

Conroe Independent School District
TW College Park High School
2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

College Park High School was *Not Rated* during the 2020-2021 school year as all districts and campuses in the state of Texas were declared a State of Emergency because of COVID. Many of our scores atypically decreased from the last STAAR administration (2018-2019) due to a large number of students receiving education remotely. College Park High School began the year with over 40% of our student population receiving remote learning. This decreased to 30% by the end of the year. In addition, our teachers were responsible for both In Person and On Line learners.

The following scores are based on 3,067 students with 20.7% coded as Economically Disadvantaged, 5.5% coded as LEP, and an overall participation rate of 96% (a decrease of 4%).

2020-21 Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	70
College, Career and Military Readiness	69
Graduation Rate	98
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 20.2%)	70
Closing the Gaps % of Indicators Met	
Academic Achievement Status	91%
Growth Status	N/A
Graduation Status	38%
English Language Proficiency Status	100%
Student Success Status	100%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	96%

2021 STAAR Performance

ALL Subjects

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	91%	80%	86%	94%	94%	99%	*	90%	81%	65%	74%	48%	81%	93%	84%
At Meets GL Standard or Above	77%	58%	65%	85%	63%	95%	*	82%	60%	28%	44%	27%	67%	81%	65%
At Masters GL Standard	43%	24%	28%	50%	19%	73%	*	53%	24%	5%	13%	7%	29%	47%	32%

ELA/Reading

ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	88%	76%	82%	92%	83%	99%	-	89%	75%	54%	68%	38%	79%	91%	79%
At Meets GL Standard or Above	79%	59%	66%	86%	67%	95%	-	82%	60%	23%	43%	26%	57%	83%	66%
At Masters GL Standard	31%	15%	17%	35%	0%	67%	-	43%	13%	1%	4%	4%	7%	34%	20%

Mathematics

Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	89%	73%	85%	92%	*	100%	-	84%	81%	79%	81%	49%	67%	91%	82%
At Meets GL Standard or Above	62%	39%	46%	70%	*	94%	-	72%	42%	28%	35%	19%	56%	68%	45%
At Masters GL Standard	35%	22%	22%	37%	*	74%	-	44%	20%	12%	18%	2%	33%	39%	21%

Science

Science

Percent of Tests

At Approaches GL Standard or Above	93%	78%	88%	96%	*	100%	-	95%	83%	67%	76%	52%	78%	94%	89%
At Meets GL Standard or Above	79%	56%	66%	86%	*	92%	-	88%	59%	22%	38%	25%	67%	82%	68%
At Masters GL Standard	48%	22%	29%	56%	*	76%	-	65%	25%	5%	15%	9%	33%	52%	37%

Social Studies

Social Studies

Percent of Tests

At Approaches GL Standard or Above	96%	97%	93%	98%	*	98%	*	96%	91%	74%	82%	66%	100%	97%	93%
At Meets GL Standard or Above	87%	73%	81%	91%	*	98%	*	87%	81%	49%	61%	40%	90%	89%	80%
At Masters GL Standard	73%	47%	61%	80%	*	85%	*	78%	57%	8%	27%	20%	50%	76%	61%

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	578	579	22-31	920-1220

Advanced Placement 2020 - 2021

Total AP Students: 781

Number of Exams: 1,691

Across 33 Subjects

Averaging a 3.6

% of Total AP Students with Scores 3+: 80%

National Merit Recognition 2021

Semifinalist: 15

Commended Scholars: 35

National Hispanic Scholars: 23

National African American Scholars: 8

National Indigenous Recognition: 4

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

ELA/Reading increased Approaches Grade Level (Increased by 1%), Meets Grade Level (Increased by 5%) and Masters Grade Level (Increased by 7%) performance for all students and all sub populations in the 2020 - 2021 school year.

ELL performance in ELA/Reading increased significantly: Approaches Grade Level (Increased by 13%), Meets Grade Level (Increased by 16%), and Masters Grade Level (Increased by 2%).

All students showed growth in the Mastering the Grade Level Performance (Increased from 41% to 43%) for the 2020-2021 school year on all tests.

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

Mathematics lost value for all students and all sub populations.

Science lost value for all students and all sub populations.

All African American and Special Education students lost value in Mathematics, Science, and Social Studies performance.

5 of the 7 student groups did not meet the state targeted graduation rate status of 90%.

In summary, remote learning contributed to a higher number of credit deficient (81) and reclassified students (10), a lower number of students participating (-93) and being successful (-.6) in STAAR EOCs, and a fewer number of AP exams completed and earning college credit (-28).

Student Achievement Strengths

College Park High School Achievement Strengths

- Increased Mastered Grade Level of all tests for all students by 2% in a difficult year due to COVID restrictions.
- Increased Approaches Grade Level (+4) and Meets Grade Level (+6) of all tests for ELL students.
- ELA/Reading increased Approaches Grade Level (Increased by 1%), Meets Grade Level (Increased by 5%) and Masters Grade Level (Increased by 7%) performance for all students and all sub populations in the 2020 - 2021 school year.
- ELL performance in ELA/Reading increased significantly: Approaches Grade Level (Increased by 13%), Meets Grade Level (Increased by 16%), and Masters Grade Level (Increased by 2%).
- ELL performance in Biology increased: Meets Grade Level (Increased by 2%). Mastered Grade Level (Increased by 1%).
- All students and all sub populations exceeded state targets for Academic Achievement.
- Our average SAT score for the class of 2021 is 1157 compared to the state average of 1022.
- 80% of our students taking an AP exam earn a 3 or higher (earning college credit) compared to 60% average of all students taking an AP exam.
- College Park High School increase the percentage of graduate earning an Industry Based Certificate by 6%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): College Park High School students performed significantly lower than the previous year (2018-2019) on the Algebra I and Biology End of Course exams. **Root Cause:** Over 20% of the students were remote learners who did not receive direct instruction since March of 2019.

Problem Statement 2 (Prioritized): African American students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams. **Root Cause:** 33% of the African American student population were remote learners and did not receive direct instruction. Furthermore, some lacked the needed resources to access the on line curriculum.

Problem Statement 3 (Prioritized): The percentage of student who were credited as College, Career, and Military Readiness decreased from 78% to 69%. **Root Cause:** Teachers lack training in what college readiness looks like and how to measure it in formative assessment practices. In addition, COVID impacted instruction.

Problem Statement 4 (Prioritized): 5 of the 7 student groups failed to meet the required growth for the state graduation rate. **Root Cause:** African American, Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students failed to show growth due to the impact of COVID on attendance and academic performance in the 2019-2020 school year. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.

Problem Statement 5 (Prioritized): Special Education students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams. **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.

Problem Statement 6 (Prioritized): Fewer ELL students Met Grade Level Expectations on Algebra I (decreased from 44% to 35%), and US History (decreased from 63% to 61%) End of Course exams than in 2018-2019. **Root Cause:** 30% for the ELL students were remote learners and many lacked the resources to be successful through on line learning.

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 mind set 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 this year 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.

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 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. 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, 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 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 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.

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 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 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. 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. Last year, COVID made it difficult for PTO to support our teachers in the manner that they were accustomed to, but they still managed to support our teachers and they will continue to do so this year under less restrictions.

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.

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): The number of students needing support for mental health issues is increasing. **Root Cause:** COVID created an environment of isolation and low expectations.

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.

Problem Statement 3 (Prioritized): Parents and community members were not as visible on campus and did not have as much input regarding our school environment as in previous years. **Root Cause:** COVID prevented parents and community members from being on campus.

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.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: PLCs need to effectively plan, reflect, and analyze data.

Root Cause 2: COVID disrupted our increasingly developed PLC process as the basic needs of our students, staff and community were the top priorities.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: College Park High School students performed significantly lower than the previous year (2018-2019) on the Algebra I and Biology End of Course exams.

Root Cause 3: Over 20% of the students were remote learners who did not receive direct instruction since March of 2019.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: African American students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams.

Root Cause 4: 33% of the African American student population were remote learners and did not receive direct instruction. Furthermore, some lacked the needed resources to access the on line curriculum.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The percentage of student who were credited as College, Career, and Military Readiness decreased from 78% to 69%.

Root Cause 5: Teachers lack training in what college readiness looks like and how to measure it in formative assessment practices. In addition, COVID impacted instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers.

Root Cause 6: Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Minority populations are underrepresented in advanced classes and academically focused clubs and organizations.

Root Cause 7: Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: The cultural diversity of our staff is not representative of our student population.

Root Cause 8: There is a limited number of minority applicants for teaching positions in our school.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: Parents and community members were not as visible on campus and did not have as much input regarding our school environment as in previous years.

Root Cause 9: COVID prevented parents and community members from being on campus.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: 5 of the 7 student groups failed to meet the required growth for the state graduation rate.

Root Cause 10: African American, Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students failed to show growth due to the impact of COVID on attendance and academic performance in the 2019-2020 school year. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: Special Education students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams.

Root Cause 11: 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.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: Fewer ELL students Met Grade Level Expectations on Algebra I (decreased from 44% to 35%), and US History (decreased from 63% to 61%) End of Course exams than in 2018-2019.

Root Cause 12: 30% for the ELL students were remote learners and many lacked the resources to be successful through on line learning.

Problem Statement 12 Areas: Student Achievement

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: We will increase our Algebra I EOC passing rate from 91% to 95% and our Biology I EOC passing rate from 93% to 97% for all students.

Evaluation Data Sources: Campus Based Assessments, CFAs, Interim Reports, Eduphoria, TELPAS reports, and TAPR Reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details
<p>Strategy 1: Interim Assessments will drive instructional strategies for increased rigor and individualized instruction.</p> <p>Strategy's Expected Result/Impact: Increased scores on the Algebra I and Biology EOC exams.</p> <p>Staff Responsible for Monitoring: PLC Team Leads, Department Administrators, Associate Principal</p> <p>Problem Statements: Student Achievement 1 - Culture and Climate 1</p>
Strategy 2 Details
<p>Strategy 2: Targeted small group instruction will be utilized to increase rigor and drive a higher level of understanding and fluency.</p> <p>Strategy's Expected Result/Impact: Increased passing rate for all students. Increased percentage rate for Master's Grade Level.</p> <p>Staff Responsible for Monitoring: PLC Team Leads, Department Administrators, Associate Principal</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Reading Interventionist (2 Years) - ESSER - \$144,881, Instructional Support for At-Risk Students - State Comp Ed - \$163,031, Math Paraprofessional (2 Years) - ESSER - \$58,261, Substitutes - State Comp Ed - \$25,737</p>
Strategy 3 Details
<p>Strategy 3: Our students will use written responses to support their answers.</p> <p>Strategy's Expected Result/Impact: Increased understanding. Increased STAAR Scores.</p> <p>Staff Responsible for Monitoring: PLC Leads, Department Administrators, Associate Principal</p> <p>Problem Statements: Student Achievement 1</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: College Park High School students performed significantly lower than the previous year (2018-2019) on the Algebra I and Biology End of Course exams. Root Cause: Over 20% of the students were remote learners who did not receive direct instruction since March of 2019.</p>

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.

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: We will increase the passing rate on all EOC exams for African American students from 80% to 90%.

Strategy 1 Details
<p>Strategy 1: Targeted small group instruction will be utilized to increase rigor and drive a higher level of understanding and fluency.</p> <p>Strategy's Expected Result/Impact: Increased understanding. Increased math fluency. Increased STAAR EOC scores.</p> <p>Staff Responsible for Monitoring: PLC Leads, Department Administrators, Associate Principal</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Instructional Support for At-Risk Students - State Comp Ed - \$237,611</p>
Strategy 2 Details
<p>Strategy 2: All courses will utilize rigorous and multiculturally diverse, yet relevant texts from a variety of sources to answer complex questions at the highest level of Bloom's Taxonomy.</p> <p>Strategy's Expected Result/Impact: Increased reading stamina and comprehension. Increased engagement. Increased STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coaches, Department Administrator, Associate Principal, Principal</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Books - State Comp Ed - \$25,737</p>
Strategy 3 Details
<p>Strategy 3: All courses will utilize differentiated instructional strategies (word walls, graphic organizers, mind maps, role playing).</p> <p>Strategy's Expected Result/Impact: Increased engagement. Increased understanding. Increased STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coaches, Department Administrator, Associate Principal, Principal</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Staff Development - ESSER - \$5,200</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: African American students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams.</p> <p>Root Cause: 33% of the African American student population were remote learners and did not receive direct instruction. Furthermore, some lacked the needed resources to access the on line curriculum.</p>

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: 80% of the graduating class will meet CCMR readiness standards.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: CTE teachers will identify corresponding Industry Based Certifications and develop a plan for student completion.</p> <p>Strategy's Expected Result/Impact: Increased rigor in CTE courses. Increased number of earned Industry Based Certifications.</p> <p>Staff Responsible for Monitoring: CTE Teachers, CTE Department Chair, CTE Department Administrator</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Supplies/Materials - ESSER - \$12,000</p>
Strategy 2 Details
<p>Strategy 2: All senior level teachers for English and Math will take the TSI for college admissions.</p> <p>Strategy's Expected Result/Impact: Increased understanding of student expectations. Increased rigor of level material. Increased TSI scores.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, PLC Team Leads, College and Career Counselor, Associate Principal</p> <p>Problem Statements: Student Achievement 3</p>
Strategy 3 Details
<p>Strategy 3: School Day SAT will be offered for all Seniors in the Fall and all Juniors in the Spring.</p> <p>Strategy's Expected Result/Impact: Increased number of students taking the SAT exam. Increased number of TSI exempt students.</p> <p>Staff Responsible for Monitoring: College and Career Counselor, Lead Counselor, Associate Principal</p> <p>Problem Statements: Student Achievement 3</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: The percentage of student who were credited as College, Career, and Military Readiness decreased from 78% to 69%. Root Cause: Teachers lack training in what college readiness looks like and how to measure it in formative assessment practices. In addition, COVID impacted instruction.</p>

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: Students who failed or were absent for the 8th grade STAAR or EOC exams will attend tutorials (during advisory, before school, after school, and/or on Saturdays) to prepare for the December and Spring EOC exams in compliance with HB4545.

Strategy 1 Details
<p>Strategy 1: Teachers will create and execute standard based lessons for targeted EOC tutorials.</p> <p>Strategy's Expected Result/Impact: Increased passing rate on all EOC exams. Increased credits earned per student. Increased graduation rate.</p> <p>Staff Responsible for Monitoring: Interventionists, Tutorial Teachers, Department Chairs, Associate Principal, Principal</p> <p>Problem Statements: Student Achievement 1, 2, 4, 5</p> <p>Funding Sources: Instructional Support for At-Risk Students - State Comp Ed - \$94,289, Healthy Snacks - ESSER - \$3,000, Student Travel - ESSER - \$14,000, Extra Duty - ESSER - \$41,863</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: College Park High School students performed significantly lower than the previous year (2018-2019) on the Algebra I and Biology End of Course exams. Root Cause: Over 20% of the students were remote learners who did not receive direct instruction since March of 2019.</p> <p>Problem Statement 2: African American students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams. Root Cause: 33% of the African American student population were remote learners and did not receive direct instruction. Furthermore, some lacked the needed resources to access the on line curriculum.</p> <p>Problem Statement 4: 5 of the 7 student groups failed to meet the required growth for the state graduation rate. Root Cause: African American, Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students failed to show growth due to the impact of COVID on attendance and academic performance in the 2019-2020 school year. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.</p> <p>Problem Statement 5: Special Education students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams. 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.</p>

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: We will increase the passing rate on all EOC exams for Special Education students from 48% to 60%.

Strategy 1 Details
<p>Strategy 1: Resource teachers will align, but adapt all classroom instructional materials and strategies with the corresponding general education PLC.</p> <p>Strategy's Expected Result/Impact: Increased understanding. Increased scores on the CFAs, the Interim Assessments, the STAAR EOC exams.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Special Education Department Chair, Special Education Department Administrator, Associate Principal</p> <p>Problem Statements: Student Achievement 5</p>
Strategy 2 Details
<p>Strategy 2: Special Education students will receive tutoring required under HB4545.</p> <p>Strategy's Expected Result/Impact: Increased scores on CFAs, Interim Assessments and STAAR EOCs. Increased passing rate on STAAR EOCs. Increased Graduation Rate.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Special Education Department Chair, Special Education Department Administrator, Associate Principal</p> <p>Problem Statements: Student Achievement 4, 5</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 4: 5 of the 7 student groups failed to meet the required growth for the state graduation rate. Root Cause: African American, Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students failed to show growth due to the impact of COVID on attendance and academic performance in the 2019-2020 school year. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.</p> <p>Problem Statement 5: Special Education students performed well below the performance level of all students on the Algebra I, Biology, and US History End of Course exams. 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.</p>

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: We will increase the percentage of ELL students who Meet Grade Level Standard on Algebra I EOC (from 35% to 45%) and on US History EOC (from 40% to 55%).

Evaluation Data Sources: Campus Based Assessments, CFAs, Interim Reports, Eduphoria, TELPAS reports, and TAPR Reports

Strategy 1 Details
<p>Strategy 1: Targeted small group instruction will be utilized to increase rigor and drive a higher level of understanding and fluency.</p> <p>Strategy's Expected Result/Impact: Increased understanding. Increased STAAR scores. Increased TELPAS scores.</p> <p>Staff Responsible for Monitoring: ELL Teachers, Department Administrator, ESL Counselor, Associate Principal</p> <p>Problem Statements: Student Achievement 1, 4, 6</p> <p>Funding Sources: ESL Extra Duty - Title III - \$3,000, ESL Materials - Title III - \$1,500</p>
Strategy 2 Details
<p>Strategy 2: Assigned faculty members will push-in to Algebra I and US History to provide additional support to our ESL students.</p> <p>Strategy's Expected Result/Impact: Increased understanding. Increased STAAR scores. Increased TELPAS scores.</p> <p>Staff Responsible for Monitoring: ELL Teachers, Department Administrator, ESL Counselor, Associate Principal</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Books - ESSER - \$2,500</p>

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 1: College Park High School students performed significantly lower than the previous year (2018-2019) on the Algebra I and Biology End of Course exams. Root Cause: Over 20% of the students were remote learners who did not receive direct instruction since March of 2019.</p> <p>Problem Statement 4: 5 of the 7 student groups failed to meet the required growth for the state graduation rate. Root Cause: African American, Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students failed to show growth due to the impact of COVID on attendance and academic performance in the 2019-2020 school year. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.</p> <p>Problem Statement 6: Fewer ELL students Met Grade Level Expectations on Algebra I (decreased from 44% to 35%), and US History (decreased from 63% to 61%) End of Course exams than in 2018-2019. Root Cause: 30% for the ELL students were remote learners and many lacked the resources to be successful through on line learning.</p>

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
<p>Strategy 1: Campus principal will meet the financial secretary monthly to review bank statements and related records.</p> <p>Strategy's Expected Result/Impact: Clean audit. Positive staff feedback.</p> <p>Staff Responsible for Monitoring: Staff Members Assigned to Budgets, Activity Accounts Paraprofessional, Budget/Travel/Business Accounts Paraprofessional, Principal</p>

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.

Strategy 1 Details
<p>Strategy 1: Each EOC tested PLC will meet twice weekly to review norms, confirm calendars, and review data to guide future instruction.</p> <p>Strategy's Expected Result/Impact: Consistent Instructional Practices and Increased Student Performance</p> <p>Staff Responsible for Monitoring: Department Administrators, PLC Team Leads, Associate Principal</p>

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.

Strategy 1 Details
<p>Strategy 1: The campus leadership team will provide on going support to new staff members through a targeted mentor program.</p> <p>Strategy's Expected Result/Impact: Increased staff retention.</p> <p>Staff Responsible for Monitoring: Assistant Principal. Associate Principal. Principal.</p> <p>Problem Statements: Culture and Climate 3</p>
Strategy 2 Details
<p>Strategy 2: Instructional coaches and interventionists will support new teachers through modeling, Peer Coaching, Instructional Rounds, and Professional Development.</p> <p>Strategy's Expected Result/Impact: Increased staff retention. Increased student performance in novice teachers' classrooms.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, Associate Principals, Principal</p> <p>Problem Statements: Culture and Climate 3</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>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.</p>

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 and suicide protocol.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Counselors will conduct several mental health professional development trainings through out the year for our faculty and staff.</p> <p>Strategy's Expected Result/Impact: Increased understanding and recognition of mental health concerns and protocol.</p> <p>Staff Responsible for Monitoring: Lead Counselor, Counselors, Associate Principal, Principal</p> <p>Problem Statements: Parent and Community Engagement 1</p>
Strategy 2 Details
<p>Strategy 2: Counselors will use Classroom Presentations, CPHS Activities and the STAAR Program to address mental health and suicide protocol.</p> <p>Strategy's Expected Result/Impact: Increased understanding and recognition of mental health concerns. Decreased number of serious metal health reports.</p> <p>Staff Responsible for Monitoring: Lead Counselor, Counselors, Associate Principal, Principal</p> <p>Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>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.</p>

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 communicate and involve all stake holders in the school environment.

Evaluation Data Sources: Parent attendance at school and community events. Increased participation of minorities in advanced classes and programs traditionally not attended by minorities.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead Counselor, Counselors, ESL Teachers, Associate Principal</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 2, 3</p> <p>Funding Sources: Travel - ESSER - \$7,500, Parent Liaison (2 Years) - ESSER - \$58,261</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>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.</p>
Parent and Community Engagement
<p>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.</p> <p>Problem Statement 3: Parents and community members were not as visible on campus and did not have as much input regarding our school environment as in previous years. Root Cause: COVID prevented parents and community members from being on campus.</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 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,) to create rigorous, student-centered learning experiences in all classrooms.

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

Strategy 1 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased engagement. Increased assessment scores.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Department Administrators, Associate Principals, Principal.</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Interventionist - ESSER - \$144,881, Computers - ESSER - \$15,000</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: College Park High School students performed significantly lower than the previous year (2018-2019) on the Algebra I and Biology End of Course exams. Root Cause: Over 20% of the students were remote learners who did not receive direct instruction since March of 2019.</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 administer more than 90% of the Interim Assessments on line.

Evaluation Data Sources: Eduphoria, ARD Documentation

Strategy 1 Details
<p>Strategy 1: The technology specialist will ensure there are enough computers and band width to handle on line administration of Interim Assessments.</p> <p>Strategy's Expected Result/Impact: Increased number of students testing on line. Increased student performance with embedded supports.</p> <p>Staff Responsible for Monitoring: Technology Specialist, Testing Coordinator, Diagnosticians, Assistant Principals</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Support for At-Risk Students		\$163,031.00
1	1	2	Substitutes		\$25,737.00
1	2	1	Instructional Support for At-Risk Students		\$237,611.00
1	2	2	Books		\$25,737.00
1	4	1	Instructional Support for At-Risk Students		\$94,289.00
Sub-Total					\$546,405.00
Budgeted Fund Source Amount					\$546,405.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	ESL Extra Duty		\$3,000.00
1	6	1	ESL Materials		\$1,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionist (2 Years)		\$144,881.00
1	1	2	Math Paraprofessional (2 Years)		\$58,261.00
1	2	3	Staff Development		\$5,200.00
1	3	1	Supplies/Materials		\$12,000.00
1	4	1	Healthy Snacks		\$3,000.00
1	4	1	Student Travel		\$14,000.00
1	4	1	Extra Duty		\$41,863.00
1	6	2	Books		\$2,500.00
4	2	1	Travel		\$7,500.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Parent Liaison (2 Years)		\$58,261.00
5	1	1	Interventionist		\$144,881.00
5	1	1	Computers		\$15,000.00
Sub-Total					\$507,347.00
Budgeted Fund Source Amount					\$507,347.00
+/- Difference					\$0.00
Grand Total					\$1,058,252.00