Academy of Science and Technology

CAMPUS IMPROVEMENT PLAN 2015-2016

DR. SUSAN M. CAFFERY, HEADMASTER

Campus Improvement Plan
2015-2016
Secondary Campus: Academy of Science and Technology at TWCP HS
Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success
The Academy of Science and Technology 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
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
  K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

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 of Science and Technology** 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 of Science and Technology** 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

CISD Best Practices	interconnectedness between global issues and the actions and decisions of ordinary citizens. **The Academy of Science and Technology** 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 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year.*
	Distinctions:
	    1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science and EOC Biology, and Grade 8 Social Studies 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 15.
	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)** Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic and African American) will meet the weighted performance Level II and III, *earning an Index 3 score of 31.* *Distinctions:* 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Focus Strategies	• Please refer to the TWCP HS Campus Plan for strategies implemented in the English classes. • The Academy requires all freshmen to read Success in Science for the SRD Class. • Academy students are given rigorous reading assignments in their science classes to increase the writing across the curriculum.

	• Academy students are required to write reports based on notes from lectures and tours as part of additional requirements. • All freshmen are taught to write a research proposal.
READING/ELA Performance Objective	**READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% of all 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year*; 85% will meet Level III: Advanced Performance Level (for AADD). Target: Reporting Category: (TWCP HS) Understanding/Analysis Across Genres Category 1 Reading/ELA Performance Safeguard Target (if applicable): Special Ed *Distinctions: Academic Achievement I Reading/ELA* 1. ELA Participation Rates will be: *SAT 80%; ACT 40%; AP 40%.* 2. ELA Performance Rates will be: *SAT 80%; ACT 80%; AP 80%.*
Focus Strategies	• Academy students are encouraged to read and write at a high level. • Students are given college level material to read and analyze.
WRITING Performance Objective	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Writing** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year* and 80% will meet Level III: Advanced Performance Level indicator (for AADD). Target Writing/ELA Reporting Category Composition Reporting Category 4.
Focus Strategies	• Academy students are given numerous opportunities to write beginning in night grade with required exploration reports. • Ninth grade students participate in peer-reviewed technical papers. • Academy students are taught to write formal lab reports that include research, analysis of data, drawing conclusions, and analysis of error. • Academy students enrolled in AP Biology, AP Chemistry, AP Environmental Science are given essays to write to practice for the Free Response section of the AP Exam.
MATH Performance Objective	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year*;25% will meet Level III: Advanced Performance Level (for AADD). Target Math Reporting Category: Categories 1, 2, 3, and 4 since all are below 70%. Math Performance Safeguard Target (if applicable): Sp Ed and ELL *Distinctions:* 1. Math Participation Rates will be: *SAT 80%; ACT 80%; AP 80%.* 2. Math Performance Rates will be: *SAT 100%; ACT 100%; AP 100%.*
Focus Strategies	• Academy students take in Algebra I in junior school. • Academy students (grades 9-11) enrolled in Geometry pre-AP, Algebra II pre-AP, Pre-calculus pre-AP, AP Statistics, and AP Calculus begin PSAT preparation after the October administration of the test. • Academy students are encouraged to solve problems in a variety of ways. • Academy teachers collaborate to ensure alignment among courses. • Academy teachers provide tutorials for students in need of remediation.
SOCIAL STUDIES Performance Objective	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year*; 90% will meet Level III: Advanced Performance Level (for AADD).

	Distinctions: Academic Achievement Earned in Social Studies. 1. Social Studies Performance Rates will be: *AP 80%.* 2. Social Studies Participation Rates will be: *AP 80%.*
Focus Strategies	• Academy students are taught by TWCP HS teachers. Refer to TWCP HS strategies. • 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 sources and interpreting information. • 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
SCIENCE Performance Objective	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year;* 100% will meet Level III: Advanced Performance Level. Target Science Reporting Category: Category 4 Biological Processes and Systems Science Performance Safeguard Target, if applicable: Sp Ed (Student Group) *Distinctions: Academic Achievement in Science* 1. Science Performance Rates will be: ACT 100%, *AP 100%.* 2. Science Participation Rates will be: ACT 80%, *AP 80%.*
Focus Strategies	• Academy places emphasis on discovery, prediction, analysis, evaluation as well as design of experiments through inquiry labs and writing laboratory reports. • Although 100% last year's students scored at Level III, analysis of responses is done to ensure the students maintain this level as the Phase In scores are implemented.
HEALTH Performance Objective	**HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	*Health is taught by TWCP HS teachers. Refer to the TWCP HS plan.*
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%** of all Academy students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas.
	• **4-Year/5-Year Longitudinal Graduation Rate 100%%** of 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 students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan
	• **Post-secondary Indicator Score** (**college-ready graduates**) **100%** of 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 95% to 97%
	Grade 3-12 Safeguard Indicators
	    Safeguard Target for Participation Rate(if applicable): NA
	    Safeguard Target for Federal Graduation Rate(if applicable): NA

Focus Strategies	**Dropout Prevention Program** • Provide mentoring and tutorials for students who struggle. • Maintain and encourage students to be involved in Academy and College Park activities. **College Readiness** • Continue to expose the students to lectures from experts in their field. • Continue to require students to do research each year. • Continue to require students to complete an internship. • Encourage ninth grade students to take the PSAT. Begin PSAT preparation in math classes following initial test. • Evaluate PSAT scores each year and design new plan. • Begin SAT prep in 11th grade once PSAT has been taken. **Advanced Courses** • Support pre-AP teachers and AP teachers with professional development in Advanced Placement. **Graduation Plans** • Continue to register Academy students and prepare a Four-Year Plan that accommodates all • Requirements. • Review Graduation Plan each year prior to registration for courses. **Higher Education Readiness** • Encourage students to attend CISD College Night each fall. • Encourage students to visit with Academy Alumni during Alumni Day.
Financial Resources	Campus budget
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

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	• When vacancies occur the Academy utilizes CISD's extensive resources to recruit talented staff. • Staff is encouraged to attend AP Conferences every other year to stay current in content and instructional strategies. • The staff and Headmaster meet weekly to discuss relevant issues and plan accordingly. • Assign beginning teachers a mentor. • Provide opportunities for staff to attend AP Conferences and GT workshops to maintain HQ status in the GT area. • Continue the Academy as the primary PLC for the Academy. • Extend the PLC arena to include subject specific PLCs in TWCP HS. • Provide professional development in needed areas.
Financial Resources	Campus budget, Teacher Activity Fund

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):	Principal/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	• Provide communications regarding campus initiatives, programs, meetings, exploration opportunities and other activities through a variety of media including campus website, weekly campus newsletter, email announcements and other sources. • Sustain the monthly meetings between the Headmaster of Academy of Science and Technology and the PTO-P.A.S.T. • Sustain the close working of the Headmaster with parents on a variety of committees to enrich the education of its students. • Provide Coffee with the Headmaster each semester for parents to learn more about the Academy, curriculum, preparation for college, etc. • Hold weekly meetings with AST staff to discuss pertinent issues. • Continue to host the Freshman Parent Dessert Reception for parents new to the Academy.
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

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	• All Academy staff complete Safe Schools as part of staff development prior to the beginning of schools. • Academy teachers will participate in TWCP HS policies as well as CISD policies regarding Safe Schools.
Financial Resources	Campus budget
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):	Principal/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	- Train staff in technology at the beginning of each school year in View-It, Forethought, Canvas and Eduphoria. - Ensure staff maintains current websites. - Provide staff the opportunity to use data in curriculum and instruction decisions. - Provide students with the opportunity to use technology in the classroom as a tool for information management, collection, writing, problem solving and communication.
Financial Resources	Campus budget
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):	Principal/Headmaster Assistant Principal Technology Liaison

State Compensatory Education Program
2015-2016 School Year

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
	The Academy of Science and Technology does not receive SCE funds separate from TWCP HS.		
	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 Technology does not		
	Receive Title III funds separate from TWCP HS.		
	TOTAL Title III LEP		
Title III IMM			
	TOTAL Title III IMM		