including the development of Mental Math, Poster Method and Math Fluency. • Provide staff development in writing test questions that assess at a higher level of cognitive complexity; then review, evaluate, and revise teacher developed/selected math assessments to meet increased depth and level of cognitive complexity and include multiple measures and applications in novel situations. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction. • Create an academic intervention team to assess data and then design and implement a program for success for each student at risk. • Push-ins will be utilized to target at risk students in their class setting as well as a tool to help individual teachers develop CISD Solves Math strategies. • 5th Period advisory pull out tutorials- Students identified as at-risk will be required to attend weekly tutorial sessions during their 5th period advisory time. Tutorials will be used to address weaknesses in STAAR reporting categories identified during analysis of STAAR scores. • Identify student scores of students near advanced status. Analyze areas of weakness and implement activities in the upper level classes to improve overall scores. • Discuss the importance of advanced scores on STAAR. • Administer District Benchmark assessments to all Algebra I, Geometry and Algebra II students. • Increase enrollment in AP and PAP Classes. • Increase number of math AP tests administered. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG) • The iLearn math program will be utilized for intervention and remediation with all Algebra I, Special Education and identified ELL students. (DSG) • All teachers have a master list of students who need support facilitate or ELL support in the classroom. Lists will be distributed the first week of school and then each teacher will collaborate with the Support Facilitate teacher or ELL support teacher bi-weekly. (DSG) • Improve Questioning Strategies in Special Education through staff development in question stems and implementation by all 9-12 teachers, including General Education, Special Education CTE and ELL. (DSG)
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 90% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% by the 2017-2018 school year; 60% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Social Studies Reporting Category: History USH.5A evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments</p> <p>Target Social Studies Reporting Category: Government and Citizenship</p>

	<p>US H.20A describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government USH.21A analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Social Studies Performance Rates will be: <i>AP 78.5%</i>. 2. Social Studies Participation Rates will be: <i>AP 32%</i>.
Focus Strategies	<ul style="list-style-type: none"> • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence. • Identify Target – Super Target through data analysis of previous STAAR scores and district benchmarks. • Identify student scores that are near advanced status. Analyze areas of weakness and implement activities/strategies to improve overall scores. • Provide tutorials for STAAR target and super target students conducted by grade level teachers. • Utilize PLC meetings for collaborative planning and to determine positive interventions for students.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. <i>Incremental growth will occur over a three year period with 90% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% by the 2017-2018 school year; 43% will meet Level III: Advanced Performance Level.</i></p> <p>Target Science Reporting Category: Cell Structure and Function Bio.4 (B) investigate and explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules</p> <p>Target Science Reporting Category: Biological Processes and Systems Bio.9 (B) compare the reactants and products of photosynthesis and cellular respiration in terms of energy and matter Bio.9 (C) identify and investigate the role of enzymes</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Science Performance Rates will be: ACT 24.5, <i>AP 80%</i>. 2. Science Participation Rates will be: ACT 87%, <i>AP26%</i>.
Focus Strategies	<ul style="list-style-type: none"> • Ensure rigorous instruction in science for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Increase student opportunities for writing and reflection to deepen understanding. • Review and align science common assessments to meet increased depth and level of cognitive complexity (rigor) for STAAR. • Conduct mandatory STAAR-intensive tutorial sessions during advisory classes and after school for students failing tests in current science class. • Teachers will incorporate Science Success Strategies to spiral previous material into each successive unit to ensure retention and mastery of material. • 5th Period advisory tutorials – Students identified as at-risk will be required to attend daily tutorial sessions during their 5th period advisory time, called WIN class – What I Need. Tutorials will be used to address weaknesses in STAAR reporting categories identified during analysis of STAAR scores. • Identify Target – Super Target through data analysis of INOVA, previous STAAR scores (Eduphoria),

	<p>and district benchmarks. Targets would be considered those students that have passed previous state assessments/benchmarks but have scored low. Super Targets would be students that have not passed previous state assessments.</p> <ul style="list-style-type: none"> Identify student scores that are near commended or advanced status. Analyze areas of weakness and implement activities in the upper level classes to improve overall scores. Discuss with students the importance of advanced scores on STAAR. Peer Tutoring – peer tutoring will be available for all students. At-risk students are strongly encouraged to attend weekly peer tutoring sessions after school. Transportation will be provided as needed.
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Ensure students participate regularly in moderate to rigorous physical activity. Help students evaluate their personal level of health related fitness. Teach students about criterion referenced health standards and the types of activities needed to reach them. Help students track their fitness results over time. Engage students regularly in activities that target their aerobic capacity (ex: walking, running). Engage students regularly in activities that target their muscular strength, endurance and flexibility (calisthenics, strengthening and stretching activities).
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <ul style="list-style-type: none"> Post-secondary Readiness Standard: 80% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. 4-Year/5-Year Longitudinal Graduation Rate 95.5% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan 4-Year/5-Year Longitudinal RHSP/DAP Rate 95.5% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan Post-secondary Indicator Score (college-ready graduates) 83% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will: <ul style="list-style-type: none"> meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or complete and earn credit on at least two advanced/dual credit enrollment courses; or enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program) <p>Distinctions</p> <ol style="list-style-type: none"> Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile <p>Additional AADD Indicators:</p> <ul style="list-style-type: none"> Increase Attendance Rate from 95.2% to 96.2% <p>Grade 3-12 Safeguard Indicators</p> <p>Safeguard Target for Participation Rate(if applicable): N/A Safeguard Target for Graduation Rate: Special Education</p> <p>Safeguards – Special Education</p> <ul style="list-style-type: none"> Monitor, locate, and provide resources for potential dropouts including Special Education students. (CSG) Implement a new 18 Plus Program – TRAILS for all Special Education students who have met the academic requirements for graduation, but will continue working on transitional and vocational objectives. (CSG)
Implement Focus Strategies	<p>DROPOUT PREVENTION PROGRAM</p> <ul style="list-style-type: none"> Utilize campus procedures to identify, intervene, and monitor the progress of at-risk students. Provide mentors to targeted at-risk students. Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups. Maintain variety of credit recovery opportunities for secondary students who are over age for

grade level, including night school.

- Implement structured, departmental-advisory tutorials on a weekly basis for all EOC tested subjects.
- Meet one on one with at-risk students to discuss grades and attendance.
- Schedule guest speakers to visit College Park campus to promote the importance of education and continuing post-secondary study.
- Encourage club and activity involvement.
- Improve dropout rate (Hispanic, Special Education, ELL) by providing Math and English mentors to at-risk students. In addition, provide opportunities for students to mentor other students.
- Transportation for students after school so they can attend structured tutorial that are being offered.
- Provide targeted intervention through the WIN program for identified at-risk students.

ATTENDANCE

- Review, revise, and implement daily attendance procedures to meet 96+% average attendance.
- Ensure that students meet AYP attendance expectations of 95% on testing days (participation).
- Communicate the attendance laws to parents annually.
- Create a community/parent awareness group - inform parents of the law, what is excused/unexcused, and information/stats regarding attendance and success in school.
- Utilize auto-dialing phone system for contacting parents of student's absence.
- Increase the percentage of students completing high school in four years.
- Greet students at the door, build positive relationships with students, encourage students to be NEAT kids.
- Establish a PLC charged with creating strategies and initiatives to increase our attendance rate.

COLLEGE READINESS

Advanced Courses

- Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups.
- Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery.
- Increase the number of students taking AP Exams and the number of AP exams taken for all students and all student groups.
- Provide teachers of advanced courses opportunities to attend regular training.
- Ensure appropriate textbooks are available to teachers and students in advanced courses.
- Continue to provide campus support for students and teachers of advanced courses with the leadership of the AP Facilitator.
- Provide monetary support to teachers for College Board required Chemistry labs held after school hours.
- Provide additional monies to students taking AP tests to lower the cost and promote taking multiple tests.
- Create a "Boot Camp" for first time AP Students.
- Establish AP Ambassadors who will go into classrooms to talk and recruit future AP students.
- Offer incentives for taking the AP exam for enrolled courses.

Graduation Plans

- Continue to emphasize the state's 4 x 4 recommended graduation plan.
- Monitor LEP, Special Education, and CTE 4-year graduation plans.
- Increase awareness of Career Pathways for all students (grades 7-12).
- Counselors will visit classrooms and hold parent information nights regarding HB5.

College Admissions and Readiness

- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Expand SAT preparation courses for high school students.

	<ul style="list-style-type: none"> Promote increased understanding of the PSAT/ACT/SAT concepts by introducing a word and question of the day; reviewing most frequently asked grammar – parts of speech; reviewing timed test strategies; and incorporating PSAT/SAT/ACT formatted questions in daily warm-ups, quizzes, and tests for all levels. Ask PSAT/SAT/ACT questions once a week in advisory. <p>Higher Education Readiness</p> <ul style="list-style-type: none"> Discuss the advantages of attending college and promoting post-secondary education on a more frequent basis. Provide college readiness information and opportunities to students and teachers. Increase the percentage of 11th graders scoring at or above the TSI standard (SAT: 1070, 500 Reading, 500 Math) (ACT: 23 Composite, 19 Subscore)
Financial Resources	Campus budget SCE, Title III, HSA Student Activity Fund
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> Ensure the appropriate certification and highly qualified requirements for all professional staff. Participate in Spring Job Fair to encourage employment in CISD. Participate in Fall and Spring Student Teacher Reception (if campus has student teachers) to encourage employment in CISD. Provide mentor support for beginning teachers and involve administration in mentor activities. Improve teachers' knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers. Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. Provide opportunities for teachers to acquire ESL certification. Provide high-quality, on-going staff development to maintain 100% of classes taught by highly qualified teachers in core academic areas. Create and foster Professional Learning Communities within all academic departments. Hold department meetings on a monthly basis with 100% participation requirement. Provide technology classes and in-service training on the implementation of WOW carts, iPads, photo story, steaming video, CPS, Web Page Design, First Class, Smartboard, Document Cameras, Interwrite, PAC, and TAC into the classroom. Provide opportunities for feeder school meetings by departments to ensure curriculum alignment. Provide opportunities and events to recognize staff achievements and offer staff appreciation. Provide a teacher to teacher support system that is not mentor/mentee related, rather more of a supporting role to a colleague.

Financial Resources	Campus budget Teacher Activity Fund Title III
Additional Resources	Position Control Reports Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3 PARENTS AND COMMUNITY

Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources. • Continue to maintain a positive working relationship with out Parent Teacher Organization (PTO) who is committed to providing the support and needed resources to enhance our school community. • Retain and expand the campus partnerships with The Woodlands Development Company to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. • Utilize CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Hold vertical department meetings to enable and encourage teachers to collaborate across grade levels and departmental subjects taught. • Hold weekly Professional Learning Community meetings by subject/grade level to enable and encourage teachers to collaborate. • Provide grade update emails through PAC when grade falls below parent-selected threshold • Inform parents via automated emails when a student receives a grade below 75 or an incomplete. • Sustain school/parent committees to increase communication and collaboration between the school and community. • Provide parent instruction in financial aid, post-secondary issues, graduation, PSAT, and class/core selection information. • Maintain an attendance webpage for parents to receive needed information about attendance issues and establish communication between parents and school. • Utilize the automated callout system to provide relevant information to parents. • Provide opportunities for community members to interact with students, e.g., Junior Achievement, Interview Day, VASE, and juried competitions.

Financial Resources	Campus budget
Additional Resources	Campus Key Communicators Translation services Local media Safe Schools Plan Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media Record of press releases Record of campus communication Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE
Project Manager	Principal Assistant Principal Counselors Campus Key Communicator

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safe Schools.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Provide programs such as <i>Eyes Wide Open</i> for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. • Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills • Promote clubs and organizations in areas of interest to promote student involvement in school. • Students will pass a driver safety exam prior to being issued a parking spot. • Update students, parents, faculty, and staff annually on the CISD Student Code of Conduct as required by Senate Bill 1, Chapter 37/Review the code of conduct with students. • Implement the inclement weather/disaster/emergency procedures through fire, disaster, campus lock down, and emergency drills to ensure the effectiveness of the campus Safe Schools Plan. • Continue to use “Raptor” services to identify visitors and at risk individuals on campus. • Conduct random locker, backpack and parking lot searches. • Continue to have assigned parking for staff and students. • All faculty and staff will be present in the hall during all class changes and before/after school supervising students. • Increase the number of surveillance cameras on campus. • Ensure that the TWCP respect policy is posted in each class. • Continue to increase awareness of punctuality as it pertains to good citizenship through the

	<p>NEAT (Never Ever Absent or Tardy) program.</p> <ul style="list-style-type: none"> • Ensure that communication devices (radio's and cell phones) are maintained and monitored. • Test all safety equipment in classrooms on a monthly basis. • Utilize the CPHS advisory class to address the specific issues of bullying. • Teachers will maintain vigilance over the classroom and immediate areas to watch out for hazardous situations. • Utilize student groups such as Student Council to disseminate information on a variety of student safety topics.
Financial Resources	Campus budget
Additional Resources	<p>Emergency operations plan Prevention Officers CISD Police Coordinator of Crisis Counseling and Prevention Systems: View It, Eduphoria Safe Schools Modules Donations for NEAT program rewards Student Handbooks CISD Website/drivers test Weather, Disaster, Emergency Procedures Award Pins for Students Hard copies of Safety Plan AED's Signs Raptor System Security Cameras</p>
Monitoring Timeline	<p>Formative November, January Summative July</p>
Formative Evaluation	<p>Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus Committee agendas Emergency drills monthly Training Completion electronic certificates, sign in forms Safe School Plan posted in every class, office</p>
Summative Evaluation	<p>Clean safety audit Meet Performance Indicators for CASE PIEMS data Discipline Reports Injury reports</p>
Project Manager(s):	<p>Principal Assistant Principal CISD Police All Teachers</p>

Goal 5 TECHNOLOGY	
Objective	<p>To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.</p>
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Provide students and staff the opportunity to utilize technology as a tool for information management, problem-solving, decision making and communication. • Instruct educators in the use of real-time data from View-It, INOVA Plus, Forethought and

	<p>Eduphoria; guide teachers in use of the data for curriculum decision making; ensuring that educators can identify: Targets, Super Targets, Ethnicity, Socio-Economic Status, and STAAR Scores.</p> <ul style="list-style-type: none"> • Staff will create and maintain websites designed to interact and collaborate with all stakeholders. • Provide all students access to an account for Naviance that will assist the students in career planning. • Provide staff development for uses of cell phones such as <i>Flipping the Classroom</i> for the purpose of instruction. • Provide technology classes and in-service training on Inova Plus, Moodle, Google Docs, and Eduphoria for all classroom teachers. • Assure the technology is available for students and teachers to learn at the highest level and be prepared for the changing educational format. • Add additional I-Learn account to allow access to targeted students.
Financial Resources	Campus budget District Technology Funds
Additional Resources	Technology staff District Technology Staff Campus Technology Committee
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal Technology Liaison

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.

**Resources Allocated for State Compensatory Education Program
2015-2016 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Index 2 & 3 – After School Tutorial Program Targeting EOC Failures	Academic Tutorials/Retest Extra Duty	\$13,250.00	.24
Index 3 - Accelerated Instruction	Instructional Coaches	\$256,239.28	4.66
Index 3 – After School Credit Recovery	Credit Recovery (Dropout Recovery Program)	\$77,894.96	1.42
Index 3 – After School Credit Recovery	Instructional Materials for At-Risk Students	\$750.00	.00
Technology – Strategies	Technology Support for At-Risk Students	\$4,000.00	.00
	TOTAL SCE	\$352,134.24	6.32

**Resources Allocated for Title III
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Extra Duty Tutorials	\$1,000.00	.02
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Technology	\$500.00	.00
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Books	\$400.00	.00
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Instructional Materials	\$600.00	.00
	TOTAL Title III LEP	\$2,500.00	.02
Title III IMM			
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Extra Duty Tutorials	\$250.00	.00
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Technology	\$150.00	.00
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Books	\$100.00	.00
Reading/ELA Strategies 4 & 6 and Writing Strategies 5 & 6	Instructional Materials	\$100.00	.00
	TOTAL Title III IMM	\$600.00	.00