

**Conroe Independent School District**  
**TW College Park High School**  
**2022-2023 Campus 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 2021-2022 school year. College Park was not rated for the 2020-2021 school year as all districts and campuses in the state of Texas were declared a State of Emergency due to COVID. Students returned to in-person learning for the 2021-2022 school year.

The following scores are based on a total student population of 3,273 with 23.1 percent coded as Economically Disadvantaged and an overall participation rate of 99 percent (an increase of three percent).

### 2021-2022 Accountability Data Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>92</b>	<b>A</b>
<b>Student Achievement</b>		<b>93</b>	<b>A</b>
STAAR Performance	66	92	
College, Career and Military Readiness	73	93	
Graduation Rate	98.3	95	
<b>School Progress</b>		<b>83</b>	<b>B</b>
Academic Growth	61	68	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 23.1%)	70	83	B
<b>Closing the Gaps</b>	<b>94</b>	<b>89</b>	<b>B</b>

### Percent Participation (all tests)

Participation	
<b>% participation 2020-21</b>	96%
<b>% participation 2021-22</b>	99%

## 2022 Closing the Gaps

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	20	23	87%	50%	43.5
Graduation Status	9	9	100%	10%	10.0
ELP Status	1	1	100%	10%	10.0
School Quality Status	11	11	100%	30%	30.0
<b>Closing the Gaps Score</b>					<b>94</b>

## 2022 STAAR Performance

### All Subjects

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current) Monitored
All Subjects											
Percent of Tests											
At Approaches GL Standard or Above	88%	75%	83%	92%	89%	99%	*	91%	77%	66%	77%
At Meets GL Standard or Above	74%	49%	64%	81%	67%	96%	*	73%	52%	38%	41%
At Masters GL Standard	37%	19%	26%	40%	33%	73%	*	37%	17%	10%	14%

## ELA/Reading

ELA/Reading											
Percent of Tests											
At Approaches GL Standard or Above	84%	64%	77%	89%	75%	98%	-	91%	69%	52%	51%
At Meets GL Standard or Above	73%	47%	62%	81%	50%	95%	-	78%	51%	31%	31%
At Masters GL Standard	23%	10%	12%	25%	0%	62%	-	29%	8%	4%	7%

## Mathematics

Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	87%	75%	83%	90%	*	98%	*	85%	78%	82%	81%
At Meets GL Standard or Above	60%	34%	47%	69%	*	93%	*	47%	38%	35%	41%
At Masters GL Standard	31%	9%	22%	34%	*	73%	*	21%	15%	14%	11%

## Science

Science											
Percent of Tests											
At Approaches GL Standard or Above	91%	81%	85%	96%	*	99%	-	88%	82%	68%	71%
At Meets GL Standard or Above	75%	51%	65%	81%	*	97%	-	73%	55%	43%	51%
At Masters GL Standard	41%	19%	26%	46%	*	78%	-	43%	17%	14%	11%

## Social Studies

Social Studies											
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Percent of Tests												
At Approaches GL Standard or Above	97%	93%	94%	98%	*	100%	-	100%	91%	87%	90%	90%
At Meets GL Standard or Above	87%	69%	82%	92%	*	99%	-	87%	70%	55%	61%	61%
At Masters GL Standard	69%	53%	58%	75%	*	91%	-	71%	44%	19%	30%	30%

## 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					

## Advanced Placement 2021-2022

Total AP Students: 850

Number of Exams: 1,981

Across 33 Subjects

Averaging a 3.7

Percent of Total AP Students with Scores 3+: 81%

## National Merit Recognition

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:**

English I and Algebra I increased the number of students Mastering grade level standards.

ELL students showed significant progress in Approaching, Meeting, and/or Mastering expectations on all EOC tested areas.

Algebra I increased the number of ALL students mastering Grade Level expectations.

English I was in Quartile 1 for the number of students mastering grade level expectation.

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

All EOC tested subjects (English I, English II, Biology, US History, and Algebra I) received a lower passing rate than 2021.

African American and Special Education students continue to significantly lag behind their peers in English I and English II STAAR EOC passing rate.

ELL students had a lower passing rate on the Algebra I and English I STAAR EOC exams than 2021.

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:**

Current Emergent Bilingual/English Learners (EB/EL) increased Approaches Grade Level Standard by one percent, increased Meets Grade Level Standard by 10 percent, and increased Masters Grade Level Standard by five percent for all tests.

Current and Monitored EB/EL increased Meets Grade Level Standard by three percent and increased Masters Grade Level Standard by one percent for all tests.

**Student Achievement Strengths**

- EB/EL (Current) increased Approaches Grade Level Standard by one percent, increased Meets Grade Level Standard by 10 percent, and increased Masters Grade Level Standard by five percent for all tests.

- EB/EL (Current and Monitored) increased Meets Grade Level Standard by three percent and increased Masters Grade Level Standard by one percent for all tests
- EB/EL (Current) increased Meets Grade Level Standard eight percent and increased Masters Grade Level Standard three percent in ELA/Reading
- EB/EL (Current and Monitored) increased Masters Grade Level Standard by three percent in ELA/Reading
- Special Education (Current) increased Masters Grade Level Standard by one percent in ELA/Reading
- African American increased Approaches Grade Level Standard by two percent in Mathematics
- Hispanic increased Meets Grade Level Standard by one percent in Mathematics
- EB/EL (Current) increased Approaches Grade Level Standard three percent, increased Meets Grade Level Standard by seven percent, and increased Masters Grade Level Standard by two percent in Mathematics
- EB/EL (Current and Monitored) increased Approaches Grade Level Standard by four percent, increased Meets Grade Level Standard by seven percent, and increased Masters Grade Level Standard by three percent in Mathematics
- Special Education (Current) increased Masters Grade Level Standard by four percent in Mathematics
- Special Education (Former) increased Approaches Grade Level Standard by 20 percent and Masters Grade Level Standard by seven percent in Mathematics
- African American increased Approaches Grade Level Standard by three percent in Science
- EB/EL (Current) increased Approaches Grade Level Standard by one percent, increased Meets Grade Level Standard by 21 percent, and increased Masters Grade Level Standard by nine percent in Science
- EB/EL (Current and Monitored) increased Meets Grade Level Standard by 13 percent and increased Masters Grade Level Standard by one percent in Science
- Special Education (Current) increased Approaches Grade Level Standard by nine percent in Science
- Special Education (Former) increased Approaches Grade Level Standard by 10 percent in Science
- All students increased Approaches Grade Level Standard by one percent in Social Studies
- African Americans increased Masters Grade Level Standard by six percent in Social Studies
- Hispanic increased Approaches Grade Level by one percent in Social Studies
- Hispanic increased Meets Grade Level Standard by one percent in Social Studies
- EB/EL (Current) increased Approaches Grade Level Standard by 13 percent, increased Meets Grade Level Standard by six percent, and increased Masters Grade Level Standard by 11 percent in Social Studies
- EB/EL (Current and Monitored) increased Approaches Grade Level Standard by eight percent, increased Meets Grade Level Standard by five percent, and increased Masters Grade Level Standard by three percent in Social Studies
- Special Education (Current) increased Approaches Grade Level Standard by nine percent, increased Meets Grade Level Standard by one percent, and increased Masters Grade Level Standard by four percent in Social Studies
- Special Education (Former) increased Meets Grade Level Standard by 27 percent and increased Masters Grade Level by 12 percent in Social Studies

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. **Root Cause:** Student are still impacted by the loss of education due to COVID.

**Problem Statement 2 (Prioritized):** African American students performed well below the 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 3 (Prioritized):** The percentage of student who were credited as College, Career, and Military Readiness has improved but it is not at a high enough level to earn a distinction in Post Secondary Readiness. **Root Cause:** Teachers lack 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.

**Problem Statement 4 (Prioritized):** 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math. **Root Cause:** The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. 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 target for Algebra I and did not meet the target for academic growth in either Algebra I or English I. **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 teacher to ensure all Special Education students are receiving their needed support.

**Problem Statement 6 (Prioritized):** The number of ELL students passing the STAAR English I and Algebra I EOC exams decreased in 2021 2022. **Root Cause:** We had a dramatic increase(Over 100) in the number of LEP 1 (C) students served in 2021 - 2022. 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 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 continued to disrupt 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 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 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, 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, 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 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, 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 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.

# Priority Problem Statements

**Problem Statement 5:** College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams.

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

**Problem Statement 5 Areas:** Student Achievement

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

**Root Cause 3:** COVID continued to disrupt our increasingly developed PLC process as the basic needs of our students, staff and community were the top priorities.

**Problem Statement 3 Areas:** Culture and Climate

**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 6:** African American students performed well below the performance level of all students on the English I, English II, Algebra I and Biology End of Course exams.

**Root Cause 6:** 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 6 Areas:** Student Achievement

**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 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.

**Problem Statement 2 Areas:** Parent and Community Engagement

**Problem Statement 7:** The percentage of student who were credited as College, Career, and Military Readiness has improved but it is not at a high enough level to earn a distinction in Post Secondary Readiness.

**Root Cause 7:** Teachers lack 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.

**Problem Statement 7 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

**Problem Statement 8:** 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math.

**Root Cause 8:** The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Special Education students performed well below the target for Algebra I and did not meet the target for academic growth in either Algebra I or English I.

**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 teacher to ensure all Special Education students are receiving their needed support.

**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 10:** The number of ELL students passing the STAAR English I and Algebra I EOC exams decreased in 2021 2022.

**Root Cause 10:** We had a dramatic increase(Over 100) in the number of LEP 1 (C) students served in 2021 - 2022. 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

# 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 73% to 80%.





**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Day SAT will be offered to all Seniors in the Fall and all Juniors and Seniors in the Spring. <b>Strategy's Expected Result/Impact:</b> Increased number of students earning a CCMR point through their SAT score. <b>Staff Responsible for Monitoring:</b> Associate Principal, Lead Counselor  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All College Park staff members who teach Junior and Senior English and Math courses will be required to become familiar with the TSI requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Junior and Senior teachers will imbed TSI requirements into their daily curriculum increasing the number of students who pass the TSI.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Team Leads, College and Career Counselor, Associate Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Subs - ESSER III - \$4,918</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All English III, English IV, Algebra II, and Algebraic Reasoning courses will incorporate TSI requirements into classroom activities and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting the TSI requirements and thereby earning a CCMR point.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> CCMR Prep Materials/Supplies - ESSER III - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> All CTE teachers will be trained on the requirements for the corresponding Industry Based Certification (IBC) and how to document in View-it. <b>Strategy's Expected Result/Impact:</b> Increase the number of students earning an IBC. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Department Chair for CTE, Department Administrator,  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Achievement 3		Formative			Summative
		Oct	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
<b>Problem Statement 3:</b> The percentage of student who were credited as College, Career, and Military Readiness has improved but it is not at a high enough level to earn a distinction in Post Secondary Readiness. <b>Root Cause:</b> Teachers lack 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.

## 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 number of students who Meet Grade Level Expectations on all STAAR EOC exams for all students (Algebra I: 48% to 60%; English I: 77% to 80%; English II: 79% to 83%; Biology 79% to 83%; and US History: 87% to 90%).

### High Priority

**Evaluation Data Sources:** Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR, and TELPAS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Emphasize academic vocabulary including word parts, and incorporate writing into all assessments for Biology and US History. <b>Strategy's Expected Result/Impact:</b> Increasing vocabulary acquisition and academic writing skills will increase all students STAAR scores. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Lead, Department Administrator  <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement new targeted EOC STAAR 2.0 question types into class discussions, assignments, and summative assessments for English I and English II. <b>Strategy's Expected Result/Impact:</b> Increase in STAAR EOC scores for English I and English II. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Lead, Department Administrator  <b>Problem Statements:</b> Student Achievement 1, 2, 4, 5 <b>Funding Sources:</b> Teacher - State Comp Ed - \$67,560	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Identify, track, and scaffold low performing TEKS through instructional planning and formative assessments. <b>Strategy's Expected Result/Impact:</b> Increase in STAAR EOC exam scores. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Lead, Department Administrator  <b>Problem Statements:</b> Student Achievement 1 - Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Delta Math in all Algebra I courses to increase rigor, provide timely and meaningful feedback, and utilize supplemental learning tools to meet students where they are and add value. <b>Strategy's Expected Result/Impact:</b> Increase STAAR EOC exam scores in Algebra I and add value to all students. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Lead, Department Administrator, Principal  <b>Problem Statements:</b> Student Achievement 1, 2, 4, 5, 6 <b>Funding Sources:</b> Approved Software - ESSER III - \$2,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Interim assessments will drive instructional practices by scaffolding weak objectives into future instructional units. <b>Strategy's Expected Result/Impact:</b> Instructional planning will scaffold missed concepts for all students through data analysis which will result in increased STAAR EOC scores. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Lead, Department Administrator, Testing Coordinator, Associate Principal  <b>Problem Statements:</b> Culture and Climate 1 <b>Funding Sources:</b> Chrome Books - ESSER III - \$8,348	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide HB4545 Accelerated Learning for all STAAR failures. <b>Strategy's Expected Result/Impact:</b> Increase passing rate on STAAR EOC for repeat testers and fewer IGCs. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Department Leads, Interventionists, Testing coordinator, Associate Principal  <b>Problem Statements:</b> Student Achievement 1, 2, 4, 5, 6 <b>Funding Sources:</b> Interventionists/Teachers - ESSER III - \$134,500, Extra Duty Pay - ESSER III - \$38,420, Healthy Snacks - ESSER III - \$3,500, Student Travel - ESSER III - \$14,000		Formative			Summative
		Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. <b>Root Cause:</b> Student are still impacted by the loss of education due to COVID.</p> <p><b>Problem Statement 2:</b> African American students performed well below the performance level of all students on the English I, English II, Algebra I and Biology End of Course exams. <b>Root Cause:</b> 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><b>Problem Statement 4:</b> 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math. <b>Root Cause:</b> The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.</p> <p><b>Problem Statement 5:</b> Special Education students performed well below the target for Algebra I and did not meet the target for academic growth in either Algebra I or English I. <b>Root Cause:</b> 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 teacher to ensure all Special Education students are receiving their needed support.</p> <p><b>Problem Statement 6:</b> The number of ELL students passing the STAAR English I and Algebra I EOC exams decreased in 2021 2022. <b>Root Cause:</b> We had a dramatic increase (Over 100) in the number of LEP 1 (C) students served in 2021 - 2022. 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>
Culture and Climate
<p><b>Problem Statement 1:</b> PLCs need to effectively plan, reflect, and analyze data. <b>Root Cause:</b> COVID continued to disrupt our increasingly developed PLC process as the basic needs of our students, staff and community were the top priorities.</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:** Increase the passing rate on all STAAR EOC exams for African American (AA) by a minimum of 5% (Algebra I: 69.32 to 75%; English I: 58.76 to 64%; English II: 62.69% to 68%; Biology: 80% to 85%; US History: 89.33% to 95%).

### High Priority

**Evaluation Data Sources:** Increase STAAR scores for African American students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Targeted small group instruction focused on academic writing and effective problem solving strategies with real world application. <b>Strategy's Expected Result/Impact:</b> Improved academic writing skills and STAAR EOC scores on the writing portion of the STAAR. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Associate Principal, Interventionists  <b>Problem Statements:</b> Student Achievement 1, 2, 4 - Culture and Climate 2 <b>Funding Sources:</b> Teachers - State Comp Ed - \$270,240	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Actively recruit and support African American students in advanced level classes. <b>Strategy's Expected Result/Impact:</b> Increased number of African American students in Advanced Placement classes. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Associate Principal, AP Coordinator  <b>Problem Statements:</b> Culture and Climate 2, 3 <b>Funding Sources:</b> Instructional Materials - ESSER III - \$3,000	Formative			Summative
	Oct	Dec	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Infuse culturally diverse academic material to illustrate curricular concepts. <b>Strategy's Expected Result/Impact:</b> Increase the level of interest for minority students in required readings and curriculum material. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, PLC Leads, Department Leads, Associate Principal  <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Instructional Materials - State Comp Ed - \$26,503	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. <b>Root Cause:</b> Student are still impacted by the loss of education due to COVID.
<b>Problem Statement 2:</b> African American students performed well below the performance level of all students on the English I, English II, Algebra I and Biology End of Course exams. <b>Root Cause:</b> 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.
<b>Problem Statement 4:</b> 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math. <b>Root Cause:</b> The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.
Culture and Climate
<b>Problem Statement 2:</b> Minority populations are underrepresented in advanced classes and academically focused clubs and organizations. <b>Root Cause:</b> Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.
<b>Problem Statement 3:</b> The cultural diversity of our staff is not representative of our student population. <b>Root Cause:</b> There is a limited number of minority applicants for teaching positions in our school.

## 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:** Increase the passing rate on all STAAR EOC exams for Special Education students by a minimum of 5% (Algebra I: 40.74% to 46%; English I: 24.07% to 30%; English II: 24.24% to 30%; Biology: 55.56% to 61%; US History: 60.71% to 66%).

### High Priority

**Evaluation Data Sources:** Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR, and ARD Documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional interventions by all support facilitate teachers for all EOC tested areas will be data driven (Formative and Summative Assessments, CFA's, Interims), documented on Google Drive, and reviewed by the Special Education Department Chair and Administrator on a quarterly basis.  <b>Strategy's Expected Result/Impact:</b> Increased classroom performance by Special Education students, and increased understanding of the required TEKS for all core classes.  <b>Staff Responsible for Monitoring:</b> General Education teachers, Support Facilitate Teachers, Special Education Department Chair, Special Education Department Administrator, Diagnosticians, LLSP, Associate Principal  <b>Problem Statements:</b> Student Achievement 1, 4, 5 - Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support Facilitate and Co-Teachers will be an active and productive member of all corresponding PLCs.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> General Education teachers, Support Facilitate Teachers, Special Education Department Chair, Special Education Department Administrator, and Associate Principal  <b>Problem Statements:</b> Student Achievement 5 - Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> General Education teachers for all EOC tested areas will be knowledgeable of all student accommodations and modifications, will seek training as needed, and will implement all strategies with fidelity. <b>Strategy's Expected Result/Impact:</b> Increase the accuracy of classroom accommodations and modifications which will result in a better understanding of the curriculum for Special Education students. <b>Staff Responsible for Monitoring:</b> General Education teachers, Special Education teachers, Special Education Department Chair, Special Education Department Administrator, and Associate Principal  <b>Problem Statements:</b> Student Achievement 1, 4, 5 - Culture and Climate 1 <b>Funding Sources:</b> Substitutes - ESSER III - \$1,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Targeted Special Education students will be assigned to small group tutoring during advisory with highly qualified special education teachers. <b>Strategy's Expected Result/Impact:</b> Increase STAAR EOC scores for Special Education students. <b>Staff Responsible for Monitoring:</b> General Education teachers, Special Education teachers, Special Education Department Chair, Special Education Department Administrator, and Associate Principal  <b>Problem Statements:</b> Student Achievement 1, 4, 5 <b>Funding Sources:</b> Teacher - State Comp Ed - \$67,565	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. <b>Root Cause:</b> Student are still impacted by the loss of education due to COVID. <b>Problem Statement 4:</b> 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math. <b>Root Cause:</b> The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity. <b>Problem Statement 5:</b> Special Education students performed well below the target for Algebra I and did not meet the target for academic growth in either Algebra I or English I. <b>Root Cause:</b> 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 teacher to ensure all Special Education students are receiving their needed support.
Culture and Climate
<b>Problem Statement 1:</b> PLCs need to effectively plan, reflect, and analyze data. <b>Root Cause:</b> COVID continued to disrupt 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 5:** College Park High School will increase the passing rate on all STAAR EOC exams for all ELL students (Algebra I 74.24% to 80%; English I: 39.22% to 45%; English II: 41.56% to 48%; Biology 66.67% to 68%; and US History: 78.43% to 85%).

### High Priority

**Evaluation Data Sources:** Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR, and TELPAS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All beginner LEP 1(C) students enrolled in a Sheltered English I course will be grouped based on their current language acquisition ( New Comer and Beginner). <b>Strategy's Expected Result/Impact:</b> Faster language acquisition which will benefit all EOC tested areas.  <b>Problem Statements:</b> Student Achievement 1, 6	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All LEP 1 (C) students will have the opportunity to receive tutoring from a bilingual peer (Ambassador Program) during lunch, advisory or after school. <b>Strategy's Expected Result/Impact:</b> Increase understanding of classroom material and higher grades in core classes. In addition, new comer students will find peers faster. <b>Staff Responsible for Monitoring:</b> ESL teacher, ESL PLC, ESL Administrator, and Associate Principal  <b>Problem Statements:</b> Student Achievement 4, 6 <b>Funding Sources:</b> Extra Duty Pay - Title III - \$4,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All PLCs who administer an EOC will receive training on needed language acquisition support strategies and resources (K-12 Summit). <b>Strategy's Expected Result/Impact:</b> Increase understanding of classroom material and scores on formative and summative assessments. <b>Staff Responsible for Monitoring:</b> General Education teachers, ESL teacher, ESL PLC, ESL Administrator, and Associate Principal  <b>Problem Statements:</b> Student Achievement 1, 4, 6 <b>Funding Sources:</b> Books - Title III - \$500, Instructional Materials - Title III - \$500, Software - Title III - \$1,000, Chrome Books - State Comp Ed - \$13,252	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ESL and LOTE teachers will push in to core classes with a high number of identified LEP 1(C) students to provide assistance. <b>Strategy's Expected Result/Impact:</b> Increase the understanding of content material in core subjects by our LEP 1 (C) students. <b>Staff Responsible for Monitoring:</b> Department Administrator, Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Achievement 6 <b>Funding Sources:</b> Teacher - ESSER II - \$93,675	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. <b>Root Cause:</b> Student are still impacted by the loss of education due to COVID.
<b>Problem Statement 4:</b> 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math. <b>Root Cause:</b> The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.
<b>Problem Statement 6:</b> The number of ELL students passing the STAAR English I and Algebra I EOC exams decreased in 2021 2022. <b>Root Cause:</b> We had a dramatic increase (Over 100) in the number of LEP 1 (C) students served in 2021 - 2022. 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 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:** Increase the number of distinctions earned on the Texas Academic Progress Report from 3 to 6.

### High Priority

**Evaluation Data Sources:** Course Enrollment Data, Counselor Meeting Logs, Campus Based Assessments, CFA's, Interims, Eduphoria, TAPR, and TELPAS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 9th grade English, Math and Social Studies teachers will increase by 5% the number of students enrolled in advanced courses by identifying and preparing potential students and promoting enrollment through their 4-year plan. <b>Strategy's Expected Result/Impact:</b> Increase enrollment in AP classes. <b>Staff Responsible for Monitoring:</b> AP Teachers, AP Coordinator, Associate Principal  <b>Problem Statements:</b> Culture and Climate 2 <b>Funding Sources:</b> Paraprofessional - ESSER III - \$44,000, Instructional Materials - ESSER III - \$4,000, Teacher - ESSER III - \$67,250	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> College Park High School counselors will advise all economically disadvantaged students on the options for earning a CCMR point through advanced course enrollments, standardized testing (including the ACT), and enrollment in CTE courses that lead to an IBC. <b>Strategy's Expected Result/Impact:</b> Increase in the number of economically disadvantaged students who earn a CCMR point. <b>Staff Responsible for Monitoring:</b> Counselors, Lead Counselors, College and Career Counselor, Associate Principal  <b>Problem Statements:</b> Student Achievement 3 - Parent and Community Engagement 2 <b>Funding Sources:</b> Books - ESSER III - \$2,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> College Park High School administration will recognize all teachers who had 50% or more of their students meet the progress measure. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting the progress measure for all teachers. <b>Staff Responsible for Monitoring:</b> English II and Algebra I teachers, Department Chairs for English and Math, Department Administrators for English and Math, Associate Principal  <b>Problem Statements:</b> Student Achievement 1, 4	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 6 Problem Statements:

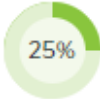




Student Achievement
<b>Problem Statement 1:</b> College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. <b>Root Cause:</b> Student are still impacted by the loss of education due to COVID.
<b>Problem Statement 3:</b> The percentage of student who were credited as College, Career, and Military Readiness has improved but it is not at a high enough level to earn a distinction in Post Secondary Readiness. <b>Root Cause:</b> Teachers lack 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.
<b>Problem Statement 4:</b> 8 of the 10 sub groups failed to meet the academic growth criteria for ELA and all 8 of the sub groups failed to meet the academic growth criteria for math. <b>Root Cause:</b> The effects of COVID was particularly impactful to these sub populations and our teachers were too complacent in pushing these sub populations further academically. In addition, ELL and SPED students did not consistently receive linguistic accommodations and academic supports with fidelity.
Culture and Climate
<b>Problem Statement 2:</b> Minority populations are underrepresented in advanced classes and academically focused clubs and organizations. <b>Root Cause:</b> Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.
Parent and Community Engagement
<b>Problem Statement 2:</b> Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. <b>Root Cause:</b> Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication.

**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	Reviews			
<b>Strategy 1:</b> Campus principal will meet with the financial secretary monthly to review bank statements and related records. <b>Strategy's Expected Result/Impact:</b> Clean audit, positive feedback <b>Staff Responsible for Monitoring:</b> Staff Members responsible for budgets, Activity Accounts Paraprofessional. Budget/Travel/Business Accounts Paraprofessional, Principal	Formative			Summative
	Oct	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</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	Reviews			
<b>Strategy 1:</b> Each EOC Tested PLC will meet twice weekly to review norms, confirm calendars, and review data to guide future instruction. <b>Strategy's Expected Result/Impact:</b> Consistent Instructional Practices and Increased Student Performance <b>Staff Responsible for Monitoring:</b> Department Administrators, PLC Team Leads, Associate Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All PLCs will be required to meet at least once weekly and submit unit plans to their google drive. <b>Strategy's Expected Result/Impact:</b> Consistent meetings with clear communication and expectations. <b>Staff Responsible for Monitoring:</b> PLC Team Leads, Department Administrators, Associate Principal  <b>Problem Statements:</b> Culture and Climate 1	Formative			Summative
	Oct	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 2 Problem Statements:

Culture and Climate
<b>Problem Statement 1:</b> PLCs need to effectively plan, reflect, and analyze data. <b>Root Cause:</b> COVID continued to disrupt our increasingly developed PLC process as the basic needs of our students, staff and community were the top priorities.





### 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	Reviews			
<b>Strategy 1:</b> The campus leadership team will provide on going support to new staff members through a targeted mentor program. <b>Strategy's Expected Result/Impact:</b> Increase staff retention <b>Staff Responsible for Monitoring:</b> Assistant Principals, Associate Principals, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Problem Statements:</b> Culture and Climate 3 <b>Funding Sources:</b> Instructional Materials - ESSER III - \$710	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional coaches and interventionists will support new teachers through modeling, Peer Coaching, Instructional Rounds, and Professional Development. <b>Strategy's Expected Result/Impact:</b> Increase staff retention, Increased student performance in novice teachers classrooms. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Department Administrators, Associate Principals, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Problem Statements:</b> Culture and Climate 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus leadership team will recognize staff members through TAEs, Cavalier of the Month, and fun monthly staff activities. <b>Strategy's Expected Result/Impact:</b> Increase staff morale <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselors, Associate Principals, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	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
<b>Problem Statement 3:</b> The cultural diversity of our staff is not representative of our student population. <b>Root Cause:</b> 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	Reviews			
<b>Strategy 1:</b> Counselors will conduct several mental health professional development activities through out the year for our faculty and staff. <b>Strategy's Expected Result/Impact:</b> Increase understanding and recognition of mental health concerns and protocol. <b>Staff Responsible for Monitoring:</b> Lead Counselor, Counselors, Associate Principal, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Staff Development - ESSER III - \$2,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counselors will use classroom presentations, CPHS Activities and the STAR Program to address mental health and suicide protocol. <b>Strategy's Expected Result/Impact:</b> Increased understanding and recognition of mental health concerns. Decreased number of serious mental health reports. <b>Staff Responsible for Monitoring:</b> Lead Counselor, Counselors, Associate Principal, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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	Reviews			
<b>Strategy 1:</b> All staff members will wear a visible ID badge and keep all exterior and interior classroom doors locked. <b>Strategy's Expected Result/Impact:</b> Increase the safety and security for all students and staff at College Park High School <b>Staff Responsible for Monitoring:</b> Assistant Principals, Associate Principals, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus nurse and clinic aide will coordinate an emergency response team that will conduct trainings on Stop the Bleed, CPR and AED Implementation. <b>Strategy's Expected Result/Impact:</b> Increase the efficiency and effectiveness of our Emergency Response Team. <b>Staff Responsible for Monitoring:</b> Associate Principal, Principal, Nurse  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Campus Nurse - ESSER III - \$67,250	Formative			Summative
	Oct	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>				

#### 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	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased number of clubs and club members. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will be made aware of the procedure for establishing a club.	Formative			Summative
	Oct	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>				

#### 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	Reviews			
<b>Strategy 1:</b> A parent representative who speak Spanish or Mandarin will use Social Media to communicate school events through social media. <b>Strategy's Expected Result/Impact:</b> Increase the participation of minority parents and students at school wide events who speak a language other than English in the home. <b>Problem Statements:</b> Culture and Climate 2 - Parent and Community Engagement 2	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased involvement of minority parents in school related activities. Increased participation of minorities in advanced classes and programs traditionally not attended by minorities. <b>Staff Responsible for Monitoring:</b> Lead Counselor, Counselors, ESL Teachers, Associate Principal <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 2 - Parent and Community Engagement 2 <b>Funding Sources:</b> Paraprofessional - ESSER III - \$44,000, Employee Travel - ESSER III - \$5,000	Formative			Summative
	Oct	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 4 Problem Statements:



<b>Culture and Climate</b>
<b>Problem Statement 2:</b> Minority populations are underrepresented in advanced classes and academically focused clubs and organizations. <b>Root Cause:</b> Curriculum is lacking in cultural diversity which creates a disinterest of certain minority groups to explore academic clubs and organizations.
<b>Parent and Community Engagement</b>
<b>Problem Statement 2:</b> Economically Disadvantaged students and minority students are not benefiting from our communication efforts as much as their peers. <b>Root Cause:</b> Parents of Economically Disadvantaged students and minority students lack the technology devices and skills to access the abundance of communication.

## 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, CTEcertifications

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased engagement, Increased assessment scores, Increased standardized testing scores <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Department Administrators, Associate Principals, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 3 <b>Funding Sources:</b> Staff Development - ESSER III - \$2,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All College Park High School teachers will participate in two Instructional Rounds centered on highly effective instructional practices. <b>Strategy's Expected Result/Impact:</b> Increase in the use of highly effective instructional practices. <b>Staff Responsible for Monitoring:</b> Department Administrators, Associate Principals, Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1		Formative			Summative
		Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:





Student Achievement
<b>Problem Statement 1:</b> College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. <b>Root Cause:</b> Student are still impacted by the loss of education due to COVID.
<b>Problem Statement 3:</b> The percentage of student who were credited as College, Career, and Military Readiness has improved but it is not at a high enough level to earn a distinction in Post Secondary Readiness. <b>Root Cause:</b> Teachers lack 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.

## 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	Reviews			
<b>Strategy 1:</b> 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). <b>Strategy's Expected Result/Impact:</b> Increase in the number of tests offered through on line testing. <b>Staff Responsible for Monitoring:</b> Technology Specialist, Testing Coordinator, , AP Coordinator, Associate Principal  <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> College Park High School will increase the number of chrome carts available for daily learning. <b>Strategy's Expected Result/Impact:</b> Increase diverse learning opportunities for all students, and increase students comfort level with using on line technology for testing. <b>Staff Responsible for Monitoring:</b> Associate Principal, Principal  <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Chrome Books - State Comp Ed - \$13,251	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Advanced Placement courses will utilize AP Classroom. <b>Strategy's Expected Result/Impact:</b> Increase scores on AP exams <b>Staff Responsible for Monitoring:</b> AP Classroom Teachers, AP Coordinator	Formative			Summative
	Oct	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:** College Park High School students performed significantly lower than the previous year (2020-2021) on the English I, English II, Algebra I, and Biology End of Course exams. **Root Cause:** Student are still impacted by the loss of education due to COVID.

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Extra Duty Pay		\$4,000.00
1	5	3	Software		\$1,000.00
1	5	3	Instructional Materials		\$500.00
1	5	3	Books		\$500.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teacher		\$67,560.00
1	3	1	Teachers		\$270,240.00
1	3	3	Instructional Materials		\$26,503.00
1	4	4	Teacher		\$67,565.00
1	5	3	Chrome Books		\$13,252.00
5	2	2	Chrome Books		\$13,251.00
Sub-Total					\$458,371.00
Budgeted Fund Source Amount					\$458,371.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	Teacher		\$93,675.00
Sub-Total					\$93,675.00
Budgeted Fund Source Amount					\$93,675.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Subs		\$4,918.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CCMR Prep Materials/Supplies		\$3,000.00
1	2	4	Approved Software		\$2,000.00
1	2	5	Chrome Books		\$8,348.00
1	2	6	Healthy Snacks		\$3,500.00
1	2	6	Student Travel		\$14,000.00
1	2	6	Interventionists/Teachers		\$134,500.00
1	2	6	Extra Duty Pay		\$38,420.00
1	3	2	Instructional Materials		\$3,000.00
1	4	3	Substitutes		\$1,000.00
1	6	1	Paraprofessional		\$44,000.00
1	6	1	Teacher		\$67,250.00
1	6	1	Instructional Materials		\$4,000.00
1	6	2	Books		\$2,000.00
3	1	1	Instructional Materials		\$710.00
4	1	1	Staff Development		\$2,000.00
4	2	2	Campus Nurse		\$67,250.00
4	4	2	Employee Travel		\$5,000.00
4	4	2	Paraprofessional		\$44,000.00
5	1	1	Staff Development		\$2,000.00
<b>Sub-Total</b>					\$450,896.00
<b>Budgeted Fund Source Amount</b>					\$450,896.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$1,008,942.00
<b>Grand Total Spent</b>					\$1,008,942.00
<b>+/- Difference</b>					\$0.00