



## Targeted Elements



<b>District Name:</b>	College Station ISD	<b>County District Number:</b>	21901	<b>Superintendent Name:</b>	Dr. Clark Ealy
<b>Campus Name:</b>	College View High School	<b>Campus Number:</b>	4	<b>District Contact:</b>	Molley Perry
<b>SIP:</b>	Dr. Lisa Severns	<b>Educational Service Center:</b>	Region 6	<b>School Principal:</b>	Dr. Margie Martinez

### Describe Campus Performance in each index:

Index 1	Index 2	Index 3	Index 4
With 60 index points met in the area of Student Achievement and a target of 60, CVHS met the performance standard for Index 1.	CVHS scored 16 points in the area of Student Progress. With a target of 17, the Index 2 target was not met. Of 19 tests administered, progress was met in 6 instances at the all student level.	With an Index 3 score of 23 and target of 30, CVHS did not meet that standard for Index 3. Due to small numbers, this index was based only upon Reading performance of Economically Disadvantaged students. 6 of 13 tests met the "Approaches Grade Level" standard on this Closing Performance Gaps index.	In the area of Postsecondary Readiness, CVHS scored 57 points (target = 21) and met the standard for Index 4.

<b>Targeted Element 1:</b>	Provide targeted elements from the CIP that, if implemented with fidelity, will focus on academic achievement and provide the best opportunity for the campus to meet state accountability standards.
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Implementation of viable curriculum in the areas of reading (English I & English II) and math (Algebra I).

<b>Element 1 Strategies:</b>	Provide strategies (high priority action items) that will be developed and implemented for the targeted element.
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- 1) Review current scope and sequence for reading (English I & English II) and math (Algebra I) to ensure TEKS are appropriately covered throughout the instructional year
- 2) District-level C&I staff will attend curriculum writing training and begin the process of curriculum revision
- 3) Provide training for core content area and special education teaching staff on implementation of cross curricular ELAR TEKS implementation

<b>Element 1 Tracking and Adjusting System</b>	Describe the system (including 30-60-90 day checkpoint(s) that teachers and/or administration will use to track data for monitoring and adjusting the effectiveness of the targeted element.
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Within 30 instructional days, scope and sequence documents (Algebra I, English I & II) for the fall semester will be in place

**30 day**

<b>60 day</b>	<p>Within instructional 60 days:</p> <ol style="list-style-type: none"> <li>1) District C&amp;I staff will complete curriculum writing training and begin revision of core content curriculum.</li> <li>2) Cross curriculum writing training will be provided for core content areas and special education teaching staff</li> </ol>
<b>90 day</b>	<p>Within instructional 90 days:</p> <ol style="list-style-type: none"> <li>1) Continue process of curriculum writing</li> <li>2) Monitor implementation of the curriculum and cross-curricular writing through review of lesson plans and walk-through observations</li> </ol>
<b>Targeted Element 2:</b>	Provide targeted elements from the CIP that, if implemented with fidelity, will focus on academic achievement and provide the best opportunity for the campus to meet state accountability standards.
Implement a formative assessment system to inform instructional practices and evaluate student progress.	
<b>Element 2 Strategies:</b>	Provide strategies (high priority action items) that will be developed and implemented for the targeted element.
1) Develop formative assessments in the areas of math and reading (Algebra I, English I & II)	
<b>Element 2 Tracking and Adjusting System</b>	Describe the system (including 30-60-90 day checkpoint(s) that teachers and/or administration will use to track data for monitoring and adjusting the effectiveness of the targeted element.
<b>30 day</b>	<p>Within instructional 30 days:</p> <ol style="list-style-type: none"> <li>1) First formative assessment will be administered in math and reading (Algebra I, English I &amp; II)</li> <li>2) Results of formative assessment will be analyzed to identify students who need additional academic support and adjust instruction to meet the needs of all students</li> </ol>
<b>60 day</b>	<p>Within instructional 60 days:</p> <ol style="list-style-type: none"> <li>1) Second formative assessment will be administered in math and reading (Algebra I, English I &amp; II)</li> </ol>
<b>90 day</b>	<p>Within instructional 90 days:</p> <ol style="list-style-type: none"> <li>1) Third comprehensive formative assessment will be administered in math and reading (Algebra I, English I &amp; II)</li> </ol>