

College View High School



2017-2018 Campus Improvement Plan



Vision Statement: Our students will achieve excellence, perseverance, adaptability, integrity, and reflection by experiencing relationships between self, others, and community in order to create a successful future.

The College Station Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services. Mike Martindale, Deputy Superintendent, 1812 Welsh, College Station, TX 77840 (979-764-5476) has been designated to coordinate compliance with the nondiscrimination requirements of Title IX. Molley Perry, Executive Director of Special Services, 1812 Welsh, College Station, TX 77840 (979-764-5448) has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act.

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Data and documents reviewed include: CSISD School Board Priorities, CSISD 16/17 District Improvement Plan, student attendance rates, dropout rates, EOC scores, disciplinary data, accountability data, demographic data, ACT, SAT, System Safeguards, and the Texas Academic Performance Reports (TAPR).

College View High School Data:

During the 16/17 school year, 36 students were served at College View High School including 14 males (38.89%) and 22 females (61.11%) in grades 9-10. All students who attended College View High School were freshmen and sophomores having earned 10.5 or fewer credits prior to enrollment. For the year including all students who attended College View High School, 50.00% of our students met the state's guidelines for being at-risk; while 47.22% (17) were economically disadvantaged (as measured by being eligible for free or reduced price meals).

Below you find the comprehensive needs assessment completed for College View High School.

Academic data: 76.5% students passed the English I course with 42% of the students approaching, meeting or mastering the standard on the STAAR English I exam. Three College View High School English II students retested on the STAAR English I EOC exam and did not meet standard. 82% of the students passed the English II course with 64% approaching, meeting, or mastering the standard on the STAAR English II exam. 66% students passed the Algebra I course with 71% approaching, meeting, or mastering the standard on the STAAR Algebra I exam. 94% of the students passed the Biology course with 83% approaching, meeting or mastering the standard on the STAAR Biology exam.

Based on the TAPR report, 54% of all students approached grade level standard on the STAAR English I and English II tests; 64% approached grade level standard on the STAAR Algebra I test; 80% approached grade level standard on the STAAR Biology test. No College View HS students tested on the STAAR US History for 2016-2017.

With an index score of 23 and target of 30, College View High School did not meet the standard on Index 3, "Closing the Performance Gaps", with the economically disadvantaged students on the English I and II EOC STAAR Exam.

An ethnic breakdown of students passing the STAAR English I and II tests are as follows: African-American, 100%; Hispanic, 40%; White, 58%; Asian, 100%; Mixed Race, 50%. 46% of economically disadvantaged students passed the STAAR English tests, while 71% of economically disadvantaged students passed the STAAR Algebra I test and 71 % passed STAAR Biology.

Discipline data: During the 2016-2017 school year, College View High School's attendance rate was 90% and there were a total of 53 disciplinary referrals. There was a total of 173.25 days of In School Suspension served throughout the school year, however, one third of those ISS placements were served by one student. Furthermore, CVHS only had 1 full day of OSS and 2 partial days of OSS given as a consequence. Lastly, College View High School did not send any students to the DAEP.

Ethnically our student body was 52.78% White, 25.00% Hispanic, 5.56% Black, 2.78% Asian, 0.00% American Indian, 13.89% Mixed Ethnicity, and 0% Hawaiian/Pacific Islander. Students ranged in age from 14 – 16 years of age. Student services were provided as follows: 504 – 7, Special Education – 6, and ESL – 0. The student attendance rate for 2016-2017 was 90.93%. Additional efforts to improve this will occur in 2017-2018.

Current Students

Currently, there are 68 students enrolled. Ethnic breakdown is as follows: White (40/68 = 58.82%), Hispanic (14/68 = 20.59%), Black (5/68 = 7.35%), Asian (1/68 = 1.47%), and Mixed Ethnicity (7/68 = 10.29%). The male students are 41.18% (28/68); female students are 58.82% (40/68).

Targeted Elements and Analysis of Comprehensive Needs Assessment

In conclusion, our comprehensive needs assessment at College View High School determined a need to focus on the following two targeted elements:

1. Implementation of a viable curriculum in ELA and math
2. Implementation of a formative assessment system to inform instructional practices and evaluate student progress.

The following goals, objectives, and activities will be implemented to master these target elements.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<ol style="list-style-type: none"> 1. Stakeholders will understand the vision for College View High School. 2. Stakeholders will understand and implement a backwards planning design to ensure they begin with the end in mind for the planning process. 3. Educators and administrators will understand formative assessment for appropriate implementation and monitoring in the classroom. 4. Educators will work closely with district content coordinators to ensure all TEKS are covered during the 2017-2018 school year with the rigor to which TEKS should be taught. 5. Administrators will monitor lesson plans, failure rates, perform observations, and conduct walkthroughs to ensure objectives 1-4 are implemented with fidelity. 6. Administrators will establish a culture of high expectations that is inclusive of all groups of learners to include White, Hispanic, African American, Asian, and Economically Disadvantaged, and at-risk. 7. Students will be given an opportunity to participate in an academic dual-credit program
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Activities	Person(s) Resp	Resources	Timeline
1. Campus strategic planning and visioning based on the Cambridge Strategic Planning model	-Principal; Chief Academic Officer	-Staff Time	October 2017
2. Develop a clear and compelling academic/instructional focus based on campus needs identified through the disaggregation of EOC data	-Campus Administration/Staff	-Staff Time; Curriculum Coordinators	September 21, 2017
1., 6. Establish a <u>culture of high expectations</u> that is based on vision, core values and a common belief system (administrators lead weekly assembly aligned with PACK)	-Staff during advisory	-Time in Schedule	Weekly
3. Research-proven <u>differentiation of instructional strategies</u> will be provided for all students to include White, Hispanic, African Am., Asian, and Economically Disadvantaged, and at-risk.	-All Staff	-Staff Development and Faculty Meeting Times	Monthly Staff Meetings and Staff Devop, Days
4. Ensure the scope of the TEKS is aligned with the objectives taught each six weeks.	-Administration	-Staff Time; district curriculum coordinators	Six Week Periods
5. Offer accelerated instruction/tutorials for students who have not performed satisfactorily on state mandated tests, failed marking periods, or have zeros. This is our initial step in the academic RtI process.	-Teachers; Administration	-Campus/ SCE Budget	Weekly
5. All students will have a graduation plan. An annual review will occur, to ensure that the students are progressing toward a timely graduation.	-Dean of Students	-Staff time	Yearly
3. Support, coach, and collaborate with staff through ongoing professional development and learning communities that focus on best instructional	-Administration	Staff time	Ongoing (each 3 week

<p>practices (formative assessment, workshop, PBL, Flipped, blended instruction, engaging hooks)</p> <p>5. Administrators will monitor failure rates at the mid six weeks and end of six weeks marking periods, conduct walkthroughs weekly for curriculum implementation and appropriate instructional strategies, and hold SIT meetings. Administrators will meet with teachers regarding the data collected from walkthroughs and what is being observed in the instructional settings to create interventions as needed.</p> <p>7. CVHS will increase enrollment of students in academic dual-credit.</p>	<p>- Administration and Staff</p> <p>Teachers; Dean of Students; Blinn College</p>	<p>Staff Time</p> <p>Staff Time and Marketing</p>	<p>marking period)</p> <p>September-May (after school)</p> <p>Fall/Spring Semesters</p>
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<p>Evaluation</p>	<ul style="list-style-type: none"> -New visioning documentation -Walk-throughs documented in TalentEd -T-TESS evaluations -Sign-in documentation for training sessions -Viable curriculum -Documentation of students attending before, during, and after school tutorials -Staff will utilize Social Media (Twitter, Facebook, Remind, Etc.) and teacher websites to increase student engagement and relevancy to the curriculum -Dual Credit records -Number of students designated as college ready by TSI
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Goal 2	Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.
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Objective(s)	<ol style="list-style-type: none"> 1. Educators will provide opportunities for students to become fluent in and adapt to a variety of technologies 2. Staff will offer an array of post-secondary readiness programs to meet the expanding needs of students and the workforce 3. Promote extra-curricular, co-curricular, and enrichment opportunities for every student
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Activities	Person(s) Resp	Resources	Timeline
3. Staff will implement clubs during the school day. Students choose which club they want to participate in each semester.	Staff	Advisory time	Weekly (Thursdays)
2. Each Wednesday, students will have the choice in hearing various Workshop Wednesday Speakers share about their trade or skills needed to have a successful post-secondary life.	Administration; Teachers; Learners	Advisory Time	Weekly (Wednesdays)
1.,2. Educators will implement PBL units to instill in students the necessary post-secondary skills needed in the workforce. (collaboration, creativity)	Educators	Instructional Time	Once per semester
1.,2.,3. Cross curricular assignments - Students will present a culminating end-of-the-semester cross curricular project during the fall and spring semesters	Educators	Instructional Time	Once per semester
1., 3. Learners will have the choice to participate in Genius hour or Intramural games on Fridays. Collaboration, Cooperation, Creativity, and Perseverance are all skills the learners will acquire during these activities.	Administration; Educators; Learners	Advisory Time, technology, PE equipment	Weekly (Fridays)
2., 3. A customized and individualized Art program will be provided for students to develop their individual talents and interests	Art instructor	Instructional time, planning time, budget	Daily
1., 2., 3. An Animation instructional setting that supports individual choice and student interests will be developed	Animation teacher	Planning time	A or B and C days. (Modified block schedule) M/W or T/H & F.
1., 2. Technology integration will occur in every instructional setting	Teachers; Administration	Planning time, instructional technology training	Daily

Evaluation	<ul style="list-style-type: none"> -Attendance Rates -Sign -in sheets for the different learning opportunities -Dual enrollment participation -Art students will enter contests displaying their individualized creations -Students and teachers will present cross-curricular projects to a variety of stakeholders each semester
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Goal 3	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships
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Objective(s)	<ol style="list-style-type: none"> 1. College View High School will meet the social/emotional needs of our students by creating an identity through the development of our guidelines for success. 2. Staff will be educated on the needs and services for all students including low-performing, economically disadvantaged, and at-risk students. 3. The school environment is safe and conducive to learning. 4. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally 5. Nurture relationships among staff to promote personal and professional growth 6. Provide professional, customer-oriented interactions with parents, students, visitors, and staff
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Activities	Person(s) Resp	Resources	Timeline
3. Review, change (if needed) and follow the Crisis Management Plan as needed	-Safety Committee Head, Staff	-Staff Time	Yearly
1. College View High School administration will lead faculty and staff through the guidelines for success (PACK) <i>Persistence in Effort, Academic Excellence, Citizenship and Character, and Kindness Towards Others.</i>	-Principal/Assistant Principal/Dean of Students	-Staff Time	Each Six Weeks
2. College View High School will review and integrate researched-based strategies on building rich relationships with students who are low-performing, economically disadvantaged, and at-risk students.	-Principal/Assistant Principal/Dean of Students	-Staff Time	As needed
3., 5. College View High School will be consistent in applying disciplinary consequences	-Principal/Assistant Principal/Dean of Students	-Staff Time	Daily
1., 3. Develop and/or implement proactive intervention strategies in order to reduce the number of discipline referrals and increase positive behaviors (ie - Principal's 200 club and PACK Card)	-SEL Team	-Staff Time	Daily
1., 5., 6. Develop and/or implement proactive intervention strategies that address offenses such as bullying, harassment, and violence so all students, including members of the LGBTQ+ community, feel safe at school.	-Dean of Student & Staff	-Staff Time; Staff Development ; advisory	Daily
2., 3., 4. College View High School will participate in staff development training to address discipline issues	-Principal/Assistant Principal/Dean of Students	-Staff Time	As needed
5. Will utilize the Student Council in an advisory capacity	-Student Council Sponsor	-Staff Time	Monthly
	Principal/Assistant Principal/Dean of Students/Staff/Social Emotional Team	-State Comp Ed Funds	As needed at monthly meetings

<p>1., 2., 5. Staff development training will be provided on the relationship between behavior management plans and the understanding of social, cultural, and developmental differences</p>	<p>-Principal/Assistant Principal/Dean of Students</p>	<p>-Staff Time</p>	<p>August and again as needed</p>
<p>3., 6. Leadership team will train teachers on campus rules and procedures and develop a staff handbook</p>	<p>All Staff</p>	<p>-Staff Time</p>	<p>Daily</p>
<p>1.-6. Principals and staff will consistently support teachers in enforcing student code of conduct rules through whole campus assemblies, weekly newsletters, and implementation of common language. We will evaluate this through a reduction of disciplinary office referrals.</p>	<p>-Leadership Staff</p>	<p>-Staff Time</p>	<p>Monthly</p>
<p>3. Local K-9 Unit will provide canine drug detection monthly</p>	<p>-Leadership Team/Staff</p>	<p>-Campus Funds</p>	<p>Daily</p>
<p>1., 3., 5.. Will consistently enforce and implement the discipline plan for the school campus</p>	<p>-SEL Team</p>	<p>-Staff Time</p>	<p>Daily</p>
<p>1., 3., 6. Integrate CHAMPs in all College View High School Classrooms</p>	<p>Principal/Dean of Students</p>	<p>-Staff Time</p>	<p>As required</p>
<p>2. Home visits as needed to absentees' home to assess needs</p>	<p>-All Staff</p>	<p>-Staff Time and Campus Budget</p>	<p>Weekly</p>
<p>1., 3. Staff will catch students meeting the guidelines for success (<i>PACK</i>) and issue a Principal's 200 Club ticket. The student will be sent to the office for a positive referral during transition, between classes. Then, the office will make a positive phone call home and the student will earn positive reinforcement from the office for meeting the expectations.</p>	<p>-Staff</p>	<p>-Staff Time</p>	<p>Weekly</p>
<p>4. Teachers will sponsor a student activity/club</p>			

Evaluation

- Activities & procedures to be monitored and adjusted
- Discipline referrals decreased from the prior school year
- Discipline issues are reported and handled in a consistent manner while being mindful of specific student needs, end of year and six weeks
- Disaggregated discipline data
- Staff development feedback data
- Feedback from STUCO and other club sponsor
- Staff development provided; discipline referrals are representative of the College View High School student population
- Staff following procedures
- Rules being enforced during walkthroughs and observations
- Local records
- End of year and six weeks reports
- Increased attendance rates
- Number of times Principal's 200 Club celebration occurs
- Mailings
- Student surveys
- Feedback from staff, students, and stakeholders

Goal 4	Empower families and the community to be full partners in students' educational success.
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Objective(s)	<p>1. College View High School will provide opportunities for families to support their children in the learning process</p> <p>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities</p>
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Activities	Person(s) Resp	Resources	Timeline
1., 2. All parents and community members will be encouraged/invited to participate in College View High School activities, with emphasis placed on historically marginalized populations	-Staff	- Staff Time	As Activities Occur
1., 2. Campus Improvement Committees will be representative of campus demographics	-Staff	- Staff Time	4x yearly
1., 2. Continue outreach initiatives through community centers (such as Lincoln Center, TAMU Med Student Organization, Scholarship Student Organizations, Master Gardeners, etc) to partner with students, parents, and community members	-Staff	- Staff Time	Daily/Weekly
1., 2. Training will be provided for volunteers	-Staff	- Staff Time	As Needed
1., 2. Campus will maintain social media accounts and web page and use School Messenger to communicate with students, parents, and community	-Assistant Principal, Dean of Students	- Staff Time	Daily/Weekly
1., 2.. Service projects will happen on regular occurrences	-Staff	- Staff Time	Monthly
1., 2. Parent representative of our school population will be asked to serve on various campus and district-wide committees	-Principal	- Staff Time	As Needed
1., 2. Will encourage parent involvement from diverse populations	-Principal and Staff	- Staff Time	Daily
1., 2. Will ask parents to serve on advisory councils for campus decisions	-Principal or designee	- Campus Budget	Ongoing
1., 2. Will ask staff, parents, and community leaders to make presentations and volunteer in classes	-All Staff;	- Staff Time	Weekly
1., 2. Will ask parents to chaperone field trips and school activities	-Staff	- Staff Time	Ongoing
	-Principal; SEL Team		1-2x yearly

1., 2. Will survey parents to analyze parent concerns and issues		- Staff Time; Campus Budget	
1., 2. Utilize School Messenger to communicate with parents	-Staff	- Staff Time	As Needed
1., 2. College View High School will hold fall open house and spring showcase	-Student Council; all staff	- Staff Time; Campus Budget	Fall, Spring
1., 2. Attendance clerk or administrators will call parent/guardian of any student who is absent if they have not called the school	- Attendance Clerk, Assistant Principal	- Staff Time	Daily
1., 2. Campus will mail home attendance letters on a regular basis	- Attendance Clerk, Assistant Principal	-Postage	As needed per attendance guidelines
1., 2. Enlist local businesses to recruit and hire our students and graduates	-Dean of Students and AP	- Staff Time	As Appropriate
1., 2. Six week progress reports & newsletters will be prepared and distributed to each student with copy to parent	-Dean of Students/Secretary	- Staff Time	Every Six Weeks
1., 2. College View High School will partner with local businesses, community members, and parents to support the educational efforts through programming and donations (ie dual-credit tuition, field trips, etc.)	-Staff	- Staff Time	As Needed

Evaluation

- Parents & community members actively participate as evidenced by sign in sheets & surveys
- Committee membership represents school demographics; sign in sheets
- Events scheduled & parent community member attendance at events
- Volunteers trained and actively working
- List of new businesses who support students as employees
- Social media traffic increases
- Students providing service projects in community
- Parent representation
- Diverse attendance at all events
- Active advisory councils
- Presentations
- Approved volunteer list will reflect parent involvement
- Data disaggregated and changes in place
- School Messenger reports
- Open house and showcase participation
- Calls being made / Attendance rates
- List of new businesses who support our students as employees
- Students & parents to receive three week progress reports & newsletters & encouraged to review these
- Partnerships established with businesses, community members, and parents
- Number of parents involved with fundraisers

Goal 5	Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets
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Objective(s)	<ol style="list-style-type: none"> 1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results 2. Comply with all state and federal requirements
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Activities	Person(s) Resp	Resources	Timeline
<p>1-2. Provide information regarding post-secondary options that prepare students for <u>success beyond high school</u>, including colleges, universities and technical schools for all students, which include at-risk students, White, Hispanic, Black, Asian, Economically Disadvantaged</p>	-All Staff	Community members, staff, tutorials, job training	Daily Conversations, Yearly College Night, and Yearly Career Day Field Trip
<p>1-2 <u>Attendance guidelines</u> will be clearly communicated with students and parents/guardians</p>	-Dean of Students; Teacher; Administration	Staff Time	As Required
<p>1-2 Failure to attend school procedures will be followed consistently</p>	Assistant Principal, Attendance Clerk	Staff Time	Daily
<p>1-2 Will conduct attendance committee hearings to discuss and hear attendance appeals</p>	-Asst. Principal/Dean of Students/Staff	Staff Time	End of both fall and spring semesters
<p>1-2 Administration will check lesson plans to ensure standards are being taught at CVHS</p>	-Asst. Principal/Attend. Sect.; Other Staff	Staff Time	Weekly

Evaluation	<ul style="list-style-type: none"> - Number of graduates vs. dropouts in May, TAPR - Records will be kept; Increased graduation completion of all students. - Handbook, student/parent orientations, attendance letters, emails, phone calls - Filing with justice system - Attendance data
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Professional Development Plan

2017-18

Dates	Instructional	Social-Emotional	Physical
August professional development days	<ul style="list-style-type: none"> -#EdCampHolik - T-TESS goal setting -Present bi-monthly PLC setup (Trying something new - First ski jump) -Texas Equity Plan 	<ul style="list-style-type: none"> -Celebrations -Team building (B/CS Scavenger Hunt) -Pitch PACK - Guidelines for Success -Flip out CHAMP your space -ProEthica -Advisory Time 	<ul style="list-style-type: none"> -Principal's 200 Club -NEW Grading Procedures Discussion -Staff Handbook with Nuts-n-Bolts -DAEP Check-in/out procedures -Mandatory Drug training
CVHS Weekly Faculty and Staff Newsletter	<ul style="list-style-type: none"> -Instructional Tip of the week -Technology Tip of the week -SPED Tip of the week -PLC discussion question and YAG -Upcoming training or PD 	<ul style="list-style-type: none"> -PBIS (Principal's 200 Club) -Behavior Tip of the week -Advisory Time -ProEthica 	<ul style="list-style-type: none"> -Emergency drill procedures and feedback -Elicit feedback from faculty/ staff about needs/supports/suggestions
September 7th PLC	Teach Like a Pirate and Hacking PBL		
September 21st faculty meeting	<ul style="list-style-type: none"> -Teachers share out their learning from their first PLC meeting -Review Targeted Elements (Viable Curriculum and Formative Assessment) -AFL training 	<ul style="list-style-type: none"> -Celebrations/Recognize TOTM within Guidelines for success -CHAMPs - Where are communicating our expectations clearly? 	<ul style="list-style-type: none"> -Remind staff to complete their EduHero courses by October 9th. -Volunteer website
October 5th PLC	Teach Like a Pirate and Hacking PBL		
October 9th Professional Development	<p>Stations:</p> <ul style="list-style-type: none"> -Continued AFL training in the morning with Formative Assessment technology tools -Strategic planning and visioning process for CVHS -Formative Assessment and at-risk and/or economically disadvantaged -Backwards design training -Review 6 weeks failures 	<ul style="list-style-type: none"> -Celebrations/TOTM based on PACK -Reinforce PACK - Guidelines for success -At-risk and/or economically disadvantaged 	<ul style="list-style-type: none"> -Common Area Feedback -EduHero Due (Sexual abuse, Bloodborne Pathogens, Bullying, GT for Comp Time)
October 19th Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -Continue conversations about T-TESS rubric and how formative assessment aligns with Domain II. 	<ul style="list-style-type: none"> -Celebrations Reinforce PACK - Guidelines for success 	<ul style="list-style-type: none"> -School family Thanksgiving Dinner procedures

November 2nd PLC	Teach Like a Pirate and Hacking PBL.		
November 16th Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -Strategic planning and visioning process for CVHS -Review 6 week failures 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success -Common Areas (What is working? Why?) -Data dive - referral and attendance data -Attendance Review Committee Guidelines 	-Google Form feedback and discussion on Genius Hour
December 7th PLC	Teach Like a Pirate and Hacking PBL.		
December 21st Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -Review 6 week failures 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success 	-MOY (winter break) expectations for classrooms
January 11th	Teach Like a Pirate and Hacking PBL.		
January 18th Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -T-TESS Evaluation Cycle Begins -Effectively using formative assessment data to adjust instruction -Technology tool for Formative Assessment 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success 	
February 1st	Teach Like a Pirate and Hacking PBL.		
February 15th Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -T-TESS goal reflection and domain II -Review 6 weeks failures 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success -Review behavioral/discipline data 	
March 1st PLC	Teach Like a Pirate and Hacking PBL.		
March 22nd Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -Effectively using formative assessment data to adjust instruction 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success 	-Data dive - how many P200 Club celebrations have we had?
April 5th PLC	Teach Like a Pirate and Hacking PBL.		
April 9th Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -Review 6 weeks failures 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success -Attendance Review Committee Guidelines 	
May 3rd PLC	Teach Like a Pirate and Hacking PBL.		
May 17th Faculty Meeting	<ul style="list-style-type: none"> -Each PLC will share learning from book study -Teachers turn in next year's T-TESS goal. 	<ul style="list-style-type: none"> -Celebrations. Reinforce PACK - Guidelines for success 	Feedback and discussion on Genius Hour
June 1st Staff Development (Last day of teachers on contract)	<ul style="list-style-type: none"> -Survey faculty and staff for future training needs and wants? -Analyze data (failures, STAAR, 	<ul style="list-style-type: none"> Year long celebrations Team building ideas 	

	attendance, and discipline) and assess alignment for curriculum to state TEKS.		
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Appendix

Acronyms

PACK - Guidelines for Success

- Persistence of effort
- Academic excellence
- Citizenship and character
- Kindness towards others

College View High School Plan for State Compensatory Services

2017-2018

Revised 09.14.17

- I. Needs Assessment
 - Classroom Observation
 - Classroom Assessments
 - State Mandated Assessments Scores
 - Six week progress reports
 - Discipline Referrals
- II. Focus of SCE services for 2016-2017
Preparation and remediation for State Mandated Assessments in reading, language, mathematics, science and social studies and/or who have not been successful in the regular classroom environment.
 - Instruction in much smaller groups and strategies to address behavior management
 - Instructional supplies to support differentiated instruction
 - Travel for professional development

III. Students identified under State Compensatory Education TEC, Section 29.081

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;
2. If the student is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is pregnant or is a parent;
5. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
6. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
7. Is currently on parole, probation, deferred prosecution, or other conditional release;
8. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
9. Is a student of limited English proficiency, as defined by Section 29.052;
10. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
11. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
12. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

IV. Instructional Delivery

- Students receive instruction in their areas of weakness according to State Mandated Assessments scores, benchmark tests, and ADM disaggregation.
- Students receive instruction in small groups. Class size reduction and differentiated instruction strategies implemented.

V. Staff Requirements

- o 6 teachers (6 FTEs) to teach the smaller classes.

VI. Budget Requirements--State Compensatory Education funds = 5 FTEs

- o Salary for five core subject teachers with benefits (5.0 FTEs)
- o Substitute Pay
- o Supplies for class and materials
- o Travel for professional development
- o Miscellaneous operating expenses

VII. Funding Resources

- o State Compensatory Education - supplemental to the regular education program.

VIII. Projected Outcomes

- o The gap between students who are not identified and those who are identified will be lessened on the state mandated assessment.

IX. Evaluation Model

- o Formative evaluation model would include objective assessments, benchmark assessments, and a practice State Mandated Assessments. Summative evaluation model would include an evaluation of the State Mandated Tests results for the students who were identified as in at-risk situations compared to the results for non-identified students on the campus.

**School Improvement Planning Committee
2017-2018**

Teachers (5)	Term Expires	Business (2)	Term Expires	Community (2)	Term Expires	Parent (2)	Term Expires	District (1)	Term Expires
Randall Pratt rpatt@csisd.org	Ongoing	Tod Weingand tod@monograms-more.com	2019	Tom Arnold toma@go-concepts.com	2018	Laurie Galbreath lauriegalbreath@gmail.com	2019	Marla Ramirez mramirez@csisd.org	2019
Jay Pritchard jpritchard@csisd.org	Ongoing	Steffany Bowling steffanybowling@hotmail.com	2019	Jacob Yarter jyarter@brazoscoun.tytx.gov	2020	Renee Thompson Mersea4u2@yahoo.com	2018		
Ann Rife arife@csisd.org	Ongoing					Krista Burdine krista@cyburdine.com			
Sharlene Stipp sstipp@csisd.org	Ongoing								

Laura Weingand lweingand@csisd.org	Ongoing								
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