

Conroe Independent School District
TW College Park High School
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

College Park High School received an overall **A?** rating for the 2022-2023 school year. College Park received an overall A rating for the 2021-2022 school year. The following scores are based on a total student population of 3,231 with 26.1 percent coded as Economically Disadvantaged.

2022-2023 Accountability Data Summary

	Component Score	Scaled Score	Rating
Overall			
Student Achievement		86	B
STAAR Performance	69	92	
College, Career and Military Readiness	77	79	
Graduation Rate	98.5	90	
School Progress		84	B
Academic Growth	76	80	
Relative Performance (Eco Dis: 26.1%)	69		B
Closing the Gaps			

Percent Participation (all tests)

Participation	
% participation 2021-22	99%
% participation 2022-23	

2023 STAAR Performance

ELA/Reading

English I

	Number of Students				Percent			
Campus Name	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
American Indian/Alaskan Native	4	3	3	2	75%	75%	50%	67%
Asian	84	81	77	54	96%	92%	64%	84%
Black/African American	77	57	43	14	74%	56%	18%	49%
Hispanic	272	220	170	46	81%	63%	17%	53%
Two or More Races	31	28	26	13	90%	84%	42%	72%
White	402	368	321	147	92%	80%	37%	69%
Grand Total	870	757	640	276	87%	74%	32%	64%

English II

	Number of Students				Percent			
Campus Name	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
American Indian/Alaskan Native	4	4	2	0	100%	50%	0%	50%
Asian	98	93	85	50	95%	87%	51%	78%
Black/African American	77	60	44	10	78%	57%	13%	49%
Hispanic	291	228	176	33	78%	60%	11%	50%
Two or More Races	48	46	41	10	96%	85%	21%	67%
White	413	393	352	98	95%	85%	24%	68%
Grand Total	931	824	700	201	89%	75%	22%	62%

Mathematics

	Number of Students				Percent			
Campus Name	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
American Indian/Alaskan Native	3	3	1	1	100%	33%	33%	56%
Asian	72	71	70	54	99%	97%	75%	90%
Black/African American	76	63	40	12	83%	53%	16%	50%
Hispanic	254	228	154	66	90%	61%	26%	59%
Two or More Races	37	35	27	15	95%	73%	41%	69%
White	359	338	276	124	94%	77%	35%	69%
Grand Total	801	738	568	272	92%	71%	34%	66%

Science

	Number of Students				Percent			
Campus Name	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
American Indian/Alaskan Native	4	4	3	2	100%	75%	50%	75%
Asian	83	83	79	65	100%	95%	78%	91%
Black/African American	72	65	42	15	90%	58%	21%	56%
Hispanic	253	234	165	71	92%	65%	28%	62%
Two or More Races	35	35	28	17	100%	80%	49%	76%
White	379	371	329	186	98%	87%	49%	78%
Grand Total	826	792	646	356	96%	78%	43%	72%

Social Studies

	Number of Students				Percent			
Campus Name	Total Testers	Approaches	Meets	Masters	Approaches	Meets	Masters	Performance
American Indian/Alaskan Native	3	3	3	1	100%	100%	33%	78%
Asian	68	68	65	56	100%	96%	82%	93%
Black/African American	43	42	32	19	98%	74%	44%	72%
Hispanic	230	227	191	117	99%	83%	51%	78%
Two or More Races	45	45	44	36	100%	98%	80%	93%
White	347	347	328	258	100%	95%	74%	90%
Grand Total	736	732	663	487	99%	90%	66%	85%

Standardized Testing Summary

	SAT Middle 50%	Avg EBRW	Avg Math	ACT Middle 50%	PSAT Middle 50%
2020	1040-1340	591	599	22-31	920-1230
2021	1070-1370	578	579	22-31	920-1220
2022	1070	553	549	27	1016

Advanced Placement 2022-2023

Total AP Students: 874

Number of Exams: 2,051

Across 36 Subjects

Averaging a 3.7

Percent of Total AP Students with Scores 3+: 82%

National Merit Recognition

National Hispanic Scholars: 27

National African American Scholars: 6

National Indigenous Recognition: 4

College Park High School has many things to be proud of based on last year's student performance, including:

- Overall, the campus has reached or is reaching pre-COVID levels of success on all End of Course (EOC) exams for all levels of achievement.
- African American students saw significant gains in the Meets Grade Level performance level on all EOC exams.
- English I, English II, Algebra I, and Biology increased the number of ALL students mastering Grade Level expectations.
- Special Education saw significant gains in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History EOC exams.

While we are proud of our overall student achievement, we know there is work to be done in the following areas:

- The percent of students who were credited as College, Career, and Military Readiness continues to fall short of what is necessary to receive a distinction.
- African American students continue to significantly lag behind their peers in all End of Course exams in the Meets Grade Level of performance.
- ELL students continue to struggle in the Meets Grade Level of performance on all End of Course Exams.
- Economically Disadvantaged students continue to lag behind their peers in earning a CCMR point.

Student Achievement Strengths

College Park High School has many things to be proud of based on last year's student performance, including:

Overall, the campus has reached or is reaching pre-COVID levels of success on all End of Course (EOC) exams for all levels of achievement.

Student Achievement Strengths

- All students increased in Meets Grade Level performance in English I from 73 to 74 percent and Masters Grade Level performance from 27 to 32 percent.
- All students increased in Meets Grade Level performance in English II from 74 to 75 percent and Masters Grade Level performance from 18 to 22 percent.
- All students increased in Meets Grade Level performance in Algebra I from 46 to 71 percent and Masters Grade Level performance from 24 to 34 percent.
- All students increased in Meets Grade Level performance in Biology from 75 to 78 percent and Masters Grade Level performance from 41 to 43 percent.

- All students increased in Meets Grade Level performance in US History from 87 to 90 percent.
- Hispanic students increased in Meets Grade Level performance in English I from 62 to 63 percent, Algebra I from 39 to 61 percent, and US History from 82 to 83 percent.
- Special Education increased in Meets Grade Level performance in English I from 21 to 31 percent, in Algebra I from 13 to 30 percent, in Biology from 20 to 46 percent, and in US History from 41 to 46 percent.
- Economically Disadvantaged students increased in Meets Grade Level performance in English II from 49 to 51 percent, in Algebra I from 35 to 47 percent, and in US History from 70 to 77 percent.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. **Root Cause:** Students are still impacted by the loss of education due to COVID.

Problem Statement 2 (Prioritized): The percentage of students who were credited as College, Career, and Military Ready (CCMR) improved from 73 percent to 77 percent but did not reach the campus goal of 80 percent. **Root Cause:** Teachers need additional training in what college readiness looks like and how to measure it in formative and summative assessments. In addition, students need to be made aware earlier of the options available to earn a CCMR point, and the campus needs to be proactive in identifying students who need TSI.

Problem Statement 3 (Prioritized): African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. **Root Cause:** This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.

Problem Statement 4 (Prioritized): The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. **Root Cause:** This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.

Problem Statement 5 (Prioritized): The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. **Root Cause:** Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Problem Statement 6 (Prioritized): The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams. **Root Cause:** We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.

Culture and Climate

Culture and Climate Summary

College Park High School prides itself on providing an academically rigorous curriculum focused on each student and their specific needs. Staff members have a common mindset that contributes to significant collaboration in Professional Learning Communities (PLCs) and within each department. PLCs are an integral part of our learning environment as all staff members belong to a PLC at the subject, school, and/or district level. PLCs use data to make instructional decisions and all resources are utilized including, but not limited to, instructional coaches, counselors, administrators, RTI, ESL and Special Education staff members, and interventionists. When problems are identified, a review of all data is initiated, solutions are implemented, data is reviewed again, and additional help (including the formation of new PLCs) is applied. PLCs also provide the opportunity for teachers to share instructional ideas and best practices, create new and engaging lessons, and troubleshoot classroom management issues, thereby creating a strong instructional team and positive atmosphere for the students.

Although academic rigor for all students is our goal, recognizing and appreciating cultural differences is our mandate. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, College Park High School encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open minded and equipped to live in a diverse world and work alongside those with differing views and backgrounds. College Park School is committed to the social, emotional, behavioral, and academic success of all students. At College Park High School, students successfully manage their emotions, behaviors, and make responsible decisions. College Park High School is proactive in keeping campuses, staff, and students safe as well as taking a positive, proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

- All staff members belong to a PLC and have been trained in the best practices of PLCs as outlined by Solution Tree.
- At College Park High School, hiring campus personnel to reflect the cultural and diverse student body is a priority.
- “All Means All” at College Park High School. Every students’ academic, social, and emotional needs are a priority.
- College Park High School utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas.
- College Park High School strives to ensure a safe and orderly environment conducive to learning for all students and staff.
- At College Park High School, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions and behaviors, and make responsible decisions.
- At College Park High School, social emotional learning functions as an integral part of the total school environment.
- College Park High School continues to promote safety through Safe Schools and emergency trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.
- At College Park High School, we engage students, families, and our community as authentic partners in social and emotional development.
- College Park High School provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): PLCs need to effectively plan, reflect, and analyze data. **Root Cause:** COVID disrupted our increasingly developed PLC process as the basic needs of our students, staff, and community were the top priorities. We have also had a larger staff turnover over the past year. We have made great strides in returning to our highly effective PLC processes, but there is still work to do.

Problem Statement 2 (Prioritized): Minority populations are underrepresented in advanced classes and academically focused clubs and organizations. **Root Cause:** Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.

Problem Statement 3 (Prioritized): The cultural diversity of our staff is not representative of our student population. **Root Cause:** There is a limited number of minority applicants for teaching positions in our school.

Parent and Community Engagement

Parent and Community Engagement Summary

College Park High School enjoys a positive and active relationship with our parents and the community. Parents eagerly attend open house, orientations, athletic competitions, fine arts performances, festivals, celebrations, and academic events. Getting volunteers to participate in field trips, band competitions, Project Graduation, or the Shattered Lives program is never a concern. In addition, members of the community are welcomed visitors in our schools for Veteran's Day, Leadworthy interviews, Health Care Science practicals, guest speakers, and EFTA internships. Our parents and community members report feeling very welcome when they arrive at any school event thanks to the warm and caring approach of our front staff, administration, counselors, teachers, coaches, and students. We have always prided our school as a family, and our Senior exit survey supports this. Parents know education is our top priority, but they are appreciative of the strong relationships our staff provides for our students and parents.

Our school website is always up to date, and our parents receive a "Cavalier Connection" each Friday outlining upcoming events. In addition, our Learning Management System, CANVAS, continues to be a valuable resource. Communication is constant, utilizing our website, email, CANVAS, View-it, Naviance, and School Messenger. Given our growing Hispanic population with limited knowledge of the English language, we have established a bilingual Parent Liaison position to assist Spanish speaking students and families with their educational needs. It is evident that we view our parents as a partner in their child's education.

We value our partnership with PTO and have a high percentage of staff members join each year regardless of whether they have a student in the building or not. Our PTO supports our staff through celebratory and "thank you" breakfasts and lunches, snacks during hectic times of the school year, and opportunities to purchase classroom supplies and technology.

Discipline is a strength with the most pressing issues being minimal infractions such as tardies, dress code, or failure to attend an after school detention. We work to establish and maintain clear behavioral expectations and consistent consequences for students.

Health and wellness continues to be a major focus of our entire school environment. All campus personnel have made staying healthy, both mentally and physically, a priority.

Parent and Community Engagement Strengths

College Park High School works diligently to grow and maintain a positive relationship with our parents and the community. We evaluate shifts in our student body and community and make necessary changes on campus to ensure the relationship stays strong. We value the impact our stakeholders have on our campus and we will continue to seek ways to achieve 100% parental participation.

- Enthusiastic attendance by parents and community members at extra-curricular activities
- Establishment of the Parent Liaison position to assist bilingual students and families
- Significant volunteer hours by members of the community
- Excellent communication through various modes
- PTO Membership is high for both parents and staff members
- Low discipline concerns
- 100% participation in Fitness Gram

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The number of students needing support for mental health issues is increasing. **Root Cause:** COVID created an environment of isolation and low expectations which continues to cause anxiety with our students.

Problem Statement 2 (Prioritized): Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. **Root Cause:** Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication. In addition, language barriers often cause parents to shy away from communicating with campus personnel.

Priority Problem Statements

Problem Statement 1: The number of students needing support for mental health issues is increasing.

Root Cause 1: COVID created an environment of isolation and low expectations which continues to cause anxiety with our students.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers.

Root Cause 2: Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication. In addition, language barriers often cause parents to shy away from communicating with campus personnel.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: PLCs need to effectively plan, reflect, and analyze data.

Root Cause 3: COVID disrupted our increasingly developed PLC process as the basic needs of our students, staff, and community were the top priorities. We have also had a larger staff turnover over the past year. We have made great strides in returning to our highly effective PLC processes, but there is still work to do.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Minority populations are underrepresented in advanced classes and academically focused clubs and organizations.

Root Cause 4: Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams.

Root Cause 5: Students are still impacted by the loss of education due to COVID.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The percentage of students who were credited as College, Career, and Military Ready (CCMR) improved from 73 percent to 77 percent but did not reach the campus goal of 80 percent.

Root Cause 6: Teachers need additional training in what college readiness looks like and how to measure it in formative and summative assessments. In addition, students need to be made aware earlier of the options available to earn a CCMR point, and the campus needs to be proactive in identifying students who need TSI.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams.

Root Cause 7: This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam.

Root Cause 8: This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level.

Root Cause 9: Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams.

Root Cause 10: We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: The cultural diversity of our staff is not representative of our student population.

Root Cause 11: There is a limited number of minority applicants for teaching positions in our school.

Problem Statement 11 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 77 percent to 88 percent.

High Priority





HB3 Goal

Evaluation Data Sources: SAT Reports, TSI Attendance Log, Unit Plans, IBC Documentation, and Staff Development Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: School Day ACT will be offered to Seniors in the fall and SAT to all Juniors in the Spring. TSI will be offered to Seniors throughout the spring. Strategy's Expected Result/Impact: Increased number of students earning a CCMR point through their SAT, ACT, and/or TSI score. Staff Responsible for Monitoring: Associate Principal, Lead Counselor, College and Career Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All College Park staff members who teach Junior and Senior English and Math courses will be required to become familiar with the TSI requirements and incorporate them into classroom activities and assessments.</p> <p>Strategy's Expected Result/Impact: Junior and Senior teachers will imbed TSI requirements into their daily curriculum increasing the number of students who pass the TSI.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, PLC Team Leads, College and Career Counselor, Associate Principal, Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Substitutes for teachers to develop TSI Lessons/Material - State Comp Ed - \$1,500, TSI Materials - State Comp Ed - \$1,500</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All Juniors will take the PSAT in the fall. Personalized score improvement resources for SAT testing will be brought to students' attention through CPHS lessons and print media.</p> <p>Strategy's Expected Result/Impact: Increase the number of students prepared for SAT requirements/success and thereby earning a CCMR point.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 2 - Parent and Community Engagement 2</p> <p>Funding Sources: CCMR Prep Materials/Supplies - State Comp Ed - \$1,500</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: All CTE teachers will be trained on the requirements for the corresponding IBCs and the timely submission of certifications. CTE teachers will continue teaching course alignment. IBC information will be included in curriculum and pursued as a course goal. Strategy's Expected Result/Impact: Increase the number of students earning an IBC. Staff Responsible for Monitoring: Classroom Teachers, Department Chair for CTE, Department Administrator, TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: The percentage of students who were credited as College, Career, and Military Ready (CCMR) improved from 73 percent to 77 percent but did not reach the campus goal of 80 percent. Root Cause: Teachers need additional training in what college readiness looks like and how to measure it in formative and summative assessments. In addition, students need to be made aware earlier of the options available to earn a CCMR point, and the campus needs to be proactive in identifying students who need TSI.
Parent and Community Engagement
Problem Statement 2: Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. Root Cause: Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication. In addition, language barriers often cause parents to shy away from communicating with campus personnel.

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: College Park High School will increase the percent of African American students who meet grade level on all End of Course exams by five percent.

High Priority

Evaluation Data Sources: Increased STAAR scores for African American students, Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Emphasize academic vocabulary (including word parts), analytical skills, and writing skills throughout each unit for Biology and US History. Examples include word walls, gallery walks, graphic organizers, mind maps, and reflection writing. Strategy's Expected Result/Impact: Increasing vocabulary acquisition and academic writing skills will increase all students STAAR scores. Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Lead, Department Administrator Problem Statements: Student Achievement 3 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will focus on Math Fluency by developing a unit by unit vocabulary list. The vocabulary will be introduced at the beginning of each unit and will be emphasized throughout the unit to develop. This will assist students in better understanding the content and developing strategies to be better problem solvers. Strategy's Expected Result/Impact: Increased STAAR EOC exam scores in Algebra I. Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Lead, Department Administrator, Instructional Coach Problem Statements: Student Achievement 3 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - Math - State Comp Ed - \$38,765.50	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use Delta Math to develop targeted instruction to meet the needs of our African American students where they are today. Teachers will design a self-paced course for remediation and utilize it for tutorials and to assess progress in moving towards the grade level goal. Strategy's Expected Result/Impact: Increase STAAR EOC exam scores in Algebra I and add value to all students. Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Lead, Department Administrator, Instructional Coach Problem Statements: Student Achievement 3 Funding Sources: Approved Software - Delta Math - State Comp Ed - \$2,000	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Using district CFA data each quarter, teachers will utilize targeted small group instruction focused on improving academic writing skills and effective test taking strategies pertaining to the EOC. Strategy's Expected Result/Impact: Increased STAAR EOC scores in English I and II Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Lead, Department Administrator, Instructional Coach Problem Statements: Student Achievement 1, 3, 4, 5 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - English - State Comp Ed - \$19,754.75	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Integrate culturally diverse reading and instructional material to allow academic concepts to be more relevant and engaging in order to appeal to a broader audience of learners. Strategy's Expected Result/Impact: Increased STAAR EOC scores in English I and II Staff Responsible for Monitoring: Classroom Teachers, PLC leads, Department Lead, Department Administrator, Instructional Coach Problem Statements: Student Achievement 1, 3, 4, 5	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. Root Cause: Students are still impacted by the loss of education due to COVID.
Problem Statement 3: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. Root Cause: This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.

Student Achievement

Problem Statement 4: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. **Root Cause:** This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.

Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. **Root Cause:** Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: College Park High School will increase the percent of Hispanic students who meet grade level on the English I, English II, Biology, and US History End of Course exams by three percent.

High Priority

Evaluation Data Sources: Increase STAAR scores for Hispanic students, Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize differentiated instructional strategies with an emphasis on vocabulary, analytical skills, and writing skills throughout each unit. Examples include word wall, gallery walks, graphic organizers, mind maps, and reflection writing. Strategy's Expected Result/Impact: Increased STAAR EOC scores for Hispanic students in US History Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Leads, Department Administrator Problem Statements: Student Achievement 4 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate culturally diverse reading and instructional material to allow academic concepts to be more relevant and engaging in order to appeal to a broader audience of learners. Strategy's Expected Result/Impact: Increase the level of interest for minority students in required readings and curriculum material. Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Leads, Instructional Coach, Department Administrator Problem Statements: Student Achievement 1, 3, 4, 5	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: English I and II teachers will partner and coordinate with Emerging Bilingual (EB) instructors and paraprofessionals during PLC meetings to ensure that Spanish speaking students are receiving necessary support and integrated strategies throughout instruction and embedded within assessments (i.e. bilingual dictionaries, graphic aides, differentiated instruction, text-to-language scaffolding, etc). Strategy's Expected Result/Impact: Increased STAAR scores for Hispanic students in English I and II Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Leads, Instructional Coach, Department Administrator Problem Statements: Student Achievement 4 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - English - State Comp Ed - \$19,754.75	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Emphasize academic vocabulary (including word parts) and interactive activities throughout each unit for Biology. Examples include word walls, gallery walks, graphic organizers, and mind maps. Strategy's Expected Result/Impact: Increased STAAR EOC scores for Hispanic students in Biology Staff Responsible for Monitoring: Classroom teachers, PLC leads, Department Leads, Department Administrator Problem Statements: Student Achievement 1, 3, 4 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. Root Cause: Students are still impacted by the loss of education due to COVID.
Problem Statement 3: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. Root Cause: This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.
Problem Statement 4: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. Root Cause: This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.
Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. Root Cause: Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.





Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: College Park High School will increase the percent of Economically Disadvantaged students who meet grade level on the English I and Biology End of Course exams by five percent.

High Priority

Evaluation Data Sources: Increased STAAR scores for Economically Disadvantaged students, Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate social-emotional learning strategies where students are engaged in a positive, EOC goal-oriented classroom environment. Strategy's Expected Result/Impact: Increased STAAR scores in English I and Biology for Economically Disadvantaged students Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Leads, Instructional Coach, Department Administrator Problem Statements: Student Achievement 1 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - English - State Comp Ed - \$9,877.38	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate and partner with students and parents to ensure that students are aware of and have access to the necessary support services within our campus (i.e. registered for free and reduced lunch, access to free tutoring across all subject areas, food lockers, etc). Strategy's Expected Result/Impact: Increased STAAR scores in English I and Biology for Economically Disadvantaged students Staff Responsible for Monitoring: Classroom Teachers, PLC Leads, Department Leads, Instructional Coach, Department Administrator Problem Statements: Student Achievement 1, 3, 4, 5, 6 - Parent and Community Engagement 2 Funding Sources: Peer Tutoring - State Comp Ed - \$4,900, English and Math Teacher additional tutoring - State Comp Ed - \$1,500	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. Root Cause: Students are still impacted by the loss of education due to COVID.

Student Achievement

Problem Statement 3: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. **Root Cause:** This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.

Problem Statement 4: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. **Root Cause:** This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.

Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. **Root Cause:** Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Problem Statement 6: The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams. **Root Cause:** We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.

Parent and Community Engagement

Problem Statement 2: Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. **Root Cause:** Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication. In addition, language barriers often cause parents to shy away from communicating with campus personnel.

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: College Park High School will increase the percent of Special Education students who meet grade level on the English II End of Course exam by five percent.

High Priority

Evaluation Data Sources: Increased STAAR scores for Special Education students, Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR, and ARD documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted instruction for short constructive responses through repetitive use of TWCP paragraph formula. Strategy's Expected Result/Impact: Increased STAAR EOC scores in English II for Special Education students. Staff Responsible for Monitoring: Classroom Teachers, PLC leads, Department Leads, Department Administrator Problem Statements: Student Achievement 5 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - English - State Comp Ed - \$9,877.38	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Build upon students' relative strengths to increase efficiency with revising and editing daily warm-ups. Strategy's Expected Result/Impact: Increased STAAR EOC scores in English II for Special Education students. Staff Responsible for Monitoring: Classroom Teachers, PLC leads, Department Leads, Department Administrator Problem Statements: Student Achievement 5 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - English - State Comp Ed - \$9,877.38	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase student's independent reading stamina. Strategy's Expected Result/Impact: Increased STAAR EOC scores in English II for Special Education students. Staff Responsible for Monitoring: Classroom Teachers, PLC leads, Department Leads, Department Administrator Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Emphasize literary devices through novels and short stories. Strategy's Expected Result/Impact: Increased STAAR EOC scores in English II for Special Education students. Staff Responsible for Monitoring: Classroom Teachers, PLC leads, Department Leads, Department Administrator Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Support Facilitate and Co-Teachers will be an active and productive member of the corresponding PLCs. Strategy's Expected Result/Impact: Increase participation of Special Education staff in the PLC process, and an increase in the Special Education staff's ability to provide accommodated or modified material as needed and when needed. Staff Responsible for Monitoring: General Education teachers, Support Facilitate Teachers, Special Education Department Chair, Special Education Department Administrator, and Associate Principal Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. Root Cause: Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 6: College Park High School will increase the percent of English Language Learner students who meet grade level on the English I, Algebra I, Biology, and US History End of Course exams by five percent.

High Priority

Evaluation Data Sources: Increased STAAR scores for English Language Learners, Campus Based Assessments, CFA's, Interims, Eduphoria, TELPAS reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify those ESL students needing to meet grade level on their EOC exams and provide in class push-in support for those tested subjects. Strategy's Expected Result/Impact: Increased STAAR EOC scores for ELL students in English I, Algebra I, Biology, and US History. Staff Responsible for Monitoring: Classroom Teacher, ELL Teacher, Department Lead, ELL Administrator Problem Statements: Student Achievement 6 Funding Sources: Student Success Manager - State Comp Ed - \$8,426.50, Instructional Coach - English - State Comp Ed - \$9,877.38, Instructional Coach - Math - State Comp Ed - \$38,765.50, Material/Supplies/Instructional Aids - Title III - \$4,750	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We have created an ESL peer tutoring program on our campus for all EOC tested subjects in which our ESL students will be able to receive tutoring in their native language to further their understanding of the testing content and testing strategies. Strategy's Expected Result/Impact: Increased STAAR EOC scores for ELL students in English I, Algebra I, Biology, and US History. Staff Responsible for Monitoring: Classroom Teacher, ELL Teacher, Department Lead, ELL Administrator Problem Statements: Student Achievement 6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers of our ESL sheltered classes will teach and have students apply specific EOC strategies that focus on understanding how to use specific tools on the EOC exams to help students to meet grade level. Strategy's Expected Result/Impact: Increased STAAR EOC scores for ELL students in English I, Algebra I, Biology, and US History. Staff Responsible for Monitoring: Classroom Teacher, ELL Teacher, Department Lead, ELL Administrator Problem Statements: Student Achievement 6	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Have an ESL teacher attend PLC meetings for all EOC tested subjects to ensure student needs are being met and provide teachers with strategies for instruction and assessment. Strategy's Expected Result/Impact: Increased STAAR EOC scores for ELL students in English I, Algebra I, Biology, and US History. Staff Responsible for Monitoring: Classroom Teacher, ELL Teacher, Department Lead, ELL Administrator Problem Statements: Student Achievement 6	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 6: The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams. Root Cause: We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: College Park High School will maintain an efficient and effective fiscal management system.

Evaluation Data Sources: Audit

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus principal will meet with the financial secretary monthly to review bank statements and related records. Strategy's Expected Result/Impact: Clean audit, positive feedback Staff Responsible for Monitoring: Staff Members responsible for budgets, Activity Accounts Paraprofessional. Budget/Travel/Business Accounts Paraprofessional, Principal	Formative		
	Dec	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			





Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: College Park High School will model good PLC practices as outlined by Solution Tree.

High Priority

Evaluation Data Sources: Staff Development Agendas, PLC Meeting Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Each EOC Tested PLC will meet twice weekly to review norms, confirm calendars, and review data to guide future instruction. Strategy's Expected Result/Impact: Consistent Instructional Practices and Increased Student Performance Staff Responsible for Monitoring: Department Administrators, PLC Team Leads, Associate Principal ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - Culture and Climate 1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All PLCs will be required to meet at least once weekly and submit unit plans to their google drive. Strategy's Expected Result/Impact: Consistent meetings with clear communication and expectations. Staff Responsible for Monitoring: PLC Team Leads, Department Administrators, Associate Principal ESF Levers: Lever 2: Strategic Staffing Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. Root Cause: Students are still impacted by the loss of education due to COVID.
Problem Statement 2: The percentage of students who were credited as College, Career, and Military Ready (CCMR) improved from 73 percent to 77 percent but did not reach the campus goal of 80 percent. Root Cause: Teachers need additional training in what college readiness looks like and how to measure it in formative and summative assessments. In addition, students need to be made aware earlier of the options available to earn a CCMR point, and the campus needs to be proactive in identifying students who need TSI.

Student Achievement

Problem Statement 3: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. **Root Cause:** This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.

Problem Statement 4: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. **Root Cause:** This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.

Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. **Root Cause:** Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Problem Statement 6: The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams. **Root Cause:** We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.

Culture and Climate

Problem Statement 1: PLCs need to effectively plan, reflect, and analyze data. **Root Cause:** COVID disrupted our increasingly developed PLC process as the basic needs of our students, staff, and community were the top priorities. We have also had a larger staff turnover over the past year. We have made great strides in returning to our highly effective PLC processes, but there is still work to do.





Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: College Park High School will recruit, retain, and develop highly qualified teachers and staff reflective of our demographics.

Evaluation Data Sources: School Profile

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus leadership team will provide on going support to new staff members through a targeted mentor program. Strategy's Expected Result/Impact: Increase staff retention Staff Responsible for Monitoring: Assistant Principals, Associate Principals, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional coaches and interventionists will support new teachers through modeling, Peer Coaching, Instructional Rounds, and Professional Development. Strategy's Expected Result/Impact: Increase staff retention, Increased student performance in novice teachers classrooms. Staff Responsible for Monitoring: Instructional Coaches, Department Administrators, Associate Principals, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus leadership team will recognize staff members through TAEs, Cavalier of the Month, and fun monthly staff activities. Strategy's Expected Result/Impact: Increase staff morale Staff Responsible for Monitoring: Assistant Principals, Counselors, Associate Principals, Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 3: The cultural diversity of our staff is not representative of our student population. Root Cause: There is a limited number of minority applicants for teaching positions in our school.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Counselors will train our students and staff on mental health issues, suicidal protocol, and mental health resources.

High Priority

Evaluation Data Sources: Staff Development Agendas, Students Surveys, Lead Counselor Record of Mental Health

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will conduct several mental health professional development activities through out the year for our faculty and staff. Strategy's Expected Result/Impact: Increase understanding and recognition of mental health concerns and protocol. Staff Responsible for Monitoring: Lead Counselor, Counselors, Associate Principal, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Staff Development - State Comp Ed - \$960.98	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will use classroom presentations, CPHS Activities and the STAR Program to address mental health and suicide protocol. Strategy's Expected Result/Impact: Increased understanding and recognition of mental health concerns. Decreased number of serious mental health reports. Staff Responsible for Monitoring: Lead Counselor, Counselors, Associate Principal, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: The number of students needing support for mental health issues is increasing. Root Cause: COVID created an environment of isolation and low expectations which continues to cause anxiety with our students.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: College Park High School will maintain a safe and secure building.

Strategy 1 Details	Formative Reviews		
Strategy 1: All staff members will wear a visible ID badge and keep all exterior and interior classroom doors locked. Strategy's Expected Result/Impact: Increase the safety and security for all students and staff at College Park High School Staff Responsible for Monitoring: Assistant Principals, Associate Principals, Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus nurse and clinic aide will coordinate an emergency response team that will conduct trainings on Stop the Bleed, CPR and AED Implementation. Strategy's Expected Result/Impact: Increase the efficiency and effectiveness of our Emergency Response Team. Staff Responsible for Monitoring: Associate Principal, Principal, Nurse ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: College Park High School will organize and sponsor culturally diverse clubs reflective of the school demographics.

Evaluation Data Sources: List of official clubs at College Park High School

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be made aware of all available clubs and activities during school orientations, homeroom activities at the beginning of school, and during the Academic Showcase in February. Strategy's Expected Result/Impact: Increased number of clubs and club members. Staff Responsible for Monitoring: Assistant Principals, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 - Parent and Community Engagement 2	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All students will be made aware of the procedure for establishing a club. Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 2: Minority populations are underrepresented in advanced classes and academically focused clubs and organizations. Root Cause: Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.

Parent and Community Engagement





Problem Statement 2: Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. **Root Cause:** Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication. In addition, language barriers often cause parents to shy away from communicating with campus personnel.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 4: College Park High School will communicate and involve all stake holders in the school environment.

Evaluation Data Sources: Presentation Attendance, 5ht Period Ambassador Program Attendance, Social Media Platforms

Strategy 1 Details	Formative Reviews		
Strategy 1: A parent representative who speak Spanish or Mandarin will use Social Media to communicate school events through social media. Strategy's Expected Result/Impact: Increase the participation of minority parents and students at school wide events who speak a language other than English in the home. Problem Statements: Culture and Climate 2 - Parent and Community Engagement 2	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Find novel ways (Spanish Parent Information Night, ESL Ambassadors for all students who speak a language other than English, Counselor and ESL Presentations in highly populated apartment complexes, PTO Luncheons for new or Spanish speaking parents at atypical times, Spanish versions of most school correspondence) to engage our minorities in school events. Strategy's Expected Result/Impact: Increased involvement of minority parents in school related activities. Increased participation of minorities in advanced classes and programs traditionally not attended by minorities. Staff Responsible for Monitoring: Lead Counselor, Counselors, ESL Teachers, Associate Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2 Funding Sources: ESL resources/material - Title III - \$1,500	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Culture and Climate

Problem Statement 2: Minority populations are underrepresented in advanced classes and academically focused clubs and organizations. **Root Cause:** Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.

Parent and Community Engagement

Problem Statement 2: Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. **Root Cause:** Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication. In addition, language barriers often cause parents to shy away from communicating with campus personnel.

Goal 5: Effective Instruction





CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: College Park High School will continue to utilize highly effective instructional strategies (Marzano, formative assessments, differentiated instruction, mental math, project-based learning, inquiry-based learning, Reader's Writer's Workshop, Quality Questioning) to create rigorous, student-centered learning experiences in all classroom.

High Priority

Evaluation Data Sources: CFAs, Interim Assessments, PSAT, SAT, and ACT scores, Campus Assessments, EOC Scores, CTE certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Coaches and Department Administrators will provide professional development on effective teaching strategies to increase the faculty's confidence with implementation as well as increase student engagement and learning. Strategy's Expected Result/Impact: Increased engagement, Increased assessment scores, Increased standardized testing scores Staff Responsible for Monitoring: Instructional Coaches, Department Administrators, Associate Principals, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All College Park High School teachers will participate in two Instructional Rounds centered on highly effective instructional practices. Strategy's Expected Result/Impact: Increase in the use of highly effective instructional practices. Staff Responsible for Monitoring: Department Administrators, Associate Principals, Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Reduce class size in EOC tested areas to help improve the EOC meet grade level percentage in all subject areas, especially in ESL, Hispanic, African American, and Special Education subpopulations. Strategy's Expected Result/Impact: Improve subpopulation meet grade level percentage on all EOC Staff Responsible for Monitoring: Department Chairs, Instruction Coaches, Assistant Principals, Associate Principals, Principal ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 Funding Sources: Additional Teachers in 4 core EOC areas - State Comp Ed - \$315,479	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. Root Cause: Students are still impacted by the loss of education due to COVID.</p> <p>Problem Statement 2: The percentage of students who were credited as College, Career, and Military Ready (CCMR) improved from 73 percent to 77 percent but did not reach the campus goal of 80 percent. Root Cause: Teachers need additional training in what college readiness looks like and how to measure it in formative and summative assessments. In addition, students need to be made aware earlier of the options available to earn a CCMR point, and the campus needs to be proactive in identifying students who need TSI.</p> <p>Problem Statement 3: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. Root Cause: This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.</p> <p>Problem Statement 4: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. Root Cause: This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.</p> <p>Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. Root Cause: Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.</p> <p>Problem Statement 6: The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams. Root Cause: We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: College Park High School will utilize technology to increase rigor, to provide diverse learning opportunities, and to increase comfort level with on line testing.

Evaluation Data Sources: Eduphoria, PLC Unit Plans, Standardized Testing Results

Strategy 1 Details	Formative Reviews		
Strategy 1: The technology specialist will ensure there are enough computers and band width to handle on line administration of school wide assessments (Interims, STAAR EOC, SAT, and AP Testing). Strategy's Expected Result/Impact: Increase in the number of tests offered through on line testing. Staff Responsible for Monitoring: Technology Specialist, Testing Coordinator, , AP Coordinator, Associate Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: College Park High School will increase the number of chrome carts available for daily learning. Strategy's Expected Result/Impact: Increase diverse learning opportunities for all students, and increase students comfort level with using on line technology for testing. Staff Responsible for Monitoring: Associate Principal, Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Advanced Placement courses will utilize AP Classroom. Strategy's Expected Result/Impact: Increase scores on AP exams Staff Responsible for Monitoring: AP Classroom Teachers, AP Coordinator	Formative		
	Dec	Mar	June

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Achievement 2

No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Student Achievement**

Problem Statement 1: The Economically Disadvantaged sub group declined in the Meets Grade Level performance level in the English I and Biology End of Course exams. **Root Cause:** Students are still impacted by the loss of education due to COVID.

Problem Statement 2: The percentage of students who were credited as College, Career, and Military Ready (CCMR) improved from 73 percent to 77 percent but did not reach the campus goal of 80 percent. **Root Cause:** Teachers need additional training in what college readiness looks like and how to measure it in formative and summative assessments. In addition, students need to be made aware earlier of the options available to earn a CCMR point, and the campus needs to be proactive in identifying students who need TSI.

Problem Statement 3: African American students performed well below the Meets Grade Level performance level of all students on the English I, English II, Algebra I, and Biology End of Course exams. **Root Cause:** This sub population is still impacted by the loss of education due to COVID as this group had the highest percentage of students who were remote learners.

Problem Statement 4: The Hispanic sub group saw minimal growth in the Meets Grade Level performance level on the English I and US History End of Course exams, saw no growth on the Biology End of Course exam, and declined on the English II End of Course exam. **Root Cause:** This sub group is still impacted by the loss of education due to COVID. Plus, in many cases, students in this sub group are Limited English Proficient, and the language barrier poses difficulties for student achievement.

Problem Statement 5: The Special Education sub group did not see growth on the English II End of Course exam in the Meets Grade Level performance level. **Root Cause:** Not all teachers are ensuring that Special Education students have access to grade level curriculum for the designated content area. General Education teachers with Special Education students need additional training on providing supports, and there needs to be a better tracking system for Support Facilitation teachers to ensure all Special Education students are receiving their needed support.

Problem Statement 6: The English Language Learners sub group declined in the Meets Grade Level performance level on the English I, Algebra I, Biology, and US History End of Course exams, and the sub group did not see growth in the Meets Grade Level performance level on the English II End of Course exams. **Root Cause:** We continue to have significant increases in the number of LEP 1 (C) students served. Many of these students spoke little to no English upon enrollment. Our supports did work well for students with Intermediate or above language skills as we increased our overall LEP scores in almost every other area.

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Material/Supplies/Instructional Aids		\$4,750.00
4	4	2	ESL resources/material		\$1,500.00
Sub-Total					\$6,250.00
Budgeted Fund Source Amount					\$6,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes for teachers to develop TSI Lessons/Material		\$1,500.00
1	1	2	TSI Materials		\$1,500.00
1	1	3	CCMR Prep Materials/Supplies		\$1,500.00
1	2	1	Student Success Manager		\$8,426.50
1	2	2	Student Success Manager		\$8,426.50
1	2	2	Instructional Coach - Math		\$38,765.50
1	2	3	Approved Software - Delta Math		\$2,000.00
1	2	4	Student Success Manager		\$8,426.50
1	2	4	Instructional Coach - English		\$19,754.75
1	3	1	Student Success Manager		\$8,426.50
1	3	3	Student Success Manager		\$8,426.50
1	3	3	Instructional Coach - English		\$19,754.75
1	3	4	Student Success Manager		\$8,426.50
1	4	1	Student Success Manager		\$8,426.50
1	4	1	Instructional Coach - English		\$9,877.38
1	4	2	Peer Tutoring		\$4,900.00
1	4	2	English and Math Teacher additional tutoring		\$1,500.00
1	5	1	Student Success Manager		\$8,426.50
1	5	1	Instructional Coach - English		\$9,877.38

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Instructional Coach - English		\$9,877.38
1	5	2	Student Success Manager		\$8,426.50
1	6	1	Instructional Coach - Math		\$38,765.50
1	6	1	Instructional Coach - English		\$9,877.38
1	6	1	Student Success Manager		\$8,426.50
4	1	1	Staff Development		\$960.98
5	1	3	Additional Teachers in 4 core EOC areas		\$315,479.00
Sub-Total					\$570,155.00
Budgeted Fund Source Amount					\$570,155.00
+/- Difference					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$576,405.00
Grand Total Spent					\$576,405.00
+/- Difference					\$0.00