

T TURNER

College & Career High School

2018-2019
Campus Improvement Plan
Pearland ISD

Updated January 11, 2019

TURNER

College & Career High School

Vision Statement

*All of our students will have a career opportunity
and/or an educational placement
when they graduate from high school.*

Mission Statement

*Build relationships with students, parents, and business partners
To foster relevant learning experiences.*

Motto

A School of Choice

PISD Performance Goals 2018-2019

- Make academic achievement and student performance its priority
- Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance
- Maintain a safe, disciplined environment conducive to learning
- Recruit and retain high quality personnel reflective of and responsive to the district's diverse community
- Actively promote a sense of community and shared direction
- Value public support and earn community confidence

RTCCHS Campus Performance Goals 2018-2019

I. Math-

- a. Maintain the approaches level at 95%. Increase meets level to 75%, and increase Masters from 38% to 40 %. (Last year's goals- 23%-28% mastery. Actually improved to 38%). Domain II- Part A- reduce the number of students that regressed by 50% (15-7).

II. Science-

- a. Maintain Approach level at 95%. Increase Meets level from 79% to 85%. Increase Mastery Level from 33% to 36%.

III. English Language Arts-

- a. Increase students reaching the mastery level on EOC ELA I from 13.3% to 18%. And increase Students reaching the mastery level on EOC ELA II from 16.18% to 18%. Domain II- Part A- reduce the number of students that regressed by 50% (70-35)

IV. Social Studies-

- a. Increase student mastery level on US History EOC from 38% to 50%, increase student meets level on US History EOC from 74.65% to 80%.

V. Career and Technical Education-

- a. To increase the number of certification tests taken by 5% and to increase the number of certification tests passed by 3%. (2016/2017 had 890 taken, 820 passed= 92% passing rate)

VI. Increased SAT Scores-

- a. To increase enrollment in the Advanced SAT Prep course from 87 to 174.

VII. College and Career Transition (CCT)-

VIII. Safety

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: **2018-2019**

Campus: **Robert Turner College & Career HS**

Campus Goal I:	Math	Rationale/Evidence of Need:			
Maintain the approaches level at 95%. Increase meets level to 75%, and increase Masters from 38% to 40%. (Last year's goals- 23%-28% mastery. Actually improved to 38%). Domain II- Part A- reduce the number of students that regressed by 50% (15-7).		State graduation requirements/Campus Accountability Plan			
Objective 1.1:					
Provide accelerated learning opportunities to enrich student learning.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Disaggregated data from CBA's, Common Assessments and their math course history from Junior high to identify targeted students for Mega-Lunch.	Kevin McDonald, Carla Walters, Megan Gray, Sam Beaver, Sarah Schutter, Brenda O'Bannion	CBA data, EOC testing history, math course grade history (AWARE)	Oct. - Dec. for retesters. March-May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Common assessments through team planning and collaboration
Conduct Team teaching for challenging concepts in the available classroom for Algebra 1 classes.	Kevin McDonald, Sam Beaver, Sarah Schutter	Alg. 1 curriculum	Oct. - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Common assessments through team planning and collaboration
Emphasize calculator strategies and usage.	Kevin McDonald, Brenda O'Bannion, Sam	Inspire calculators and detailed	Oct. - May	Disaggregate data to improve instruction, identify student level of	Common assessments through team planning and collaboration

	Beaver, Sarah Schutter.	steps		mastery and reteach strategies.	
Bi-weekly PLC meetings for commonly planned assessments, and enter test questions into AWARE by TEKS in order to disaggregate data to improve instruction and identify commonly misunderstood concepts.	Kevin McDonald, Carla Walters, Sam Beaver, Sarah Schutter, Brenda O'Bannion	AWARE data, TEKS, PISD Alg. 1 curriculum	Oct. - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Common assessments through team planning and collaboration
Scaffold EOC release test questions in a spiral warmup	Kevin McDonald, Carla Walters, Sam Beaver, Sarah Schutter, Brenda O'Bannion	Spiral warm-ups from curriculum writing	Oct-May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Common assessments through team planning and collaboration
RTI Alg. 1 Class-master schedule	Sara Schutter, Taide Solano	Incoming 8 th Grade STAAR Scores	Aug - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Common assessments through team planning and collaboration
Added PAP Alg. 1 Class	Samantha Beaver	Incoming 8 th Grade STAAR scores	Aug-May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Common assessments through team planning and collaboration

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Campus Goal I:	Science	Rationale/Evidence of Need:			
Maintain Approach level at 95%. Increase Meets level from 79% to 85%. Increase Mastery Level from 33% to 36%.		State graduation requirements/Campus Accountability Plan			
Objective 1.2:					
Provide supportive learning opportunities for students who are in danger of not passing a class or EOC exam.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Conduct weekly PLC meetings to commonly plan unit assessments and enter test questions into AWARE by TEKS. Disaggregate data to improve instruction, identify student level of mastery and reteach strategies.	Jade Stenger, Scott Jackson, Donna Tate	Weekly Agendas, Test Bank Questions, Disaggregated data	Oct.-April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Conduct weekly PLC meetings to commonly plan unit assessments and enter test questions into AWARE by TEKS. Disaggregate data to improve instruction, identify individual	Jade Stenger, Scott Jackson, Donna Tate	Weekly Agendas, Test Bank Questions, Disaggregated data	Oct.-April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

instructional needs for struggling SPED and ELL students.					
Use previous years' EOC and CBA data to reteach missed concepts, build higher level thinking skills, and application of content to gain mastery level achievement on STAAR.	Jade Stenger, Biology team	EOC and CBA data	April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Discuss and teach instructional strategies to move students from approaches/meets and meets/ mastery levels through teachers bringing in examples of low, medium and high student work at department meetings.	Jade Stenger, Scott Jackson	Dept signup sheet and student work samples	Monthly Sept.- May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Conduct STAAR review sessions for targeted student groups through Mega-Lunch.	Jade Stenger, Biology team	STAAR Bio Curriculum	Last two weeks of April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Biology exam blitz to prepare students for EOC Bio Exam through team teaching.	Jade Stenger, Biology team	STAAR Bio Curriculum	Last three weeks of April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
RTI Biology Class-	Montrel Lacour-Roy, Karen Wehman	Incoming 8 th Grade STAAR Data	Aug-May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

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CAMPUS IMPROVEMENT PLAN**

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Campus: **Robert Turner College & Career HS**

Campus Goal I:	English	Rationale/Evidence of Need:			
<p>Increase students reaching the mastery level on EOC ELA I from 13.3% to 18%. And increase Students reaching the mastery level on EOC ELA II from 16.18% to 18%. Domain II- Part A- reduce the number of students that regressed by 50% (70-35)</p>		<p>State graduation requirements/Campus Accountability Plan</p>			
Objective 2.1:					
<p>Provide professional development to support entry-year teachers.</p>					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
<p>Conduct bi-weekly PLC meetings to commonly plan unit assessments and enter test questions into AWARE by TEKS, Student Data talks, collaborative lesson planning (Mastery, SPED, ELL).</p>	<p>Mandy Psarovarkas, Brianna Etoria, Terensa Castro, Mindy Cooper</p>	<p>Bi-Weekly agendas, AWARE data, Student disaggregated data</p>	<p>Oct. - May</p>	<p>Disaggregate data to improve instruction, identify student level of mastery and reteach strategies</p>	<p>Common assessments through team planning and collaboration</p>

Continue Sustained Silent Reading (SSR) program to focus on reading comprehension that will address the weaknesses seen in close reading skills.	Mandy Psarovarkas, Shari Spain, Mindy Cooper, Brianna Etoria, Terensa Castro	Individual reading conferences with students	Aug. - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Pilot Word of the Day program that will enhance student vocabulary.	Mandy Psarovarkas, Shari Spain, Brianna Etoria, Terensa Castro	Increase vocabulary in student writing	Sept. - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Discuss and teach instructional strategies to move students from approaches/meets and meets/ mastery levels through teachers bringing in examples of low, medium and high student work at department meetings. (analytical writing)	Mandy Psarovarkas, Shari Spain, Mindy Cooper, Brianna Etoria, Terensa Castro	Teacher created Portfolio by grade level for vertical alignment collaboration.	Oct. - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Teacher/peer instructional observations with focus on various learning strategies (GT, SPED, ELL).	Mandy Psarovarkas, Shari Spain, Mindy Cooper, Leticia Sisung, Shanna Davis	Instructional Round feedback reflection	Sept. – May 3 rd Thursday of the month	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

Common created rubrics for writing assignments. (TEK based rubrics)	Mandy Psarovarkas, Shari Spain, Mindy Cooper, Brianna Etoria, Terensa Castro	Curriculum and TEKS	Oct. - May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Bi-Weekly meetings between ELA I and II Vertical Alignment Strategy with a set instructional focus topic.	Mandy Psarovarkas, Shari Spain, Mindy Cooper, Brianna Etoria, Terensa Castro	Common Language Document for each content area	Oct.- May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Students monitoring their progress using their TEKS in kid friendly language as a result from Benchmark in January, then creating personal goals - I will statements.	Mandy Psarovarkas, Shari Spain, Mindy Cooper, Brianna Etoria, Terensa Castro	Curriculum, TEKS, and Benchmark data	Jan.- May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Scheduled intervention tutorials during Mega Lunch for students struggling that will be assigned a teacher that will focus on commonly missed TEK using Common Lit/ essays depending on student needs.	Mandy Psarovarkas, Shari Spain, Brianna Etoria, Terensa Castro	Sign in Sheets, Student Rosters, Student Data from common lit	Jan.-April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

RTI Students placed with ELA teacher for interventions and extra support.	Brianna Etoria	AWARE data, Student disaggregated data	Aug.- May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
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Campus: **Robert Turner College & Career HS**

Campus Goal I:	Social Studies	Rationale/Evidence of Need:			
Increase student mastery level on US History EOC from 38% to 50%, increase student meets level on US History EOC from 74.65% to 80%.		State graduation requirements/Campus Accountability Plan			
Objective 2.2:					
Provide professional development training and support for all teachers.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Incorporate reading strategies, ELL strategies and critical thinking skills in all social studies classes with skill progression/ implementation of increased rigor to aid in preparation of the US History EOC.	Mandy Psarovarkas, Autumn Vaughn, Leticia Sisung, Donald Riggs, John Robinson	Reading strategies, curriculum	Oct. - April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Conduct bi-weekly PLC meetings to commonly plan unit assessments and enter test questions	Mandy Psarovarakas, Autumn Vaughn, Katie Batenhorst, Donald Riggs,	Bi-Weekly agendas, AWARE data, Student disaggregated	Oct.- May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

into AWARE by TEKS, Student Data talks, collaborative lesson planning (Mastery, SPED, ELL).	John Robinson	data			
Students enrolled in Dual Credit History courses will receive intensive US History EOC review on Fridays during their college mentoring classes.	Mandy Psarovarkas, Autumn Vaughn, Donald Riggs, John Robinson, college mentoring teachers	Teacher created EOC review curriculum	Jan.- April	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

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Campus Goal I:	CTE	Rationale/Evidence of Need:		
To increase the number of certification tests taken by 5% and to increase the number of certification tests passed by 3%. (2016/2017 had 890 taken, 820 passed= 92% passing rate)		State graduation requirements/Campus Accountability Plan		
Objective 2.3:				

Hire staff that meet the federal standards for *highly qualified* professionals in their given field.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
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Investigate professional development opportunities/conferences available to THS Instructors	Kai Bouchard, Dr. Toby Nix, CTE teachers	Documentation obtained at conference, to be shared with peers May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration
Identify other industry credentials/certifications that could potentially be obtained by Turner CCHS students and be linked to current curriculum/coursework.	Kai Bouchard, Dr. Toby Nix, Sheryl Von Ruff	List of current certifications recognized by the Texas Educational Agency (TEA) May	Disaggregate data to improve instruction, identify student level of mastery and reteach strategies	Common assessments through team planning and collaboration

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Campus Goal :	ADV SAT	Rationale/Evidence of Need:			
To increase enrollment in the Advanced SAT Prep course from 87 to 174.		State graduation requirements/Campus Accountability Plan			
Objective					
Provide professional development training and support for all teachers.					
Strategies/Activities	Person(s)	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Academic Planning Sessions- Recommendation for all college-bound juniors to take SAT Prep as an elective their 11 th Grade Year. (Freshmen 2017/18)	Administrators/Counselors	4 Year Academic Plan. On Going	On Going		Common assessments through team planning and collaboration
Parent Information Night- Course Selection Process. Hold breakout sessions regarding the importance of ACT/SAT, advertise SAT Prep Course, and other test prep programs.	Administrators/Counselors	Breakout Session Agendas, Skyward Parent Emails	Oct., Dec., January		

Counselors will meet with all student to review 4 year plan prior to Course Selection. Current sophomores will be asked to consider SAT Prep.	Jan-Feb	Counselors	4 Year Planning document, Skyward course selection numbers.
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Campus Goal II:		Rationale/Evidence of Need:			
Utilize developmental counseling, CCT, clubs, and activity programming to support a 100% graduation rate.		State graduation requirements/Campus Accountability Plan			
Objective 4.1:		Provide CCT coursework to teach college and career transition skills, soft skills, character, ethics, goal-setting, and life-skills.			
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Conduct CCT class with specialization in transition issues, soft skills, character education, ethics, goal-settings, and life skills.	All Teachers Admin.	Curriculum Development funding	August - June	P/S/T Feedback Course Evaluations	P/S/T Feedback Course Evaluations Overall academic success Student Retention
Develop CCT curriculum and re-evaluate it on an annual basis.	Teacher Leaders Admin.	Curriculum Development funding	March-May	P/S/T Feedback Course Evaluations	P/S/T Feedback Course Evaluations Overall academic success Student Retention

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Campus Goal III:	Safety	Rationale/Evidence of Need:			
		Trending needs and events in schools.			
Objective 2.2:					
Provide an emotionally safe environment where students are free of harassment and negative pressures.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Provide development counseling and support groups.	Counselors Admin.	Counselors	August - June	Instances of unsafe events	Instances of unsafe events
Provide character education and significant counseling lessons in CCT.	Counselors All Teacher	CCT Curriculum	August - June	Instances of unsafe events Harassment Records Dishonesty Records	Instances of unsafe events Harassment Records Dishonesty Records
Provide student mentor training and outreach opportunities	Principal Counselors	Safe School Ambassadors Counselors	August-June	Instances of unsafe events Harassment Records Dishonesty Records	Instances of unsafe events Harassment Records Dishonesty Records