Campus Improvement Plan
2015-2016
Secondary Campus: Academy for Science and Health Professions
(rated with CHS) Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

The Academy for Science and Health Professions (ASHP) will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

1.1 **Master Rigorous Academic Standards**

- *Index 1: Student Achievement*   All subjects; all students; % met Level II standard
- *Index 2: Student Progress*   Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress

1.2 **Close the Performance Gap**

- *Index 3: Closing Performance Gaps*   All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

1.3 **Successful Completion of High School**

- *Index 4: Post-secondary Readiness*   **Attendance Rate**; 4-year / 5-year **Graduation Rates** (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1**; **STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
Core Analysis	**The Academy for Science and Health Professions (ASHP)** disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.
CISD Curriculum	**The Academy for Science and Health Professions (ASHP)** implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment. • The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. • The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process. • The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
CISD Best Practices	**ASHP** implements and supports the following CISD best practices: • The Curriculum and Instruction Model (**CISD Instructional Model**) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process,

	product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner's Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano's Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the **TEKS**, the students' **Learning** process of the required curriculum, and the ongoing **Assessment** in which both teachers and students evaluate their learning. • Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom's Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.
1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS **1.2 and INDEX 3: CLOSING PERFORMANCE GAPS**	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	**Index 1: Student Achievement** **All subjects; all students; % met Level II standard** *100% of All ASHP students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 4% in the 2015-2016 school year, 4% by the 2016-2017 school year and 3% by the 2017-2018 school year.* *Distinctions:* 1. Will meet AADD indicator for performance (Level III) in EOC English, EOC Algebra, EOC Biology, and EOC US History. 2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1. 3. Science will meet AADD indicators for performance and participation in ACT, AP. 4. Social Studies will meet AADD indicators for performance and participation in AP. *Community and School Engagement (CASE)*: Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.
INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress** **Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress** *Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading, Writing and Math, earning an Index 2 score of 33.* *Distinctions:* 1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math. 2. Will meet AADD indicator for greater than expected growth in Reading, Writing and Math.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	**Index 3: Closing Performance Gaps** **All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)** 100% of *ASHP* Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (AA and HISP) will meet the weighted performance Level II and III, *earning an Index 3 score of 55.* *Distinctions:* 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Focus Strategies	• Provide scaffolding and support during instruction. • Model expected behaviors and tasks; Provide clear expectations and rubrics. • Chunk big tasks into manageable sections and activities. • Present multiple opportunities to learn (i.e., differentiated instruction); Use different approaches. • Provide some type of reading guide– questions, tips, graphic organizer. • Model and teach strategies for memorizing, problem solving; provide strategies for success.

	- Show students examples of good work– rubrics, samples, models, old completed assignments. - Discuss assignments; model good responses or problem-solving approaches. - Provide steps or algorithms. - Assess steps along the way; Give feedback before final submission or grade; Give non-graded feedback. - Give additional exposure to content; Give kids optional exposure; Give additional time.
READING/ELA Performance Objective	**READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% of all *ASHP* students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Reading/ELA** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 7% in the 2015-2016 school year, 7% by the 2016-2017 school year and 6% by the 2017-2018 school year*; 10% will meet Level III: Advanced Performance Level (for AADD). Target: Reporting Category: 1, 2, and 3: Understanding/Analysis Across Genres of Literary and Informational Texts. Figure 19 Reading/ELA Performance Safeguard Target (if applicable):ELL (60%) and Sp Ed (60%) *Distinctions:* 1. ELA Participation Rates will be: *SAT 69%; ACT 69%; AP 19%.(100% for ASHP students)* 2. ELA Performance Rates will be: *SAT 958; ACT 29; AP 58% (100% for ASHP students)*
Focus Strategies	- Utilize guided reading activities and structured reading activities across the curriculum - Ensure greater emphasis on close reading and critical analysis of both literary and informational texts - Maintain focus on higher levels of questioning - Conduct an assessment of learning styles for all students. - Teach recording and organizing of assignment skills to students. - Teach power reading and reading comprehension strategies to students. - Teach and model note taking/reading strategies. - Develop "how to study skills" in students. - Maintain homework scaffolding and support programs. - Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing (SG) - Continue staff development for teachers in relation to reading and writing in content areas. - Maintain use of rubrics, such as those utilized in AP courses. - Focus on the daily practice of writing in every classroom as a means of synthesizing learning utilizing "Writing Coach" textbooks/workbooks for weekly/bi-weekly grammar lessons and "Frames" and "Stems" for writing effective Thesis Statements (emphasis on Persuasive Writing) (SG) - Practice Supporting Short Answer Questions with textual evidence AND commentary to support answer (SG) - Increase complexity of assignments; utilize projects; incorporate writing. - Continue to develop writing skills through lab reports, exploration reports. - Develop technical writing skills through lab reports and project/research paper
MATH Performance Objective	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** *ASHP students do not take a math assessment in high school since they all have had Algebra 90% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Math** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 4% in the 2015-2016 school year, 3% by the 2016-2017 school year and 3% by the 2017-2018 school year*; 12% will meet Level III: Advanced Performance Level (for AADD). Target Math Reporting Category: 4 Linear Equations and Inequalities/ 5 Quadratic Equations Nonlinear functions Math Performance Safeguard Target (if applicable): ELL (60%) and Sp Ed (60%) *Distinctions:*

	1. Math Participation Rates will be: *SAT 69%; ACT 69%; AP 15%. (100% for ASHP students)* 2. Math Performance Rates will be: *SAT 60.5%; ACT 22.3; AP 60.5%.*
Focus Strategies	• Ensure rigorous instruction in mathematics for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math. • Ensure that differentiated instruction in math is provided to all students and all student groups through CISD's focus strategies: questioning, vocabulary building, student engagement, and management (TOT Manual: Focus strategies and CISD T3 Model). • Increase the sophistication and complexity of material – have students read and provide supplemental material with reading guides. • Create conceptual and cognitive connections– connect learning to anything familiar. • Review, don't repeat– review everything every day; review in variety of ways. • Evaluate and assess, formally and informally, frequently at the basic, proficient and advanced levels. • Increase complexity of assignments; utilize projects; incorporate writing. • Develop vocabulary. • Utilize review games and review techniques. • Model expected behaviors and tasks; Provide clear expectations and rubrics. • Chunk big tasks into manageable sections and activities. • Present multiple opportunities to learn (i.e., differentiated instruction); Use different approaches. • Model and teach strategies for memorizing, problem solving; provide strategies for success. • Show students examples of good work– rubrics, samples, models, old completed assignments. • Discuss assignments; model good responses or problem-solving approaches. • Provide steps or algorithms. • Assess steps along the way; Give feedback before final submission or grade; Give non-graded feedback. • Administer CISD Common Assessments in Algebra 1, Geometry, and Algebra 2 students with a goal of 90% passing rate • Provide scaffolding and support during instruction.
SOCIAL STUDIES Performance Objective	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 95% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Social Studies** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year*; 36% will meet Level III: Advanced Performance Level (for AADD). Target Social Studies Reporting Category: 3 Government and Citizenship Social Studies Performance Safeguard Target, if applicable: ELL (60%) and Sp Ed (60%) *Distinctions:* 1. Social Studies Performance Rates will be: *AP 53%. (ASHP students 100%)* 2. Social Studies Participation Rates will be: *AP 25%. (ASHP students 100%)*
Focus Strategies	• Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!* • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens • Align instruction for social studies processing skills focusing on analyzing primary and secondary sources • Design units based on enduring understandings that answer essential questions • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers

	- Administer CISD Common Assessments in Social Studies to all 9th, 10th, and 11th grade students with a goal of 90% passing rate - Social Studies teams collaborating with ELA teams in writing strategies. - Integrate differentiated learning strategies utilizing the Social Studies Instructional Strategies Manual. - Utilize interactive student notebooks as an effective learning strategy
SCIENCE Performance Objective	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 92% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Science** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year*; 23% will meet Level III: Advanced Performance Level. Target Science Reporting Category:1Cell Structure and Function/ 4 Biological Processes and Systems Science Performance Safeguard Target, if applicable: ELL (60%) and Sp Ed (60%) *Distinctions:* 1. Science Performance Rates will be: ACT 21.6, *AP 53%. (ASHP students 100%)* 2. Science Participation Rates will be: ACT 69%, *AP 10%. (ASHP students 100%)*
Focus Strategies	- ASHP will follow the district scope and sequence for all subjects - Science will administer CISD Common Assessments each grading cycle in Biology, Chemistry, and Physics - Ensure rigorous instruction in science for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. - Ensure that teachers plan and implement science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). - Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in science. - Value and develop depth and conceptual understanding– essential content; focus on depth not breadth. - Increase the sophistication and complexity of material – have students read and provide supplemental material with reading guides. - Create conceptual and cognitive connections– connect learning to anything familiar. - Review, don't repeat– review everything every day; review in variety of ways. - Evaluate and assess, formally and informally, frequently at the basic, proficient and advanced levels. - Increase complexity of assignments; utilize projects; incorporate writing. - Assessing prior knowledge and learning styles. - Develop vocabulary. - Utilize review games and review techniques. - Work to develop shared ownership and responsibility for learning with students - Provide scaffolding and support during instruction. - Model expected behaviors and tasks; Provide clear expectations and rubrics. - Chunk big tasks into manageable sections and activities. - Present multiple opportunities to learn (i.e., differentiated instruction); Use different approaches. - Provide some type of reading guide– questions, tips, graphic organizer. - Model and teach strategies for memorizing, problem solving; provide strategies for success. - Show students examples of good work– rubrics, samples, models, old completed assignments. - Give additional exposure to content; Give kids optional exposure; Give additional time. - Discuss assignments; model good responses or problem-solving approaches. - Provide steps or algorithms. - Assess steps along the way; Give feedback before final submission or grade; Give non-graded feedback.

HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	- Coordinate lesson plans that have students involved in MVPA for at least 75% of class time - Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. Develop an Action Plan to address areas of weakness. - Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. - All students should be actively engaged in the lesson with adequate space and equipment to maximize learning. - Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.

1.3   SUCCESSFUL COMPLETION OF HIGH SCHOOL
             POST-SECONDARY READINESS (Index 4)
             CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	

INDEX 4: POST-SECONDARY READINESS OBJECTIVES	**INDEX 4: POST-SECONDARY READINESS** **Post-secondary Readiness Standard**: 100% all *ASHP* students and 7 race/ethnic groups will meet Level II standard on two or more tests combined over all subject areas. **4-Year/5-Year Longitudinal Graduation Rate** 100% of *ASHP* students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan **4-Year/5-Year Longitudinal RHSP/DAP Rate** 100% of *ASHP* students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan **Post-secondary Indicator Score** (**college-ready graduates**) 100% of *ASHP* students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will: - meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or - complete and earn credit on at least two advanced/dual credit enrollment courses; or - enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program) **Distinctions** 1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile **Additional AADD Indicators:** Increase Attendance Rate from 93.8% to 95% **Grade 3-12 Safeguard Indicators** Safeguard Target for Participation Rate(if applicable): N/A Safeguard Target for Federal Graduation Rate (if applicable): ELL (60%) Sp Ed (60%)
Focus Strategies	**DROPOUT PREVENTION PROGRAM** - Utilize campus procedures to identify, intervene, and monitor the progress of at-risk students - Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups - Maintain variety of credit recovery opportunities for secondary students who are over age for grade level, including night school - Administrator/counselor team identifies at-risk students, and provides mentors and graduation plans for completion. **ATTENDANCE** - Review, revise, and implement daily attendance procedures to meet 96% average attendance. - Ensure that students meet AYP attendance expectations of 95% on testing days (participation). - Communicate the attendance laws to parents annually. - Utilize auto-dialing phone system for contacting parents of student's absence.

	• Increase the percentage of students completing high school in four years.
	• Attendance Task Force created to determine initiatives to promote student attendance.
	COLLEGE READINESS
	    <u>Advanced Courses (ASHP)</u>
	• Require 100% of students to take pre-AP and AP courses.
	• Require 100% of AP students to sit for AP exams.
	• Require all students to pursue a minimum of the recommended graduation plan.
	• Monitor course selections by all students.
	• Seek opportunities for students through summer school, correspondence and online education.
	• Work to develop student research and development opportunities.
	• Encourage students to achieve Level 3 on all EOC exams.
	• Prepare students to make a minimum of 3 on AP exams.
	• Continue internships, clinical rotations, community service requirements.
	• Continue Research & Problems component as a requirement for graduation.
	• Increase placement of students into university-based internships like Texas Aerospace scholars; Women Energized and various engineering camps.
	• Meet with parents annually to discuss graduation plans.
	    <u>Graduation Plans</u>
	• Continue to emphasize the state's recommended graduation plan, including the newly revised plan, for all students beginning with the 2015 cohort
	• Monitor ELL, Special Education, and CTE 4-year graduation plans
	• Increase awareness of Career Pathways for all students (grades 7-12).
	    <u>College Admissions and Readiness</u>
	• Maintain a rigorous curriculum that is aligned with SAT and ACT examinations
	• Expand SAT preparation courses for high school students.
	    <u>Higher Education Readiness</u>
	• Provide college readiness information and opportunities to students and teachers
	• Increase the percentage of 11th graders scoring at or above the ELA TSI standard (2200, 3 on composition), and at or above the Math TSI standard (2200).

Financial Resources	Campus budget SCE, Title III, HSA
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Headmaster and teachers

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.

Focus Strategies	- All teachers will attend AP institutes on a regular basis (every two years). - All teachers will maintain GT certification and maintenance hours (i.e., foundation requirements and 10 maintenance hours per year). - Hold weekly, formal and informal, meetings with teachers. - Principal will visit multiple classes each day. - Institute a professional reading program. - Purchase and utilize the *Master Teacher Series* for teachers for the academic year. - Provide literature: Purchase and distribute---*Rethinking Homework; Study Max; RTI for Diverse Learners; What Successful Teachers Do; The Parallel Curriculum; Best Practices for Teaching Mathematics; Best Practices for Teaching Science.* - Support teachers' efforts to become a part of the AP grading process. - Support teachers' efforts to participate in district level science and math planning and activities. - Maintain a database of resumes. - Participate in the CISD annual job fair. - Be receptive to teachers' specific requests for training and staff development needs.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Headmaster

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
Focus Strategies	- Maintain PASH, the Academy parent volunteer group, and increase active membership. - Maintain student celebration initiatives, including the Celebrate Success Breakfasts. - Maintain an active ASHP Advisory Committee, communicate electronically, and meet annually with the group. - Maintain the principal's Newsletter--- *Points of Interest.* - Maintain the Distinguished Lecture Series (1/2 at AST; ½ at ASHP). - Make presentations to civic groups. - Make campus visits to Moorhead, Washington, Peet and Caney Creek High School. - Maintain electronic contact with campus contacts at Peet, Moorhead, Washington and Caney Creek. - Produce and distribute informational fliers and pamphlets. - Perform a fall mail out to every 8th grader in our feeder zone. - Increase collaboration with university entities for internships, career shadows and other educational opportunities. - Maintain partnerships with Conroe Regional Medical Center and other community partners
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE

Project Manager	Headmaster; technology teacher; internship coordinator; health teacher.

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safe Schools.
Focus Strategies	- Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members - Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plan at the district and campus level - Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan - Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services - Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school - Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. - Involve parents and community members in activities to support a safe school environment - Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations - Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations - Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. - Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills - Promote clubs and organizations in areas of interest to promote student involvement in school.
Financial Resources	Campus budget PASH funds
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit Meet Performance Indicators for CASE
Project Manager(s):	Headmaster

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.
Focus Strategies	- Increase student opportunities for utilizing technology across the curriculum areas - Ensure the Technology Applications TEKS are met across content areas - Provide hands-on training in use of new technology hardware and software - Provide staff development on integration of technology across the curriculum - Ensure staff and students utilize technology as a tool and resource within curriculum and assessment - Build teacher capacity to fully implement technology in instruction - Provide meaningful opportunities for students to access technology for learning - Relate technology staff development to specific instructional objectives - Maintain school website and individual teacher websites. - Maintain the use of WebAssign in Chemistry and Physics courses. - Fully utilize electronic grade book; maintain grades in a timely manner for timely parent access. - Utilize district electronic resources for data analysis of students. - Maintain and utilize Logitech WebCam system for classroom video communication and teleconferencing. - Convert all "hard copy" Academy Information Handouts to electronic format. - Post all Academy documents and information handouts on website. - Maintain electronic Newsletter to parents - Utilize electronic mail outs and mass email communications. - Maintain a current database of parent email contact information. - Utilize LCD projectors and large screen televisions in every classroom. - Maintain full computer access in every classroom. - Provide teachers with quality laptop computers along with applications training.
Financial Resources	Campus budget PASH Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE
Project Manager(s):	Headmaster; technology teacher

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

State Compensatory Education Program
2015-2016 School Year

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
	The Academy of Science and Health Professionals does not receive SCE funds separate from CHS.		
	TOTAL SCE		

Resources Allocated for Title III
2015-2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
	The Academy of Science and Health Professionals does not		
	Receive Title III funds separate from CHS.		
	TOTAL Title III LEP		
Title III IMM			
	TOTAL Title III IMM		