

Leander Independent School District
Cedar Park High School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Closing Performance Gaps



Vision

**Students will exit our system with the same passion for learning they had when they entered,
without economics determining success.**

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Park High School had 1,866 students in 2015. CPHS's enrollment has been consistent for recent years but anticipated to increase due to the growth in Austin and the surrounding areas and the rezoning of the district. The school's population consists of the following: 3.4% African American, 18.6 Hispanic, 69.2% White, 0.4% American Indian, 5.1% Asian, 3.4% from 2 or more races. Economically disadvantaged students make up 10.5% of the population. The ELL population is at 1.5%, and our Special Education population is at 8.4%. Our mobility rate is 6.7% which is below the district rate of 9.4%. The diverse needs of our student population are served through a variety of district and campus programs and support services. The graduation rate for CPHS in 2014 was 97.4%.

Demographics Strengths

Our demographic strengths include:

- 2015 TEA Distinction in closing performance gaps
- Percentage of discipline referrals for sub-populations are similar to demographic makeup of the school.
- Graduation completion rate has increased from previous years due to many of our intervention initiatives, HOPE meetings, credit recovery, etc.
- 4 year graduation rate of 97.4%
- The percentage of economically disadvantaged students at CPHS (10.4%) is equal to the percentage of eco-dis students referred for disciplinary infractions (10.4%).

Demographics Needs

1. Achievement gaps in Reading (compared to all students) African American = 11% gap; Special Ed = 30% gap; Economically Disadvantaged = 15% gap
2. STAAR-EOC testing in 2014-15 indicates a 22% gap (95% / 73%) between students receiving special education services compared to all students on STAAR (All subjects)
3. In 2014-15 Male students are over-represented in disciplinary referrals, making up 77% of all referrals for behavior infractions.

4. Students receiving Special Education services exhibited lower graduation rates than all students (minimum target= 4 yr. 83% 5 yr. 88%): Students receiving SPED services in the class of 2014 - 4 year =81.8%; class of 2013 - 5 year = 81.8%
5. STAAR level 3 advanced performance; All students = 28.4% compared to sub-groups: Economically disadvantaged = 16.5% (11.9% gap); ELL = 13.6% (14.8% gap); SPED = 8.3 % (20.1%).
6. Gap in performance between ELL sub-group and all students on STAAR Reading: All students = 92%; ELL = 46% (46% gap) *13 students in ELL sub-group

Student Achievement

Student Achievement Summary

In 2015 Cedar Park High School met the standard in all areas of TEA accountability. Additionally, CPHS earned distinctions in the areas of Science, Math and closing performance gaps. There is a strong college going culture at Cedar Park High School with 72.2% of students (class of 2014) enrolled in college the fall after graduation. College courses are offered through the dual credit ACC program. In 2014-15 CPHS had 1536 enrollments in Advanced Placement courses. Of those, 1290 (84%) were tested on AP exams. Students scored 3 or higher on 78% of AP Exams. This is a 7% increase from 2013-14. 63.6% of 11th grade students met the criteria for College readiness based on PSAT scores. The graduation rate for the class of 2014 was 97.4%. STAAR End of Course exam data indicates that Cedar Park has made progress toward closing achievement gaps and earned a distinction in this category. There are some gaps in achievement amongst several sub-populations that will continue to be a focus in 2015-16. In 2015 there was a 9% gap (95% / 86%) between economically disadvantaged students compared to all students based on STAAR (All subjects). There was a 22% gap (95% / 73%) between special education students compared to all students on STAAR (All subjects).

Student Achievement Strengths

- 2% increase of all tests meeting phase-in satisfactory standard for all subjects from 93% in 2014 to 95% in 2015; while 28% of all test scores for all subjects were at level III advanced in 2015 which is an increase from 21.8% in 2014. CPHS had increases of level II scores in all subject areas (math, reading, science and social studies)
- Great progress toward closing the performance gap in Math between economically disadvantaged students and non-economically disadvantaged students. There was an 18% gap on STAAR-EOC in 2014 compared to 3% gap in 2015.
- The percentage of economically disadvantaged students meeting standard or meeting advanced standard increased in all areas tested between 2014 and 2015.
- STAAR percent of tests at Level III Advanced - Math = 21.6% (district=14%); Science = 47.8% (district = 31.2%); Social Studies = 41.7% (district = 23.4%)
- STAAR percent of tests at Level II Satisfactory: Math = 93%; Science = 100%; Reading = 92%; Social Studies = 99%
- The percentage of tests at Level III Advanced is as follows: All subjects = 28.4%; Reading = 15.4%; Math = 21.6%; Science = 47.8%; Social Studies = 41.7%
- AP course enrollments = 1536; 1290 AP exams taken
- 7% increase in AP exam passing rates in 2015 with 78% passing scores (scores of 3,4,5)

Student Achievement Needs

1. Students receiving Special Education services scored significantly lower than non special education students on Math and Reading EOC STAAR Tests. Passing rates dropped from 2014 to 2015. Math dropped from 81.4% passing to 61.9%. Reading dropped from 68.2% passing to 49.5%.
2. Achievement gaps in Reading based on STAAR EOC data (compared to all students) African American = 11% gap; Special Ed = 30% gap; Economically Disadvantaged = 15% gap; ELL = 34% gap (19 students in ELL sub group)
3. Graduation rates for special education students (4 year/ 5 year)= 81.8%
4. STAAR EOC Reading % at Level III = 15.4% (down 3.4% from 2013-14)
5. Increase in attendance rate is needed. Attendance rate 95.2% (quartile 4 in comparison group)
6. Achievement gaps in Math (compared to all students) Special Education = 71% All students = 93% gap = 22% (*14 total students in sub-pop)
7. STAAR post-secondary readiness standard- 63% of African American students met the standard compared to 80% of All Students (17% gap)
8. Although the percentage of social studies EOC STAAR tests at level II was 99%, CPHS was in quartile 3 within comparison group for Level III performance at 41.7% on Social Studies EOC.
9. In 2013-14 there was a 6% drop in students enrolled in college in the fall after graduation. We need to look further into this data for validation to determine if this is an area of need. At the same time there was a 4% drop in College ready grads from 76.7% in 2012-13 to 72.6% in 2013-14 based on state measures which include only the ACT and SAT. CPHS reports 77% college ready grads in 2015 based on SAT/ ACT and TSI. In the class of 2014 81% of grads met college readiness but had the additional opportunities through STAAR Algebra 2 and ELA III.
10. Performance gaps increased between English Language Learners (ELL) and non-ELL students between 2014 and 2015. While this sub-population was small (13 students) we need to monitor student progress and develop strategies for ELL student success.
11. Need an improvement process for targeting students who have not identified a post-secondary plan during 12th grade.
12. Need an improvement process for identifying students who have AP potential but have not enrolled in an AP or Dual Credit course.

School Culture and Climate

School Culture and Climate Summary

Cedar Park has a reputation as a rigorous academic learning environment for all students. In addition to academic rigor, students are significant contenders in athletics, fine arts, and other co-curricular competitions, with frequent appearances at the state and national levels. CPHS provides a safe and supportive learning environment, challenging students to achieve academically while encouraging participation in the numerous extra-curricular offerings. Cedar Park consistently has over eighty percent of the student body involved in UIL extra-curricular activities. In 2013 Cedar Park was awarded 1st place in the prestigious UIL Lone Star Cup for the over-all success of these extra-curricular programs. More recently, in 2015, Cedar Park finished 4th in the Lone-Star Cup. CPHS has a variety of additional offerings for participation in school based clubs, organizations and school events. School resources are dedicated to providing education and prevention programs designed to address current risks associated with adolescence including bullying, harassment, sexual assault, alcohol and other drugs. Student organizations such as S.T.A.N.D (students against negative decisions), C-Squared and PALS - Leadership assist in promoting a positive school environment. CPHS was designated a "No Place For Hate" campus based on fulfillment of the program activities. Overall School climate is positive and upbeat, where faculty members care about students and work to help them grow both academically and emotionally, and socially. Students feel safe and supported by faculty and staff.

School Culture and Climate Strengths

- Over 80% involvement in UIL classes.
- School broadcast presentations provide ongoing positive messaging and support positive school culture.
- Total number of referrals decreased by 22% between 2013-14 and 2014-15 from 646 to 505
- Total number of suspensions decreased by 50% between 2013-14 and 2014-15 from 262 to 130.
- Safe and supportive environment. 95.8% of students polled felt safe outside of the classroom at CPHS as compared to the district at 91.8% of students feeling safe outside of the classroom. 94.9% of students feel safe in their classroom.
- 89.7% of Cedar Park students feel that they have an adult on campus that will listen to them and respond to their needs and concerns.
- 82.58% of parents feel that the campus provides an environment that is inviting to parents and families.
- Opportunities are provided for parent and community involvement
- Cedar Park High School maintains several clubs and organizations for diverse groups, such as the international club, Middle Eastern cultural club, etc.

School Culture and Climate Needs

1. Ensure anti-bullying and positive relationship lessons are being taught in DEN and modeled by faculty and staff.
2. Offer weekly DEN time for clubs and extracurricular activities. Promote student initiated development of clubs that meet during DEN.

3. Annual attendance rate has been consistently around 95%. We are in need of improvements, particularly amongst Senior students.
4. Plan and promote activities specifically designed to address positive student and staff relationships and maintain No Place for Hate® status.
5. Develop and offer small group counseling for student aggressors and victims.
6. As indicated in the safe Havens report Cedar Park HS needs to increase the number of cameras on campus in order to increase security and safety for all students.
7. Restrict doors and gates from being propped open during the school day.
8. Areas for continued growth and development include improving parent and community involvement, continue to work on maintaining an environment for students where they feel safe.
9. Include cultural awareness programs, presentations, initiatives to promote and enhance our positive campus-wide culture.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cedar Park High School has established effective professional learning communities consisting of departmental and subject area teams. PLC teams are tasked with planning lessons, developing common assessments, sharing best practices, evaluating instructional strategies and assessing student progress. The campus-wide focus, or "problem of practice" is developed through data collection and input by the collaborative teams. Student engagement is a primary focus at CPHS and particularly student engagement through student to student interaction and discourse. Departmentally, teams have defined engagement and established criteria for evaluating success. In addition to the campus-wide focus, teaching staff each develop individualized portfolios highlighting areas study and growth throughout the school year. The LISD 7 Student learning behaviors are the framework for all instructional practices and professional development. With the incorporation of new technologies, CPHS will be forging ahead with professional development and collaborative planning specifically focused on student learning through media platforms.

Student learning behavior data summary based on spring 2015 learning walks reveals the following:

- Score per classroom visit base on Rubric scale 0(low)-2(high): Learning targets - 51.1% of classrooms scored a 2; 45.8% scored 1; 2.8% scored 0
- Engagement measure- 38.2% scored 2; 50.3% scored 1; 11.3% scored 0
- Our student survey data indicates that 85% of students agree or strongly agree to the prompt "I am excited and actively participate in class learning activities." 45% of students responded "strongly agree" to the survey prompt "I get the help I need when I am struggling to learn in class."
- Student engagement was the 2014-15 campus focus (problem of practice). We have developed and implemented systems for ongoing teacher professional development through learning walks, self reflection and instructional strategy sessions.

Curriculum, Instruction, and Assessment Strengths

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- Our student survey data indicates that 85% of students agree or strongly agree to the prompt "I am excited and actively participate in class learning activities." 45% of students responded "strongly agree" to the survey prompt "I get the help I need when I am struggling to learn in class."
- Student engagement was the 2014-15 campus focus (problem of practice). We have developed and implemented systems for ongoing teacher professional development through learning walks, self reflection and instructional strategy sessions.
- Relative strength in the area of student engagement
- Greater than 80% of students "agree" or "strongly agree" to all SLB student survey prompts
- Leadership team identified and developed campus-wide problem of practice
- Teachers identified and developed individualized areas of development and completed a portfolio process

Curriculum, Instruction, and Assessment Needs

1. Continue to work on student engagement goals. Work to increase the percentage of classrooms that meet the highest criteria for engagement on the rubric.
2. Continue to work on intervention goals. Student perceptual data will be at least 50% strongly agree regarding the prompt "I get the help I need when I am struggling to learn in class.
3. Expand upon teacher reflective rounds process to ensure that all teachers are participating in the group rounds as well as individual peer observations.
4. Plan and implement professional development that incorporates strategies for utilizing technology based instructional strategies. Monitor staff use and effectiveness.

Family and Community Involvement

Family and Community Involvement Summary

At Cedar Park High School partnerships between the school, families and community are instrumental in the overall success of students. Parent surveys, on-going feedback and parental involvement indicate that parents value the role Cedar Park plays in the community. We are working to anticipate the implications of a ever-changing community culture. Currently parents are connected to the school in a variety of ways, including online resources, teacher communication, weekly news bulletins, family informational meetings, etc. Additionally, parents and community members have opportunities to be involved through site based planning committee, volunteering and booster clubs. Parents, families and community members are supportive and attend the various school functions including concerts, plays, athletic competitions, etc.

Family and Community Involvement Strengths

- When surveyed and asked if "The campus provides opportunities for parent and community involvement." 87.62% of parents felt that Cedar Park encourages parent/community involvement.
- When surveyed and asked if parents feel that "The campus provides an environment that is inviting for parents and families." 82.58% of parents agreed or strongly agreed with this statement
- We provide multiple ways of communicating with parents.
- Community members such as Duncan Donuts, Firehouse, Smokey Mo's, Chick-Fil-A, etc donate to the high school for a variety of different events and organizations such as back to school, Band, athletics, etc.
- Meet the Timberwolves involves the entire community for a community pep rally
- Open House

Family and Community Involvement Needs

1. With an increase in diversity and we will be considering structures for supporting and communicating with families having varying cultural backgrounds and needs.
2. CPHS does not currently have a PTSA.
3. Provide more opportunities for parent feedback and input. On the Parent survey prompt "The campus encourages parent/ community involvement" results indicates that 57% agree while 29% strongly agree. We need to see an increase in "strongly agree" responses.
4. On the Parent survey prompt "The campus faculty and staff listen to my concerns and are responsive to the needs of my child" results indicates that 50% agree while 26.5% strongly agree. We intend to develop a culture in which the majority of our parents "strongly agree" with this prompt.

5. On the Parent survey prompt "The campus makes me feel informed, included and welcome to participate in campus based parent/ teacher groups, such as PTA, PTSA, PTO, watch dogs, etc" results indicates that 55% agree while 27.5% strongly agree. We need to see an increase in "strongly agree" responses.
6. On the Parent survey prompt "The campus provides an environment that is inviting for parents" results indicates that 59% agree while 24% strongly agree. We need to see an increase in "strongly agree" responses.

Technology

Technology Summary

Technology in LISD is going mobile with mLISD - we will begin student roll out of Lenovo laptops to freshmen in January, with other grade levels to follow in the next 1 - 3 years. Faculty received Lenovo laptops last school year with ongoing instruction to support their learning. The expectations for our campus and students is to have everyone on-line and mobile in the next few years. Currently students have access to computers in the classroom, computer labs and the library. The library is open in the morning, at lunch and after school to accommodate student needs. Technology support is offered through a full time computer tech on campus with the addition of a group of students who will serve as computer tech support for students and faculty.

Instructional materials on line are evaluated by curriculum specialist and teachers for classroom use. Faculty and staff are continually learning new methods to support their classroom instruction through workshops and fellow teachers sharing ideas and new learning.

Technology Strengths

Strengths in technology include:

- the new roll out of the Lenovo laptops to all faculty and 9th grade this spring.
- Texas Star Chart indicates our campus is in the "Advanced" stages of the following categories: Teaching and learning, Leadership, and Infrastructure
- access of technology to all students whether in the classrooms, labs, or library
- on staff computer technicians with the addition of student technicians
- on-line use in the classroom for instruction, Google Classroom for instruction inside and outside of the classroom
- different media platforms - iPhones, laptops, iPads, etc.
- on-line access reduces paper needs

Technology Needs

1. Staff development to increase capacity for implementing technology based instructional strategies which enhance effectiveness.
2. Increase student every day use of school based Google accounts. Current use based on student technology survey (never-6.7%, A few times a month- 15.7%, a few times a week - 40.8%, Every day - 36.5%)
3. Texas Star Chart indicates a need for improvement in the Educator Prep category - developing score (11/24)

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- AEIS longitudinal data
- AYP longitudinal data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

Support Systems and Other Data






- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 1: 85% of each cohort class will take an ACT or SAT by the end of Senior year. Baseline is 79%


Summative Evaluation: 2015-16 SAT/ ACT participation data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide informational sessions for parents, students and staff (DEN, before/after school, visits to AVID/ PSAT Team, College Transition classroom, staff development, etc.). Additionally, the College and Career Transition Coordinator tracks campus participation data and will seek out students who have not completed an SAT/ACT with the support of our campus college coach.	Dean of Instruction, Transition Coordinator, Counselors, Assistant Principals, 11th grade teachers (especially PSAT Team/AVID), College Coach	Completion of multiple informational sessions for all stakeholders and follow-up with students.			
2) The campus will actively promote the school day ACT scheduled for April 19, 2016.	Assistant Principal in charge of ACT	Increased participation in the school day ACT. Campus aim for 60% of juniors completing the school day ACT.			
3) Visit all junior classes prior to school day ACT registration.	Dean of Instruction	Completion of informational sessions for all of 11th grade students			
4) College and Career Transition Coordinator tracks campus participation data and will seek out students who have not completed an SAT/ACT with the support of our campus college coach. Individualized meetings will be held with all Seniors who have not taken a college entrance exam.	Transition coordinator, college coach, counselors	Individual meetings with targeted students completed			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 2: Increase CTE coherent sequence of graduates indicator score from 13.9% to 20%






Summative Evaluation: 2015-16 Post secondary readiness indicator score for coherent sequence of grads on TEA Distinction Designations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Meet with students enrolled in CTE courses and discuss the coherent sequence.	Transition coordinator, college coach, counselors	Documented discussions with students			
2) During registration process check transcripts and identify the next course in sequence and guide students to complete sequential courses when appropriate	Counselors, transition coordinator	Student meetings are completed and students know the sequential course recommendations/ options			
3) Evaluate systems and determine barriers to students enrolling in upper level courses within the sequence	Transition coordinator, Principal, Dean of instruction	Study findings			
					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 3: Increase level 3 performance on STAAR EOC English II from 9% to at least 15%


Summative Evaluation: 2016 STAAR EOC English II results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus teachers will integrate reading and writing into all classes. For example, students will be asked to write in complete sentences on exams/assignments, peer assess and complete different types of writing assignments (i.e., lab reports, etc.).	Principal, Dean of Instruction, Assistant Principals & Department Heads	Student work samples			
2) Creation of a cross-curricular task force focused on improving writing skills across campus.	English Department Head and Assistant Principal	Task force was created (September 2015) and will develop and share strategies via panel discussion(s).			
3) Establish basic expectations for reading strategies that all teachers to implement within their curriculum	DOI, Administrators for each department	Examples of teacher plans which include targeted reading strategies.			
4) Study released STAAR prompts and identify characteristics of level 3 performance. Use released tests for targeted instruction	DOI, English Dept. Admin	Compilation of lesson plans generated utilizing these resources			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 4: Increase level 3 performance on STAAR EOC English I from 22% to 26%


Summative Evaluation: 2016 STAAR EOC English I results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus teachers will integrate more reading and writing into all classes. For example, students will be asked to write in complete sentences on exams/assignments, peer assess and complete different types of writing assignments (i.e., lab reports, etc.).	Principal, Dean of Instruction, Assistant Principals & Department Heads	Student work samples			
2) Creation of a cross curricular task force focused on improving campus writing skills across campus.	English Department Head and Assistant Principal	Task force was created (September 2015) and will develop and share strategies via panel discussion(s).			
3) Study released STAAR prompts and identify characteristics of level 3 performance. Use released tests for targeted instruction	DOI, English Dept. Administrator	Compilation of lesson plans generated utilizing these resources.			
4) 3) Establish basic expectations for reading strategies that all teachers to implement within their curriculum	DOI, Administrators for each department	Examples of teacher plans which include targeted reading strategies.			
					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 5: Increase the percentage of students enrolling directly in college the fall semester after graduation from 72% to at least 75%.


Summative Evaluation: National School Clearinghouse (NSC) report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) English teachers will focus on increasing the number of seniors that are TSI complete to 90%.	English Administrator, Transition Coordinator, English Teachers	90% of seniors are TSI complete.			
2) Identify students who are high performers but do not have a post-secondary plan. Provide support to these students utilizing AVID	Dean of Instruction, Transition Coordinator, College coach, counselors	Student list developed and interventions in place			
3) Math support for students who are not TSI complete to be provided through DEN intervention and specifically designed math curriculum	Math Administrator, Dean of Instruction, Transition coordinator	Students enrolled in specifically designed DENs and math courses			
					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 6: Increase the percent pass rate for AP Social Studies Exams from 73% to 78%






Summative Evaluation: 2016 College Board Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) AP exam prep sessions to be offered more frequently through DENS	Social Studies Administrator and Department Head	Den prep sessions occur			
2) AP Social Studies teachers will integrate writing into their lessons to target skills assessed on AP exams.	Dean of Instruction, Department administrator, AP Social Studies Teachers	Student work samples			
3) Social studies collaborative teams to schedule collaborative meetings during DENS to alleviate lack of common conference.	Department Head, Principal, Dean of Instruction, Department Administrator				
					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 1: Increase STAAR EOC reading performance for students receiving Special Education services by at least 10% (2014-15 baseline 62%)


Summative Evaluation: 2016 STAAR EOC reading data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide additional English inclusion support for students with disabilities in general education classes	Special Education Department Head, SPED Administrator	Inclusion support schedule			
2) Enroll targeted students in a reading improvement class to work on reading comprehension and EOC strategies.	Special Education Department Head	Student schedules			
3) Utilize DEN time with SPED teachers certified in English to provide interventions for students needing support in reading and on EOC strategies	Special Education Department Head, Special Education Administrator	DEN time rosters and lesson plans			
4) Utilize released STAAR materials to provide targeted instruction in the general education classroom.	Assistant principals, Dean of Instruction	Student work samples, lesson plans utilizing released STAAR resources			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 2: Increase STAAR EOC Reading performance for ELL students by at least 15% (2014-15 baseline = 46%)

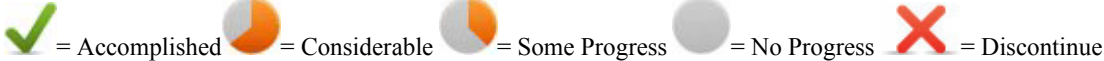
Summative Evaluation: 2016 STAAR EOC reading data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Targeted strategies provided in the ESL classroom	ESL Teacher	Instructional schedule for ESL students			
2) Targeted instruction strategies provided in the general education classroom for ESL students	ESL teacher, General education English teachers	Differentiated instructional plans for ESL students			
					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 3: Increase STAAR EOC Reading performance for students identified as economically disadvantaged by 5% (2014-15 baseline = 77%)


Summative Evaluation: 2016 STAAR EOC Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Utilize DEN time for targeted interventions for groups of students identified for remediation or EOC preparation	English Administrator, Testing Coordinator, Dean of Instruction	DEN rosters			
2) Establish basic expectations for reading strategies that all teachers to implement within their curriculum	DOI, Administrators for each department	Examples of teacher plans which include targeted reading strategies.			
3) Track students who are economically disadvantaged and monitor progress on reading and writing assessments in the English curriculum.	Dean of Instruction, English Department Administrator, English Teachers	Student tracking list with performance data.			
					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 4: Increase the percentage of African American students meeting STAAR post-secondary readiness standard by at least 5% (2014-15 baseline = 63%)

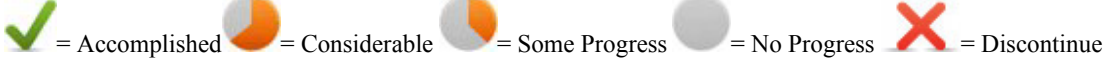
Summative Evaluation: 2016 STAAR EOC data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Identify and monitor students who have not met TSI	Transition coordinator, Dean of Instruction	Student list			
2) Provide TSI prep instruction through designated courses and through DENs	Transition coordinator, Dean of Instruction	Student rosters, Den groups			
					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 5: Increase the graduation rate for students receiving special education services from 81.8% (class of 2014) to at least 85%


Summative Evaluation: 2015 Graduation rate data as reported on TEA post secondary readiness indicator score

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Refer students with disabilities having chronic attendance issues to the drop out prevention specialist	Special Education Department Head, District drop out prevention specialist for students with disabilities	Student referral lists			
2) Tracking teachers to monitor attendance and develop plans for improvement as needed	Special Education Department Head, Special Education tracking teachers	Teacher documentation			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: At least 50% of students will respond "strongly agree" to the survey prompt "I get the help I need when I am struggling to learn in class" (2014-15 baseline = 45.3%)


Summative Evaluation: 2015-16 District SLB student survey data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide more opportunities for students to seek assistance by offering DEN time every day.	Administrators, including Principal, Assistant Principals, Dean of Instruction	Teacher DEN offerings and rosters			
2) Identify students needing extra support/ remediation/ prep for EOC's and schedule into specifically designed DENs	Dean of Instruction, Department Administrators, Testing specialist	Student rosters for specified DENs, DEN lesson plans			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: At least 50% of classrooms observed will meet the highest criteria on the district engagement rubric (score 2's).


Summative Evaluation: District walk through data summary - Spring 2016

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Establish operational definition of engagement and provide opportunities for peer and self evaluation of instructional effectiveness.	Admin, including Principal, Assistant Principals and Dean of Instruction	Campus definition of student engagement and "look fors" are established. Through discussion, instructional staff can articulate the operational definition of student engagement and evaluate classrooms for engagement on a continuum scale.			
2) Technology based instructional strategies will be embedded in campus professional development throughout the year.	Dean of instruction, Principal	Campus professional development agendas			
3) Teachers will scaffold, or break-down, instructions into small steps.	Campus Administration	Students are able to communicate the steps needed to complete an assignment.			
4) Teachers will allow for student choice in topic and/or product whenever possible.	Campus Administration	Classroom walk through data			
5) Reflective Rounds protocol will be implemented with the purpose of evaluating and discussing engagement in the classroom.	Administration	List of teachers completing each session, session notes			
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 1: Increase overall cumulative attendance rate from 95.2% to 96% or greater.


Summative Evaluation: 2015-16 Cumulative attendance data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Closely monitor Senior attendance particularly during spring semester and consistently enforce attendance policies in a timely manner.	Assistant principals	Student referrals for attendance			
2) Develop and implement attendance campaign to include posters, announcements, informational messaging communicating the importance of school attendance.	Assistant Principals	Posters and informational announcements completed. Students able to articulate the importance of attendance.			
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 2: Increase student's overall feeling of safety at school as evidenced by student survey data to show that at least 70% of students "strongly agree" to the prompt "I feel safe in my classroom" (2014-15 baseline = 63%)

Summative Evaluation: 2015-16 Student survey data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Student series of presentations to be offered during DENs or as campus-wide program including but not limited to "Arrive Alive" anti-texting tour, Anti- Bullying presentations, cultural awareness, drug free schools	Administration	List of completed activities, notes and summaries of student assemblies and programs			
2) Investigate and follow district protocol for all outcries of bullying and for any incidence of behavior that is potentially bullying	Administrators	Completion of bullying intake forms			
3) Student groups such as C-squared, S.T.A.N.D. and PALS to sponsor activities promoting a positive school climate and culture	Administrators, PALS teacher	List of activities planned and successfully implemented by student organizations			
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 3: Increase opportunities for parents to be involved with the school as evidenced by the formation of a PTSA and results of survey showing that at least 40% of parents respond "strongly agree" to the prompt "The campus encourages parent/ community involvement."

Summative Evaluation: CPHS PTSA National charter establishment, 2015-16 Parent survey data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Facilitate the establishment of a Parent, teacher, student association.	Principal	Meeting agendas, bylaws and memberships as evidence that CPHS PTSA is established and operational.			

Addendums

**002 CEDAR PARK HIGH SCHOOL
Campus Demographic Summary
2015 - 2016 School Year
Principal: JOHN SLOAN**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
125	14.1	14	4	3

Grade	Total	%
09	517	26.4%
10	468	23.9%
11	506	25.9%
12	465	23.8%
Campus Total	1,956	

Economically Disadvantaged		
N	1,732	88.5%
Y	224	11.5%

Students with Disabilities		
N	1,790	91.5%
Y	166	8.5%

At Risk Students		
N	1,053	53.8%
Y	903	46.2%

Ethnicity		
ASIAN	111	5.7%
BLACK	59	3.0%
HISPANIC/LATINO	359	18.4%
AMERICAN INDIAN	8	0.4%
TWO OR MORE RACES (MULTI)	68	3.5%
HAWAIIAN OR PACIFIC ISLANDER	3	0.2%
WHITE	1,348	68.9%

Gender		
FEMALE	918	46.9%
MALE	1,038	53.1%

Gifted and Talented		
N	1,433	73.3%
Y	523	26.7%

English Language Learners		
N	1,939	99.1%
Y	17	0.9%

Students in Bilingual Program		
N	1,956	100.0%

Students in ESL program		
N	1,939	99.1%
Y	17	0.9%

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>Student Learning Behaviors</p>	<p>Learner engagement</p>	<p>At least 90% of students will be engaged during class activities as evidenced by learning walk data. (Baseline will be established in 2014) At least 85% of students will respond "agree" or "strongly agree" to the survey prompt "I am excited and actively participate in class learning activities" (Baseline= 77%)</p>	<p>Continue to work on goal. District based learning walk data shows 38.2% on the high end of engagement rubric (2's) Met survey indicator-- 84.9% agree or strongly agree to the prompt "I am excited and actively participate in class learning activities" (Baseline= 77%)</p>	<p>Continue to monitor but discontinue with this goal</p>
	<p>Plan for intervention / challenge</p>	<p>At least 50% of students will respond "strongly agree" to the survey prompt "I get the help I need when I am struggling to learn in class." (Baseline = 36% Strongly Agree)</p>	<p>45.3 % responded "strongly agree" to this prompt.</p>	<p>Continue working toward goal</p>
<p>Eliminating the Achievement Gap</p>	<p>Learner engagement</p>	<p>Reduce achievement Gap between "ELL" students and "All students" in Reading and math to < 20% (current gap baselines- Math 43% reading = 48% [data from 19 students])</p>	<p>Did not meet goal - 56% for reading; Baseline in Math (49% gap)</p>	<p>Look at strategies to work with ELL students; Visit with ELL teacher</p>
	<p>Plan for intervention / challenge</p>	<p>Reduce the performance gap in mathematics between "All students" and student group "economically disadvantaged" to less than 10% on math EOC STAAR. (2014 baseline= All students= 87% Eco-Dis= 69%, gap 18%)</p>	<p>Met Goal. 2015 gap between All students and eco-dis on Math EOC = 4%</p>	<p>Discontinue goal; Utilize everyday DEN;</p>
	<p>Supportive learning environment</p>	<p>Reduce the performance gap in Reading between "All students" and student groups "economically disadvantaged" and "Special Education" and to less than 10% on ELA I & II EOC STAAR. (2014 baselines All students= 90% Eco-Dis= 73%, gap= 17% ; SPED= 63%, gap=27%)</p>	<p>ELA I (92%) Eco Dis - (91%)/Sped - (57%); ELA II (89%) - Eco Dis 68%; Sped - 46%</p>	<p>Continue with small group tutorials; Utilize DEN; Teacher training on relationship skills</p>

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>College and Career Readiness</p>	<p>Learner engagement</p>	<p>Increase student performance and participation on AP exams to equity and excellence rate of 53% and qualifying score rate (3,4, 5) of 75% in 2015 (2014 baseline = 44% EE, qualifying score rate 71%)</p>	<p>Participation numbers were up slightly. Scores are due back in July.</p>	<p>Target AVID students to increase their participation in AP exams.</p>
	<p>Student ownership of learning</p>	<p>Increase 2014-15 Jr/Sr participation rates on the SAT and ACT by 5%. (2013-14 Baseline SAT = 69%, SAT/ ACT = 74%)</p>	<p>Met Goal (84%) of the Class of 2015 took an SAT/ACT</p>	<p>Increase the number of schoolday ACT test takers. Schedule student/parent information nights and workshops for the Redesign SAT launch. Talk to English 3 classes about the importance of SAT/ACT in meeting TSI. Talk to English 4 classes first 3 weeks of school about ACT/SAT registration dates for fall.</p>
	<p>Supportive learning environment</p>	<p>Increase students meeting TSI-College and Career Readiness standard to 85% in 2015 (April 2014 Baseline=81%)</p>	<p>Not Met (77%) The Class of 2015 did not have TAKS as an exemption option and students took advantage of the 2nd pass option instead of retesting TSI.</p>	<p>Implement Agl II/Engl 3 EOC as a measure for TSI. Implement preparation tools including new ACC TSI Prep website and free ACCUPLACER web and mobile-based App. In a systemic way into English 4 and ICPA, Algebra II, and Pre-Calc curriculum.</p>

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p align="center">Focus on Whole Student</p>	<p>Supportive learning environment</p>	<p>At least 91% of parents will respond "strongly agree" or "agree" to the survey prompt "The campus provides a safe and supportive learning environment for my child" (2014 baseline = 89% parents); and at least 60% of students will respond "strongly agree" to the survey prompt "I feel safe in my classroom" (2014 baseline= 55%)</p>	<p>63% of students "strongly agree" that they felt safe on campus (Met goal). 92% of parents agree or strongly agree that students have a supportive learning environment (met goal)</p>	<p>Continue to work to increase percentage of students who feel safe on campus (Recommended percentage - 70%). Continue to get parent input, especially from site base. Continue to improve booster involvement. (Goal for parent agree or strongly agree to 95%)</p>
	<p>Plan for intervention / challenge</p>	<p>Increase overall cumulative student attendance to > 97% in 2014-15 (2013-14 Baseline = 95.2%, Q4 in TEA campus comparison group)</p>	<p>Did not meet 97% for attendance (95.4% for this year)</p>	<p>Focus on Senior attendance; Build student/teacher relationships; Consider rewards for students who have good attendance</p>