

Conroe Independent School District

TW College Park High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

2019-2020 Accountability Rating: *Not Rated*

All districts and campuses are labeled *Not Rated: Declared State of Disaster* for 2020.

2018-19 Texas Academic Performance Report Summary

College Park High School received a 2019 Overall Texas Accountability rating of 92 (A). This was achieved by meeting all three targets: 2018-19 Texas Academic Performance Report Summary

- Student Achievement - 93
- School Progress - 83
- Closing the Gaps - 89

The campus also earned distinctions: Mathematics, Science, and Comparative Closing the Gaps.

2019-2020 Benchmark Data

Algebra I	Total Students	Approaches	Meets	Masters
The Woodlands College Park High School	507	63.71%	18.93%	6.31%
Economic Disadvantage	157	49.04%	8.28%	1.27%
Black/African American	54	40.74%	5.56%	0%
Hispanic	186	59.68%	15.05%	3.76%
LEP	52	30.77%	5.77%	1.92%
Special Ed Indicator	32	25%	6.25%	3.12%

English I

The Woodlands College Park High School	776	89.18%	79.64%	28.22%
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Algebra I	Total Students	Approaches	Meets	Masters
Economic Disadvantage	174	78.16%	64.94%	9.20%
Black/African American	66	84.85%	68.18%	12.12%
Hispanic	236	85.17%	72.03%	19.07%
LEP	62	51.61%	35.48%	3.23%
Special Ed Indicator	32	53.12%	34.38%	3.12%

Biology

The Woodlands College Park High School	732	86.20%	58.74%	23.36%
Economic Disadvantage	155	72.26%	39.35%	8.39%
Black/African American	65	76.92%	43.08%	10.77%
Hispanic	214	79.91%	46.26%	10.75%
LEP	52	46.15%	11.54%	0%
Special Ed Indicator	22	59.09%	4.55%	4.55%

English II

The Woodlands College Park High School	780	85.38%	74.74%	22.05%
Economic Disadvantage	136	68.38%	56.62%	8.09%
Black/African American	57	82.46%	57.89%	10.53%
Hispanic	196	75%	63.27%	12.24%
LEP	42	40.48%	30.95%	2.38%
Special Ed Indicator	21	28.57%	19.05%	0%

US History

The Woodlands College Park High School	451	89.58%	74.28%	47.89%
Economic Disadvantage	105	92.38%	69.52%	36.19%
Black/African American	43	97.67%	79.07%	34.88%
Hispanic	170	85.88%	68.82%	47.06%
LEP	46	78.26%	50%	26.09%
Special Ed Indicator	29	65.52%	37.93%	17.24%

Standardized Testing Summary

	SAT Middle 50%	Avg EBRW	Avg Math	ACT Middle 50%	PSAT Middle 50%
2019	1080-1370	610	611	22-30	970-1240
2020	1040-1340	591	599	22-31	920-1230
2021	1070-1370	601	611	22-31	920-1220

Advanced Placement 2019 2020

Total AP Students: 809

Number of Exams: 1,823

Across 33 Subjects

Averaging a 3.6

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

National Merit Recognition 2021

Semifinalist: 22

Commended Scholars: 37

National Hispanic Scholars: 11

National African American Scholars: 3

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

Improving the performance of students who Mastered Grade Level in the following subject standards:

18% of the student population Mastered Grade Level in English II. This was a 5% decrease from 2018.

47% of the student population Mastered Grade Level in Biology. This was a 3% decrease from 2018.

73% of the student population Mastered Grade Level in US History. This was a 2% decrease from 2018.

College Park High School has made great strides in closing the performance gaps of student populations, but certain areas still need improvement. Areas for improvement include:

48% of the Special Education population Approached Grade Level in English I compared to 88% of All Students.

51% of the LEP population Approached Grade Level in English I compared to 88% of All Students.

24% of the Special Education population Approached Grade Level in English II compared to 86% of All Students.

60% of the LEP population Approached Grade Level in English II compared to 86% of All Students.

59% of the Special Education population Approached Grade Level in Algebra I compared to 90% of All Students.

7.8% of the African American population successfully completed a Dual Credit course compared to 21.7% of All Students.

19.6% of the African American population successfully complete an Advanced Placement(AP) course compared to 42.6% of All Students.

Student Achievement Strengths

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

- Earning 3 Distinctions
- Increasing Masters Grade Level in English I by 7%
- Increasing Masters Grade Level in Algebra I by 5%
- Increasing Approaches Grade Level in English I for Special Education students by 20%
- Increasing Approaches Grade Level in English II for LEP students by 11%
- Increasing English I Benchmark scores from 26% Approaching Grade Level to 51.61% for LEP Students
- Increasing English II Benchmark scores from 25.64% Approaching Grade Level to 40.48% for LEP Students
- Graduating 95.9% of our Seniors with the Foundation High School Program (Distinguished Level of Achievement)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): When compared to higher performing schools within our comparison group, CPHS student assessment results indicate an under performance in and the need to focus on the percentage of students that meet and master grade level for the English I EOC and the English II EOC. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2 (Prioritized): Limited English Proficiency (LEP) students are performing well below the performance level for all students in the English I EOC and the English II EOC. **Root Cause:** Not all teachers are utilizing linguistic accommodations with fidelity.

Problem Statement 3 (Prioritized): Special Education students are performing well below the performance level for all students in the English I EOC, the English II EOC, and the Algebra I EOC. **Root Cause:** Not all teachers are ensuring that Special Education students have access to grade level appropriate curriculum.

Problem Statement 4: African American students are not enrolling and successfully completing advanced courses at the same rate as all students. . **Root Cause:** Historically, curriculum and text rich in cultural diversity was underrepresented and students were unable to see the value of exploring these courses at a higher level.

Culture and Climate

Culture and Climate Summary

At College Park High School, 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 on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world. 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. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), College Park High School follows the measures to mitigate the spread of COVID-19. 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

At College Park High School, all staff will undergo Cultural and Diversity Awareness training.

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, 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 Safe Schools through Safe Schools 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): Teachers are feeling overwhelmed creating and maintaining a dual platform for learning. **Root Cause:** Covid-19 has required our teachers to provide for both In Person and Remote learners.

Problem Statement 2 (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.

Problem Statement 3: 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

Parent and Community Engagement Summary

College Park High School enjoys a healthy and active relationship with our parents and the community. Parents eagerly attend athletic competitions, fine arts performances, and academic events. Getting volunteers to participate in field trips, Band competitions, Project Graduation or the Shattered Lives programs 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 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, 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 relationship 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, has been a valuable resource prior to COVID and even more so now that we have Remote Learners. Communication is constant utilizing our website, email, CANVAS, View-it, Naviance and School Messenger. 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. This year, COVID has made it difficult for PTO to support our teachers in the manner that they are accustomed to, but they still seek ways to support our staff and we welcome their contributions to our campus.

Discipline is a strength with the most pressing issues being minimal infractions such as tardies or failure to attend an after school detention.

Health and wellness, particularly this year has been a major focus of our entire school environment. All campus personnel have made staying healthy under the current COVID restrictions and guidelines a priority and consistently enforce face masks, hand sanitizer usage, and sanitation protocol between classes.

Parent and Community Engagement Strengths

College Park High School works diligently to maintain and grow a positive relationship with our parents and the community. 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
- 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): Students, staff members, and parents are reluctant to be on campus or participate in extra curricular activities due to COVID concerns. **Root Cause:** COVID-19 pandemic has caused difficulty for large group assemblies.

Problem Statement 2 (Prioritized): Parents and student have been overwhelmed with email communication. **Root Cause:** COVID-19 pandemic has caused many things to change and email has been the only source to communicate these changes.

Problem Statement 3: PTO has found it difficult to support our staff. **Root Cause:** COVID-19 has prevented numerous luncheons, school giveaways and small tokens of appreciation.

Priority Problem Statements

Problem Statement 1: When compared to higher performing schools within our comparison group, CPHS student assessment results indicate an under performance in and the need to focus on the percentage of students that meet and master grade level for the English I EOC and the English II EOC.

Root Cause 1: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Limited English Proficiency (LEP) students are performing well below the performance level for all students in the English I EOC and the English II EOC.

Root Cause 2: Not all teachers are utilizing linguistic accommodations with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Special Education students are performing well below the performance level for all students in the English I EOC, the English II EOC, and the Algebra I EOC.

Root Cause 3: Not all teachers are ensuring that Special Education students have access to grade level appropriate curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers are feeling overwhelmed creating and maintaining a dual platform for learning.

Root Cause 4: Covid-19 has required our teachers to provide for both In Person and Remote learners.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: The cultural diversity of our staff is not representative of our student population.

Root Cause 5: There is a limited number of minority applicants for teaching positions in our school.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Students, staff members, and parents are reluctant to be on campus or participate in extra curricular activities due to COVID concerns.

Root Cause 6: COVID-19 pandemic has caused difficulty for large group assemblies.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Parents and student have been overwhelmed with email communication.

Root Cause 7: COVID-19 pandemic has caused many things to change and email has been the only source to communicate these changes.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase this year's English I and English II STAAR Performance by 5% (English I 88% to 93%; English II 86% to 91%) for all students Approaching Grade Level and increase all students Mastering Grade Level by at least 5% (English I 30% to 35%; English II 18% to 23%).

Evaluation Data Sources: Campus Assessment Data
Benchmark Data
STAAR Scores

Summative Evaluation: None

Strategy 1: Students in all English I and English II courses will utilize rigorous, yet relevant texts from a variety of sources to answer complex questions at the highest level of Bloom's Taxonomy. Strategy's Expected Result/Impact: Increased reading stamina and comprehension. Increased engagement. Increased STAAR scores. Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coaches, Department Administrator, Associate Principal, Principal Problem Statements: Student Achievement 1 Funding Sources: Accelerated Instruction - State Comp Ed - \$451,663	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide personnel and material for interventions via pull-outs and push-ins and flexible grouping to fill skill gaps. Strategy's Expected Result/Impact: Increase reading stamina and comprehension. Increased STAAR scores. Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coaches, Department Administrators, Associate Principal, Principal Problem Statements: Student Achievement 1 Funding Sources: Tutors - State Comp Ed - \$18,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: When compared to higher performing schools within our comparison group, CPHS student assessment results indicate an under performance in and the need to focus on the percentage of students that meet and master grade level for the English I EOC and the English II EOC. Root Cause: High yield academic strategies that

have proven to increase student achievement have not been implemented across content areas with fidelity.





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase Special Education Student performance on the English I EOC, the English II EOC, and the Algebra I EOC by 5% (English I 48% to 53%; English II 24% to 29%; and Algebra I 59% to 64%).

Evaluation Data Sources: Campus Assessment Data
Benchmark Data
STAAR Scores

Summative Evaluation: None

Strategy 1: Teachers will utilize Marzano Strategies to provide grade level curriculum with support to all Special Education students. Strategy's Expected Result/Impact: Increased engagement. Increased STAAR scores. Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coaches, Department Administrators, Associate Principal, Principal Problem Statements: Student Achievement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Designated Special Education Staff will attend all subject area PLC meetings to align curriculum and be proactive on student needs. Strategy's Expected Result/Impact: Aligned, grade level curriculum. Increased course grades. Increased STAAR scores. Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coaches, Department Administrators, Associate Principal, Principal Problem Statements: Student Achievement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Special Education students are performing well below the performance level for all students in the English I EOC, the English II EOC, and the Algebra I EOC. Root Cause: Not all teachers are ensuring that Special Education students have access to grade level appropriate curriculum.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





Performance Objective 3: Increase LEP Student performance on the English I EOC and the English II EOC by 5% (English I 51% to 56%; English II 60% to 65%).

Evaluation Data Sources: Campus Assessment Data

Benchmark Data

STAAR Scores

Summative Evaluation: None

Strategy 1: EL students will be grouped so support teachers can push-in to provide the needed support for the student and the teacher. Strategy's Expected Result/Impact: Improved course grades. Improved TELPAS and STAAR scores. Increased engagement. Staff Responsible for Monitoring: Classroom teachers, ESL Staff, Department Administrator, Associate Principal, Principal Problem Statements: Student Achievement 2 Funding Sources: Training Material. Tutors. - Title III - \$4,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: All teachers with EL students will receive training on how to provide linguistic support to our EL students. Strategy's Expected Result/Impact: Improved course grades. Improved TELPAS and STAAR scores. Increased engagement. Staff Responsible for Monitoring: Classroom teachers, ESL Staff, Department Administrator, Associate Principal, Principal Problem Statements: Student Achievement 2 Funding Sources: Training Material. Substitutes - Title III	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Incorporate Reader's Workshop with an emphasis on culturally diverse text to engage the reader. Strategy's Expected Result/Impact: Improve reading stamina and comprehension. Improve course grades. Improve TELPAS and STAAR Scores. Increase engagement. Staff Responsible for Monitoring: Classroom teachers, ESL Staff, Department Administrator, Associate Principal, Principal Problem Statements: Student Achievement 2 Funding Sources: Books. Training. - Title III	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Limited English Proficiency (LEP) students are performing well below the performance level for all students in the English I EOC and the English II EOC. Root Cause: Not all teachers are utilizing linguistic accommodations with fidelity.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: College Park High School will maintain an efficient and effective fiscal management system. Strategy's Expected Result/Impact: Clean audit. Positive staff feedback. Staff Responsible for Monitoring: Staff Members Assigned to Budgets, Activity Accounts Paraprofessional, Budget/Travel/Business Accounts Paraprofessional, Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<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 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

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: Increased staff retention. Staff Responsible for Monitoring: Assistant Principal. Associate Principal. Principal. Problem Statements: Culture and Climate 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<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 1 Problem Statements:

Culture and Climate
Problem Statement 2: 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: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: College Park High School will send out a weekly newspaper, Cavalier Connection, which will highlight important academic and extra-curricular events as well as numerous opportunities to become an active member of the CP community. Strategy's Expected Result/Impact: Increased stakeholder involvement in the school community. Staff Responsible for Monitoring: Counselors, Assistant Principals, Associate Principals, Principal Problem Statements: Culture and Climate 1 - Parent and Community Engagement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide current information regarding COVID and the impact on both In Person and Remote Learners to all stakeholders through email, School Messenger, Naviance and CANVAS. Strategy's Expected Result/Impact: Increased understanding of all stakeholders. Staff Responsible for Monitoring: Counselors, Assistant Principals, Associate Principals, Principal Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Teachers are feeling overwhelmed creating and maintaining a dual platform for learning. Root Cause: Covid-19 has required our teachers to provide for both In Person and Remote learners.
Parent and Community Engagement
Problem Statement 1: Students, staff members, and parents are reluctant to be on campus or participate in extra curricular activities due to COVID concerns. Root Cause: COVID-19 pandemic has caused difficulty for large group assemblies.
Problem Statement 2: Parents and student have been overwhelmed with email communication. Root Cause: COVID-19 pandemic has caused many things to change and email has been the only source to communicate these changes.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Train all staff and students on COVID safety procedures and protocols and communicate these with all stakeholders. Strategy's Expected Result/Impact: Increased number of In-Person Learners. Decreased number of staff and students isolated or quarantined. Staff Responsible for Monitoring: Classroom teachers, Nurse, Assistant Principals, Associate Principals, Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: College Park High School will use technology to meet the needs of all Remote and In Person Learners through the systemic use of CANVAS in all classes. Strategy's Expected Result/Impact: Remote students will be able to access the curriculum. Increased success for Remote Learners. Staff Responsible for Monitoring: Teachers, Department Chairs, Associate Principals, Principal Funding Sources: Chrome Books, Hot Spots for Remote Learners - Title IV - \$16,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Train all staff on the use of Proctorio, a test proctoring software, so all In Person and Remote Learners have equitable testing environments. Strategy's Expected Result/Impact: Increased use of online testing. Decreased number of referrals for academic dishonesty. Staff Responsible for Monitoring: Teachers, Department Chairs, Associate Principal, Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: College Park High School will utilize email, School Messenger, CANVAS, Naviance, Cavalier Connection, and social media to communicate important information regarding school happenings. Strategy's Expected Result/Impact: Increased participation for all stakeholders. Decreases number of complaints. Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principals, Associate Principals, Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<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>				

State Compensatory

Personnel for TW College Park High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dania Mihjazi	English Teacher	State Comp Ed	1.00
Jan Protteau	English Teacher	State Comp Ed	1.00
Jennifer Kline	Physics Teacher	State Comp Ed	1.00
Kenneth Guiton	Student Success Teacher	State Comp Ed	1.00
Leah Sheth	Social Studies Teacher	State Comp Ed	1.00
Linda Kalinec	Math Teacher	State Comp Ed	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Accelerated Instruction		\$451,663.00
1	1	2	Tutors		\$18,000.00
Sub-Total					\$469,663.00
Budgeted Fund Source Amount					\$469,663.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Training Material. Tutors.		\$4,500.00
1	3	2	Training Material. Substitutes		\$0.00
1	3	3	Books. Training.		\$0.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Chrome Books, Hot Spots for Remote Learners		\$16,000.00
Sub-Total					\$16,000.00
Budgeted Fund Source Amount					\$16,000.00
+/- Difference					\$0.00
Grand Total					\$490,163.00

Addendums