# The Woodlands College Park High School Campus Improvement Plan

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# 2016-2017

# Campus Improvement Plan
## 2016-2017
## 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.

**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: Postsecondary 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 | |
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| **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**<br>In 2015-2016, 92% of All students combined over all subject areas met Level II standard.<br>In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR.<br>**The 2016-17 incremental progress will be 93% met Level II standard.**<br>*Distinctions:*<br>• 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.<br>• Reading and Math:  Will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1.<br>• Science will meet AADD indicators for performance and participation in ACT and AP.<br>• Social Studies will meet AADD indicators for performance and participation in AP. |
| **INDEX 2: STUDENT PROGRESS OBJECTIVES** | **Index 2:  Student Progress**<br>**Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress**<br>*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.*<br>In 2015-2016, the Index 2 Score was 33.<br>**In 2016-2017, the Index 2 Score will be 35.**<br>*Distinctions:*<br>• *Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.*<br>• *Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.* |

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| **READING Strategies** | **READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**<br>**Strategies:**<br>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.<br>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.<br>• Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.<br>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.<br>• 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.<br>• Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays and EOC short answer questions.<br>**Staff Development:**<br>• 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.<br>• ELA staff members will attend district workshops focused on Close Reading, Poetry, Student Choice thru Readers' Workshop, and Short Answer Response.<br>• 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**<br>**Strategies:**<br>• 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.<br>• 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.<br>• Ensure that we are building a growth mindset for all students in regards to math learning.<br>• Value mistakes in the classroom and help students understand everyone can do math.<br>**Staff Development:**<br>• CISD Solves Math Review/Mental Math<br>• Algebra Tiles<br>• Grade Level Team Meetings |
| **SOCIAL STUDIES Strategies** | **SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**<br>**Strategies:**<br>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.<br>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.<br>• Emphasize writing and the analysis of primary sources through the DBQ Project.<br><br>**Staff Development:**<br>• 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**<br>**Strategies:**<br>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. |

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| | <ul><li>Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li><li>Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li></ul>**Staff Development:**<ul><li>The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres.</li></ul> |
| **INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES** | **Index 3: Closing Performance Gaps**<br>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).<br><br>In 2015-2016, the Index 3 Score was 58 and included the student groups of Eco Dis, African American (AA), and Hispanic (HIS).<br>**In 2016-2017, the Index 3 Score will be 60 and will include the student groups of Eco Dis, AA, and HIS.**<br>*Distinctions:*<ul><li>Will meet Top 25% Closing Performance Gaps.</li></ul> |
| **Program Focus Strategies** | **Special Populations**<ul><li>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.</li><li>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.</li><li>Ensure that ELL students receive appropriate English language acquisition.</li><li>Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li><li>Provide intensive, systematic, tutoring for identified at-risk students after school.</li><li>Continue after school credit recovery classes for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students).</li><li>Provide core content mentors to targeted at-risk students.</li><li>Provide instructional materials that will develop and enhance ELL students' English acquisition.</li><li>Develop and implement lessons utilizing Kagan Cooperative Strategies or Paige Keeley's Science Probes in an attempt to reach and engage more students.</li><li>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.).</li><li>Provide staff with professional development opportunities regarding at-risk students.</li><li>Provide funds that allow teachers to create and implement strategies for at-risk students.</li><li>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.</li><li>Counselors meet individually with all students during their 9th, 10th, and 11th grade school year to develop, maintain, and review their four year plan.</li><li>Individual student conferences are conducted by counselors with students who are credit deficient and/or failing courses throughout the year.</li><li>Implement structured, departmental-advisory tutorials on a weekly basis for all EOC tested subjects.</li><li>Communicate with parents/guardians about student progress via email, phone calls, and SAEs.</li><li>Provide staff development to all EOC tested subjects on how to use available data and technology to differentiate for needed sub-groups.</li></ul> |

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| | <ul><li>Conduct added-value meeting with all teachers of EOC tested subjects to identify areas of strengths and weaknesses.</li><li>Use SAT formatted questions for warm-ups.</li><li>Provide opportunities for peer-tutoring and teacher led tutoring during Advisory.</li><li>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.</li><li>Utilize data collected throughout the school year to identify students in need of assistance and to evaluate current curriculum.</li><li>Provide teachers tech time during staff development to identify students belonging to targeted sub populations (Eco Dis, African American, Hispanic).</li><li>Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data.</li><li>Provide Late Night Tutoring (M & Thurs from 5:30 p.m. to 7:30 p.m.) for student involved with after school activities.</li><li>Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li></ul> |
| **ENGLISH LANGUAGE ARTS (ELA) Performance Objective** | **ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**<br>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.<br><br>**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.**<br><br>**Target: Reporting Category:**<ul><li>E1.2(C) [S] Relate the figurative language of a literary work to its historical and cultural setting.</li><li>E1.16 (D) [S] Write and argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience and content.</li><li>E1.15 (A) [R] Write an analytical essay of sufficient length that includes:<ol type="i"><li>effective introductory and concluding paragraphs and a variety of sentence structures</li><li>rhetorical devices, and transitions between paragraphs</li><li>a controlling idea or thesis</li><li>an organizing structure appropriate to purpose, audience, and context</li><li>relevant information and valid inferences.</li></ol></li><li>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.</li><li>E2.9(B) [S] Distinguish among different kinds of evidence used to support conclusions and arguments in texts.</li><li>E2.18 (B) [R] Use correct punctuation marks.</li></ul>**Reading/ELA Performance Safeguard Target (if applicable):**<br>Special Education and Current and Monitored ELL Students<br><br>**Safeguards – English I and English II**<ul><li>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)</li><li>Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG)</li><li>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)</li></ul> |

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| | <ul><li>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)</li><li>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)</li><li>Provide intensive, systematic tutoring for identified at-risk students during the school day for Reading. (CSG)</li><li>Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li><li>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)</li><li>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)</li><li>Provide ELL and Special Education students' opportunities to see authentic modeling from teachers, peers, and real world texts. (CSG)</li></ul>***Distinctions:***<ul><li>ELA Participation Rates will be: *SAT 85%; ACT 85%; AP 18%.*</li><li>ELA Performance Rates will be: *SAT 1090; ACT 25.5; AP 95%.*</li></ul> |
| **Focus Strategies** | <ul><li>Implement poetry analysis strategies to promote comprehension of meaning and purpose (picture notes, reenactment, picture poetry, TPCASTT, and DIDLS).</li><li>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).</li><li>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.</li><li>Model active reading strategies by reading short passages aloud, pointing out important details, and asking questions (Figure 19 Comprehension and Inference).</li><li>Collaborate with other departments to share informational texts.</li><li>Focus on real world reading such as newspaper articles and editorial cartoons (SOAPSTONE).</li><li>Model the use of a variety of graphic organizers to help students organize their thoughts and make a complex inference about text.</li></ul> |
| **MATH Performance Objective** | **MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT**<br>In 2015-2016, 78% of Eco Dis students, 79% of AA student group, and 89% of HIS student group met Level II standard. In addition, 17% of Eco Dis students, 15% of AA student group, and 36% of HIS student group met Level III standard.<br>**In 2016-17, 80% of Eco Dis students, 80% of AA student group, and 90% of HIS student group will meet Level II standard. In addition, 20% of Eco Dis students, 17% of AA student group, and 40% of HIS student group will meet Level III standard.**<br><br>**Target Math Reporting Category:**<ul><li>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 $y - y_1 = m(x - x_1)$.</li><li>A.11(B)  Simplify numeric and algebraic expressions using the laws of exponents including integral and rational exponents.</li><li>A.12(B)  Evaluate functions, expressed in function notation, given one or more elements in their domains.</li></ul> |

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| | **Math Performance Safeguard Target (if applicable):**<br>• Special Education<br><br>**Safeguards  - Algebra I**<br>• 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)<br>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG)<br>• Provide intensive, systematic tutoring for identified at-risk students during the school day for Math. (CSG)<br>• Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG)<br>• Improve Questioning Strategies and the use of Formative Assessments with ELL and Special Education students by providing staff development. (CSG)<br><br>*Distinctions:*<br>• Math Participation Rates will be: *SAT 85%; ACT 85%; AP 19%.*<br>• Math Performance Rates will be: *SAT 575; ACT 25.8; AP 76%.*<br>• Math Participation Rates for Algebra 1 by Grade 8 will be __%. *(JH only)*<br>• Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be __%. *(JH only)* |
| **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.<br>• Provide intensive instructional tutorial programs in math for at-risk students; individualized to meet the unique needs of students' after school hours.<br>• 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.<br>• 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.<br>• 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.<br>• Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.<br>• Create an academic intervention team to assess data and then design and implement a program for success for each at-risk student.<br>• 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.<br>• 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.<br>• Identify student scores of students near advanced status. Analyze areas of weakness and implement activities in the upper level classes to improve overall scores.<br>• Discuss the importance of advanced scores on STAAR.<br>• Administer District Benchmark assessments to all Algebra I, Geometry, and Algebra II students.<br>• Increase enrollment in AP and PAP Classes.<br>• Increase number of math AP tests administered. |
| **SOCIAL STUDIES Performance Objective** | **SOCIAL STUDIES CURRICULUM,  INSTRUCTION, & STAFF DEVELOPMENT**<br>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. |

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| | **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.**<br><br>**Target Social Studies Reporting Category:**<br>• US.2(B)  Identify the major eras in U.S. History from 1877 to the present and describe their defining characteristics.<br>• 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.<br>• 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.<br><br>**Social Studies Performance Safeguard Target, if applicable:**<br>Special Education and Current and Monitored ELL Students.<br><br>**Safeguards – US History**<br>• 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)<br>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)<br>• 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)<br>• 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)<br>• 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)<br><br>*Distinctions:*<br>• Social Studies Performance Rates will be: *AP 82%.*<br>• Social Studies Participation Rates will be: *AP 32%.* |
| **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.<br>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.<br>• Design units based on enduring understandings that answer essential questions.<br>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence.<br>• Identify Target – Super Target through data analysis of previous STAAR scores and district benchmarks.<br>• Identify student scores that are near advanced status. Analyze areas of weakness and implement activities/strategies to improve overall scores.<br>• Provide tutorials for STAAR target and super target students conducted by grade level teachers.<br>• Utilize PLC meetings for collaborative planning and to determine positive interventions for students. |
| **SCIENCE Performance Objective** | **SCIENCE CURRICULUM,  INSTRUCTION, & STAFF DEVELOPMENT**<br>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. |

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| | **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.**<br><br>**Target Science Reporting Category:**<br>• 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.<br>• B.6(B)   Recognize that components that make up the genetic code are common to all organisms.<br>• B.11(A)  Describe the role of internal feedback mechanisms in the maintenance of homeostasis.<br>•<br>**Science Performance Safeguard Target, if applicable:**<br>Special Education<br><br>**Safeguards  - Biology**<br>• 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).<br>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).<br><br>*Distinctions:*<br>• Science Performance Rates will be: ACT 24.6, *AP 76%.*<br>• Science Participation Rates will be: ACT 85%, *AP 28%.* |
| **Focus Strategies** | • Ensure rigorous instruction in science for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.<br>• Increase student opportunities for writing and reflection to deepen understanding.<br>• Review and align science common assessments to meet increased depth and level of cognitive complexity (rigor) for STAAR.<br>• Conduct mandatory STAAR-intensive tutorial sessions during advisory classes and after school for students failing tests in current science class.<br>• Teachers will incorporate Science Success Strategies to spiral previous material into each successive unit to ensure retention and mastery of material.<br>• 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.<br>• Identify Target – Super Target through data analysis of INOVA, previous STAAR scores (Eduphoria), 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.<br>• 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.<br>• Discuss with students the importance of advanced scores on STAAR.<br>• 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**<br>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.<br>• Help students evaluate their personal level of health related fitness.<br>• Teach students about criterion referenced health standards and the types of activities needed to reach them.<br>• Help students track their fitness results over time. |

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| | • 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**
**POST-SECONDARY READINESS (Index 4)**
**CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**

| INDEX 4: POST-SECONDARY READINESS OBJECTIVES | **INDEX 4: POST-SECONDARY READINESS**<br>In 2015-2016 88% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.<br>**In 2016-2017, 90% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.**<br><br>**Increase Attendance Rate from 95.2% to 96.6%**<br><br>**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.<br><br>**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.<br><br>**Post-secondary Indicator Score** (**college-ready graduates**) 85% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:<br>    • meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or<br>    • complete and earn credit on at least two advanced/dual credit enrollment courses; or<br>    • enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program).<br>**Meet eligible Campus Academic Achievement Distinction Designations (AADD)**<br>    • *7-8     50% of indicators will be in top quartile at each campus.*<br>    • *HS     33% of indicators will be in top quartile at each campus.*<br>**Grade 7-12 Safeguard Indicators**<br>    Safeguard Target for Participation Rate (if applicable): N/A<br>    Safeguard Target for Federal Graduation Rate (if applicable): N/A<br>    Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): N/A |
| **Focus Strategies** | **DROPOUT PREVENTION PROGRAM**<br>    • Utilize campus procedures to identify, intervene, and monitor the progress of at-risk students.<br>    • Provide mentors to targeted at-risk students.<br>    • Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups.<br>    • Maintain variety of credit recovery opportunities for secondary students who are over age for grade level including night school.<br>    • Implement structured, departmental-advisory tutorials on a weekly basis for all EOC tested subjects.<br>    • Meet one-on-one with at-risk students to discuss grades and attendance.<br>    • Schedule guest speakers to visit College Park campus to promote the importance of education and continuing post-secondary study.<br>    • Encourage club and activity involvement.<br>    • 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.<br>    • Provide transportation for students after school; so they can attend structured tutorial that are being offered.<br>    • Provide targeted intervention through the WIN program for identified at-risk students.<br><br>**ATTENDANCE**<br>    • Review, revise, and implement daily attendance procedures to meet 96+% average attendance.<br>    • 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).

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| **Financial Resources** | Campus budget, SCE, Title III, HSA |
| **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 |

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| | 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<br>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<br>TAPR<br>Meet Performance Indicators for CASE |
| **Project Manager(s):** | Principal<br>Assistant Principal |

| Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF | |
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| **Objective** | To recruit, retain, and develop highly qualified teachers and staff for all students. |
| **Focus Strategies** | <ul><li>Ensure the appropriate certification and highly qualified requirements for all professional staff.</li><li>Participate in Spring Job Fair to encourage employment in CISD.</li><li>Participate in Fall and Spring Student Teacher Reception (if campus has student teachers) to encourage employment in CISD.</li><li>Provide mentor support for beginning teachers and involve administration in mentor activities.</li><li>Improve teachers' knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers.</li><li>Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li><li>Provide opportunities for teachers to acquire ESL certification.</li><li>Provide high-quality, on-going staff development to maintain 100% of classes taught by highly qualified teachers in core academic areas.</li><li>Create and foster Professional Learning Communities within all academic departments.</li><li>Hold department meetings on a monthly basis with 100% participation requirement.</li><li>Provide technology classes and in-service training on the implementation of CANVAS, Chrome Carts, iPads, photo story, steaming video, CPS, Web Page Design, First Class, Smartboard, Document Cameras, Interwrite, PAC, and TAC into the classroom.</li><li>Provide opportunities for feeder school meetings by departments to ensure curriculum alignment.</li><li>Provide opportunities and events to recognize staff achievements and offer staff appreciation.</li><li>Provide a teacher-to-teacher support system that is not mentor/mentee related, rather more of a supporting role to a colleague.</li><li>Provide opportunities to attend Advanced Placement (AP) training such as the Rice Institute for all PAP and AP teachers.</li></ul> |
| **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<br>Assistant Principal |

| Goal 3 PARENTS AND COMMUNITY | |
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| **Objective** | To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose. |

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| **Indicator 1.**<br>*Community and Parent Involvement*<br><br>**Indicator 2.**<br>*21ˢᵗ Century Workforce Development*<br><br><br>**Indicator 3.**<br>*Dropout Prevention Strategies* | **Indicator 1 Focus Strategies**<br>• 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.<br>• 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.<br>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.<br>• 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, and disaster/life threatening situations.<br>• Sustain school/parent committees to increase communication and collaboration between the school and community.<br>• Provide opportunities at school for parents to participate in academic and social events with students.<br>• Utilize the automated callout system to provide relevant information to parents.<br>• Provide parent instruction in financial aid, post-secondary issues, graduation, PSAT, and class/core selection information.<br>• Utilize CISD and campus website to promote campus and district events, and information for parents, families, communities, and businesses.<br>**Indicator 2 Focus Strategies**<br>• Retain and expand the campus partnerships with The Woodlands Development Company to support the educational achievement of all students.<br>• Provide opportunities for community members to interact with students (i.e. Junior Achievement, Interview Day, VASE, and juried competitions).<br>• Continue to increase our CTE course offerings to include additional career clusters.<br>• Continue to increase our dual credit course offerings.<br>**Indicator 3 Focus Strategies**<br>• Provide grade update emails through PAC when grade falls below parent-selected threshold.<br>• Maintain an attendance webpage for parents to receive needed information about attendance issues and establish communication between parents and school.<br>• Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.<br>• Inform parents via automated emails when a student receives a grade below 75 or an incomplete.<br>• Provide opportunities for students to retest at least once a marking period.<br>• Establish an Attendance Appeal Committee to work with student (and parents) who have been on an attendance contract.<br>• Encourage all Professional Learning Communities (PLC) to offer class specific incentives for attendance.<br>• Assign an administrator to 9ᵗʰ Grade Initiatives: What I Need (WIN) Class, Mentoring, Advisory Tutoring, and Advisory Educational Presentations. |
| **Financial Resources** | Campus budget |
| **Additional Resources** | Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology |
| **Monitoring Timeline** | Formative          November, January<br>Summative        July |
| **Formative Evaluation** | Record of contact with media, Record of press releases, Record of campus communication, and Website information is current and accurate. |
| **Summative Evaluation** | Meet Performance Indicators for Campus<br>Meet Performance Indicators for CASE |
| **Project Manager** | Principal |

| Goal 4 | SAFE SCHOOLS |
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| **Objective** | To provide a safe and orderly school environment conducive to learning for all students and staff. |
| **Focus Strategies** | <ul><li>Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li><li>Provide programs such as *Eyes Wide Open* for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</li><li>Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li><li>Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li><li>Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services.</li><li>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.</li><li>Provide parent education in safe schools and personal safety/wellness through programs on students in crisis, conflict resolution, parenting skills, and life/coping skills.</li><li>Promote clubs and organizations in areas of interest to promote student involvement in school.</li><li>Students will pass a driver safety exam prior to being issued a parking spot.</li><li>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.</li><li>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.</li><li>Continue to use "Raptor" services to identify visitors and at-risk individuals on campus.</li><li>Conduct random locker, backpack, and parking lot searches.</li><li>Continue to have assigned parking for staff and students.</li><li>All faculty and staff will be present in the hall during all class changes and before/after school supervising students.</li><li>Increase the number of surveillance cameras on campus.</li><li>Ensure that the TWCP respect policy is posted in each class.</li><li>Continue to increase awareness of punctuality as it pertains to good citizenship through the NEAT (Never Ever Absent or Tardy) program.</li><li>Ensure that communication devices (radios and cell phones) are maintained and monitored.</li><li>Test all safety equipment in classrooms on a monthly basis.</li><li>Utilize the CPHS advisory class to address the specific issues of bullying and suicide prevention.</li><li>Teachers will maintain vigilance over the classroom and immediate areas to watch out for hazardous situations.</li><li>Utilize student groups such as Student Council to disseminate information on a variety of student safety topics.</li></ul> |
| **Financial Resources** | Campus budget |
| **Additional Resources** | Emergency Operations Plan |
| **Monitoring Timeline** | Formative November, January<br>Summative July |
| **Formative Evaluation** | Record of programs/presentations/trainings for students and staff<br>Quarterly reports of police activity and safety drills for campus |
| **Summative Evaluation** | Clean safety audit |
| **Project Manager(s):** | Principal<br>Assistant Principal |

| Goal 5 | TECHNOLOGY |
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| **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** | <ul><li>Increase student opportunities for utilizing technology across the curriculum areas.</li><li>Provide hands-on training in use of new technology hardware and software.</li><li>Provide staff development on integration of technology across the curriculum.</li><li>Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li><li>Provide students and staff the opportunity to utilize technology as a tool for information management, problem-solving, decision making, and communication.</li><li>Provide staff development on CANVAS and require all teachers to use as a Learning Management System for all classes.</li><li>Instruct educators in the use of real-time data from View-It, INOVA Plus, Forethought, CANVAS, and 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.</li><li>Staff will create and maintain websites designed to interact and collaborate with all stakeholders.</li><li>Provide all students access to an account for Naviance that will assist the students in career planning.</li><li>Provide staff development for uses of cell phones such as *Flipping the Classroom* for the purpose of instruction.</li><li>Provide technology classes and in-service training on CANVAS, Inova Plus, Moodle, Google Docs, and Eduphoria for all classroom teachers.</li><li>Assure the technology is available for students and teachers to learn at the highest level and be prepared for the changing educational format.</li></ul>Add additional I-Learn account to allow access to targeted students. |
| **Financial Resources** | Campus budget |
| **Additional Resources** | Technology staff |
| **Monitoring Timeline** | Formative          November, January<br>Summative         July |
| **Formative Evaluation** | Records of professional development in technology.<br>Campus and District Technology Plans align with strategies. |
| **Summative Evaluation** | Meet Performance Indicators for STaR Report |
| **Project Manager(s):** | Principal<br>Assistant Principal<br>Technology Liaison |

**State Compensatory Education Program**
**2016-2017 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 | 20,500 | 0.37 |
| Index 3  - Accelerated Instruction | Teachers Addressing At-Risk Students | 266,988 | 4.00 |
| Index 3 – After School Credit Recovery | Credit Recovery | 61,009 | 1.00 |
| Index 3 – After School Credit Recovery | Instructional Materials for At-Risk Students | 500 | 0.00 |
| Technology – Strategies | Technology Support for At-Risk Students | 1,000 | 0.00 |
| | **TOTAL SCE** | **349,997** | **5.37** |

**Resources Allocated for Title III**
**2016-2017 School Year**

| Strategy | Program/Service | Funds Budgeted | FTEs |
|---|---|---|---|
| **Title III LEP** | | | |
| ELA Strategies 4 & 6 | Extra Duty Tutorials | 1,000 | 0.02 |
| ELA Strategies 4 & 6 | Technology | 500 | 0.00 |
| ELA Strategies 4 & 6 | Books | 400 | 0.00 |
| ELA Strategies 4 & 6 | Instructional Materials | 600 | 0.00 |
| | **TOTAL Title III LEP** | **2,500** | **0.02** |