Academy of Science and Technology

@ The Woodlands College Park High School

CAMPUS IMPROVEMENT PLAN 2016-2017

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Campus Improvement Plan
2016-2017
Secondary Campus: Academy of Science and Technology at TWCP HS   Rating: Met Standard

Goal 1:   Student Achievement and Post-Secondary Success
The Academy of Science and Technology at TWCP High School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.
Master Rigorous Academic Standards
- *Index 1: Student Achievement   All subjects; all students meet STAAR satisfactory standard.*
- *Index 2: Student Progress   Reading and Math; 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.*
- *Greater than Expected Growth (AADD Indicator) in Reading, Math, and Writing.*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2.*

Close the Performance Gap
- *Index 3: Closing Performance Gaps   All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III).*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

Successful Completion of High School
- *Index 4: Post-secondary Readiness   4-year/5-year Graduation Rate (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, Sp Ed; RHSP/DAP annual rate, 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.*
- *Post-secondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	**Index 1: Student Achievement** In 2015-2016, 92% of All students combined over all subject areas met Level II standard. In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard 2n STAAR. **The 2016-17 incremental progress will be 93% met Level II standard.** *Distinctions:* • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 8 Science, End of Course Biology, Grade 8 Social Studies, and EOC US History. • Reading and Math: Will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1. • Science will meet AADD indicators for performance and participation in ACT and AP. • Social Studies will meet AADD indicators for performance and participation in AP.
INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress** **Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress** *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.* In 2015-2016, the Index 2 Score was 33. **In 2016-2017, the Index 2 Score will be 35.** *Distinctions:* • *Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.* • *Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.*

READING Strategies	**READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**
	• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.
	• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
	• Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.
	• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.
	• Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing.
	• Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays and EOC short answer questions.
	Staff Development:
	• ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills.
	• ELA staff members will attend district workshops focused on Close Reading, Poetry, Student Choice thru Readers' Workshop, and Short Answer Response.
	Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas.
MATH Strategies	**MATH CURRICULUM INSTRUCTION, & STAFF DEVELOPMENT**
	• 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 teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
	• Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.
	• Academy: Implement PSAT problems and strategies into Geometry preAP, Algebra II preAP, and pre-Calculus classes.
	Staff Development:
	• CISD Solves Math Review/Mental Math
	• Grade Level Team Meetings
SOCIAL STUDIES Strategies	**SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**
	• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
	• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
	• Emphasize writing and the analysis of primary sources through the DBQ Project.
	Staff Development:
	• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017.
SCIENCE Strategies	**SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**
	• Academy teachers will work to ensure vertical alignment beginning with Biology pre-AP and SRD and continuing through Chemistry pre-AP, Physics pre-AP, and into the Advanced Placement level courses.
	• Ensure that students maintain laboratory notebooks and write formal lab reports.

	Staff Development • Academy teachers will attend a College Board Advanced Placement workshop in their area at least every other year.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	**Index 3: Closing Performance Gaps** All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III). In 2015-2016, the Index 3 Score was 58 and included the student groups of Eco Dis, African American (AA) and, and Hispanic (HIS). **In 2016-2017, the Index 3 Score will be 60 and will include the student groups of Eco Dis, AA, and HIS.** *Distinctions:* • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	**Special Populations** • 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 students needing intervention who may be unable to be present for activities outside of the school day. • 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 or Paige Keeley's Science Probes in an 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, Math Models/Algebra II Accl., Algebra I Repeat, Algebra II – Seniors, etc.). • Provide staff with professional development opportunities regarding 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 20 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. • 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. • Use SAT formatted questions for warm-ups. • Provide opportunities for peer-tutoring and teacher led tutoring during Advisory. • 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, and Hispanic).

READING Performance Objective	**READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** In 2015-2016, 70% of Eco Dis students, 82% of AA student group, and 82% of HIS student groups met Level II standard. In addition, 7% of Eco Dis students, 6% of AA student group, and 17% of HIS student groups met Level III standard. **In 2016-17, 73% of Eco Dis students, 85% of AA student group, and 85% of HIS student group will meet Level II standard. In addition, 10% of Eco Dis students, 10% of AA student group, and 20% of HIS student groups will meet Level III standard.** **Target: Reporting Category:** E1.2(C) [S] Relate the figurative language of a literary work to its historical and cultural setting. E2.1 (B) [R] Analyze textual evidence within a sentence and in larger sections of text to distinguish between the denotative and connotative meanings of words. E2.9(B) [S] Distinguish among different kinds of evidence used to support conclusions and arguments in texts. Reading/ELA Performance Safeguard Target (if applicable): Special Education and Current and Monitored ELL Students **Safeguards – English I and English II** • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG); Campus Safeguard (CSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) (CSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) (CSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for Reading. (CSG) • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG) • Identify a graphic Organizer that works best for the ELL and Special Education student to assist in the planning process of writing. Graphic Organizer will support the TWCP Paragraph. (CSG) • Provide ELL and Special Education students, opportunities to see authentic modeling from teachers, peers, and real world texts. (CSG) *Distinctions:* • ELA Participation Rates will be: *SAT 85%; ACT85%; AP18%.* • ELA Performance Rates will be: *SAT 1090; ACT 25.5; AP 95%.*
Focus Strategies	• Implement poetry analysis strategies to promote comprehension of meaning and purpose (picture notes, reenactment, picture poetry, TPCASTT, and 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. • Academy: Students will conduct research for projects; read and analyze research articles.

WRITING Performance Objective	**WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**
	In 2015-2016, 70% of Eco Dis students, 82% of AA student group, and 82% of HIS student group met Level II standard**.** In addition, 7% of Eco Dis students, 6% of AA student group, and 17% of HIS student group met Level III standard.
	
	In 2016-17, 73% of Eco Dis students, 85% of AA student group, and 85% of HIS student group will meet Level II standard. In addition, 10% of Eco Dis students, 10% of AA student group, and 20% of HIS student group will meet Level III standard.
	
	Target Writing Reporting Category:
	E1.16 (D) [S] Write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and content.
	E1.15 (A) [R] Write an analytical essay of sufficient length that includes
	   i. Effective introductory and concluding paragraphs and a variety of sentence structures.
	   ii. Rhetorical devices, and transitions between paragraphs.
	   iii. A controlling idea or thesis.
	   iv. An organizing structure appropriate to purpose, audience, and context.
	   v. Relevant information and valid inferences.
	
	E2.18 (B) [R] Use correct punctuation marks.
	
	Writing Performance Safeguard Target (if applicable):
	Special Education and Current and Monitored ELL Students.
	
	Safeguards – English I and English II
	• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)
	• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
	• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)
	• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)
	• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
	• Identify a graphic Organizer that works best for the ELL and Special Education student to assist in the planning process of writing. Graphic Organizer will support the TWCP Paragraph. (CSG)
	• Provide ELL and Special Education students, opportunities to see authentic modeling from teachers, peers, and real world texts. (CSG)

Focus Strategies	• 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 practice identify types on STAAR released tests as well as create types of prompts. • Academy: Students will learn and practice technical writing using APA format. Research papers for science fair projects, formal lab reports, and other projects will utilize this style.
MATH Performance Objective	**MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** In 2015-2016, 70% of Eco Dis students, 82% of AA student group, and 82% of HIS student group met Level II standard. In addition, 7% of Eco Dis students, 6% of AA student group, and 17% of HIS student group met Level III standard. **In 2016-17, 73% of Eco Dis students, 85% of AA student group, and 85% of HIS student group will meet Level II standard. In addition, 80% of Eco Dis students, 80% of AA student group, and 90% of HIS_ student group will meet Level III standard.** **Target Math Reporting Category:** • A.3(A) Determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$. • A.11(B) Simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents. • A.12(B) Evaluate functions, expressed in function notation, given one or more elements in their domains. **Math Performance Safeguard Target (if applicable):** Special Education **Safeguards - Algebra I** • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) (CSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for Math (CSG). • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Improve Questioning Strategies and the use of Formative Assessments with ELL and Special Education students by providing staff development. (CSG) *Distinctions:* • Math Participation Rates will be: *SAT 85%; ACT85%; AP 19%.* • Math Performance Rates will be: *SAT 575%; ACT 25.8%; AP76%.*
Focus Strategies	• 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.
	• Create an academic intervention team to assess data and then design and implement a program for success for each at-risk student.
	• 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.
SOCIAL STUDIES Performance Objective	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 96% of Eco Dis students, 97% of AA student group, and 98% of HIS student group met Level II standard. In addition, 40% of Eco Dis students, 42% of AA student group, and 53% of HIS student group met Level III standard. **In 2016-17, 98% of Eco Dis students, 98% of AA student group, and 98% of HIS student group will meet Level II standard. In addition, 43% of Eco Dis students, 45% of AA student group, and 55% of HIS student group will meet Level III standard.** **Target Social Studies Reporting Category:** • US.2(B) Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics. • US.6(A) Analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women. • US.9(D) Compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr. **Social Studies Performance Safeguard Target, if applicable:** Special Education and Current and Monitored ELL Students. **Safeguards – US History** • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)
Focus Strategies	• 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	**SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** **In 2015-2016, 100% of Academy students passed the Biology EOC exam and 98% met Level III standard.** **For The Woodlands College Park High School the results are as follows.** In 2015-2016, 96% of Eco Dis students, 94% of AA student group, and 96% of HIS student group met Level II standard. In addition, 22% of Eco Dis students, 27% of AA student group, and 46% of HIS student group met Level III standard. **In 2016-17, 88% of Eco Dis students, 95% of AA student group, and 97% of HIS student group will meet Level II standard. In addition, 24% of Eco Dis students, 28% of AA student group, and 48% of HIS student group will meet Level III standard.** **Target Science Reporting Category:** • B.2(H) Communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports. • B.6(B) Recognize that components that make up the genetic code are common to all organisms. • B.11(A) Describe the role of internal feedback mechanisms in the maintenance of homeostasis. **Science Performance Safeguard Target, if applicable:** Special Education **Safeguards - Biology** • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) *Distinctions:* • Science Performance Rates will be: ACT 24.6%, *AP 76%.* • Science Participation Rates will be: ACT 85%, *AP 28%.*
Focus Strategies	**Academy of Science and Technology** • Increase opportunities for students to engage in critical thinking. • 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. • 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** 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	• 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).

1.1	**SUCCESSFUL COMPLETION OF HIGH SCHOOL**
	POSTSECONDARY READINESS (Index 4)
	CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS

INDEX 4:
POST-SECONDARY
READINESS
OBJECTIVES
	INDEX 4: POST-SECONDARY READINESS
	In 2015-2016, 88% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.
	In 2016-2017, 90% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.
	Increase Attendance Rate from 95.2% to 96.5%
	
	4-Year/5-Year Longitudinal Graduation Rate 98% 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% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan.
	
	Post-secondary Indicator Score (**college-ready graduates**) 85% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:
	• 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).
	Meet eligible Campus Academic Achievement Distinction Designations (AADD)
	• 7-8 50% of indicators will be in top quartile at each campus
	• HS 33% of indicators will be in top quartile at each campus
	Grade 7-12 Safeguard Indicators
	    Safeguard Target for Participation Rate (if applicable): N/A
	    Safeguard Target for Federal Graduation Rate (if applicable): N/A
	    Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): N/A

Focus Strategies	**DROPOUT PREVENTION PROGRAM** • 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. • Provide after school transportation for students, so they can attend structured tutorials 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, and encourage students to be NEAT kids.
- Establish a PLC charged with creating strategies and initiatives to increase our attendance rate.
- Implement a systemic appeals committee comprised of an administrator and 3 - 4 teachers to hear all appeals with the goals of improving attendance and earning credit to enable promotion and graduation.

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.
- 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.

Higher Education Readiness
- 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
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, STAAR Alt 2, TELPAS, District Benchmarks, 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	• Staff will receive ongoing and relevant professional development. • Staff will participate in Advanced Placement workshops every other year. • Staff will provide input into scheduling and extra-curricular activities. • Only highly qualified staff will be hired. • Staff will collaborate with each other as we plan and develop Academy-wide initiatives.
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

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.
Indicator 1. *Digital Learning Environment* **Indicator 2.** *Community and Parent Involvement* **Indicator 3.** *21st Century Workforce Development*	**Indicator 1 Focus Strategies** • Provide website that contains relevant and current information for parents and students. • Teacher websites are linked to Canvas pages. • Teachers are required to have course description, calendar, assignments, and review materials available. **Indicator 2 Focus Strategies** • Post weekly newsletters for Academy community and larger community to read and share. **Indicator 3 Focus Strategies** • Encourage students to participate in peer tutoring.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, and 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

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	• Train all staff in safety by ensuring all staff pass the prescribed Safe Schools courses. • Provide professional development where needed.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	Academy: Incorporate technology to enrich the learning experience of students.
Financial Resources	Campus budget
Additional Resources	Technology staff
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
Project Manager(s):	Principal Assistant Principal Technology Liaison