

New Caney Independent School District
Infinity Early College High School
2018-2019 Campus Improvement Plan



Mission Statement

Infinty Early College High School will graduate students who are equipped to thrive in the reality of their future.

Vision

Preparing Infinity Early College High School students for the REALITY of tomorrow.

Value Statement

We believe that our students and staff must be:

Responsible Citiizens

Effective Communicators

Academically Prepared

Lifelong Learners

Interpersonal Collaborators

Thinking with Innovation

Yes Minded!

It is the policy of the New Caney Independent School District not to discriminate on the basis of race, color, national origin, sex, age, or handicap in its general and vocational programs, services and activities, or its employment practices. Lack of English skills will not be a barrier to admission and participation in all educational and vocational programs. For more information about your rights or grievance procedures, contact the Title IX Coordinator, 21580 Loop 494, New Caney, Texas 77357,

and/or the Section 504 Coordinator, 21580 Loop 494, New Caney, Texas 77357, 281-577-8600.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity		8ASIAN	10 black	211 Hispanic	83
Gender	180 F		135M		
Enrollment	315				
Teacher-Student Ratios	18:1 average				
Graduation, Completion, Dropout, and GED rates	100% Grade rate				
College/University/Dual Credit/Advanced Placement Enrollment	100% enrolled at LSC				

Cohort Retention Rates / Attrition Reasons	Students who attend school have a higher achievement rate.
	Of the students who dropped out-they were at risk
	Students who participated in clubs on campus are more likely to experience academic success by feeling connected to their school.
	Students who attended school, feel more connected, are happier, and experience greater academic success
	After reviewing course loads, teachers with smaller class loads experienced less failures-larger classes had a larger failure rate.
	More 9th graders failed and will be retained this year.-

Data - need retention rates following cohorts from start to present.	
All students in clubs v all students experiencing success and feeling connected.	
Correlation between lg v sm classes? v grade levels? other causes?	
Drops in DC courses? Success in Edgenuity courses? Special programs correlations?	

Demographics Strengths

- Target populations recruited and enrolled, per TEA Blue Print Bench Mark Target 1 requirements
- No students are denied access. Through lottery, all are either accepted or put onto a waiting list for possible entrance later when space becomes available.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need for continued strategies to serve the LEP students who struggle with reading and writing.

Problem Statement 2: All students are in need of more academic and support systems due to taking rigorous courses. **Root Cause:** The transition lacks framework and structure of time management and soft skills.

Student Academic Achievement

Student Academic Achievement Summary

Information/Data

1. EOC Scores - Passing Rates

- Alg 1 - 84.1%
 - Approaches/meets/mastered
 - Infinity ECHS - 84/23/7
 - New Caney HS- 65/17/4
 - Porter HS - 75/35/11
- Biology - 95.8%
 - Approaches/meets/mastered
 - Infinity ECHS - 96/79/39
 - New Caney HS- 70/44/6
 - Porter HS - 84/50/10
- English 1 - 83.8%
 - Approaches/meets/mastered
 - Infinity ECHS - 84/72/12
 - New Caney HS- 45/27/2
 - Porter HS - 50/32/4
- English 2 - 92.6%
 - Approaches/meets/mastered
 - Infinity ECHS - 93/83/16
 - New Caney HS- 47/28/1
 - Porter HS - 54/34/3
- US History - 100%
 - Approaches/meets/mastered
 - Infinity ECHS - 100/84/63
 - New Caney HS - 93/71/39
 - Porter HS - 86/52/22
- TSI data
 - 2015-2016 Freshmen Reading/Writing
 - Beginning of the year - 30% passing

- End of year - 90% passing
- 2016-2017 Freshmen Reading/Writing
 - Beginning of the year - 35% passing
 - End of the year - 70% passing
- **DC drops**
- Fall 2016 - 20 drops
- Spring 2017 - 14 drops
- **% who graduated with an Associate's degree** - As of May 2017: 96%, the remaining two will be completing the Assoc's degree during the summer
- **Student Retention**
- Infinity
 - 2020 Cohort - 87.5% retention
 - Beginning of the 2016-2017 school year - 80
 - End of 2016-2017 School year - 70
 - 2019 Cohort - 76.3% retention
 - Beginning of the 2015-2016 school year - 97
 - End of 2016-2017 school year - 74
 - 2018 Cohort - 78% retention
 - Beginning of 2014-2015 school year - 73
 - End of 2016-2017 school year - 57
 - 2017 Cohort - 78% retention
 - Beginning of 2013-2014 school year - 60
 - End of 2016-2017 school year - 47
- **Other local ECHS data?**

Student Academic Achievement Strengths

1. EOC Passing Rates - exceed district rates in each area measured (approaches, meets, mastered) - in al EOC tests
2. TSI Cohort Data for past 2 yrs - one cohort doubled percent who passed by the end of the year; the other cohort tripled percent who passed by the end of the year.
3. Rate of Assoc's degrees earned - 1st graduation cohort - 96% by end of May, with final two completing their Assoc's degree through the summer
4. Retention rates - ranges from upper 88% with one cohort down to 76.3% with a different cohort. Not a bad retention rate but could be better.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: PD is not readily available or being utilized, therefore teachers are not spiraling TSI curricula into content area to improve TSI index scores. **Root Cause:** PD needs to have TSI curricula spiraled into every content area.

Problem Statement 2: Target population*(who have failed 8th grade STAAR math and English)are under prepared for accelerated instruction received immediately at the IECHS. **Root Cause:** Students entering 9th grade are not TSI college-ready

Problem Statement 3: Lack of community involvement equals lack of resources and support to improved student achievement success rate. **Root Cause:** No plan in place to support or provide opportunities to grow community involvement.

Problem Statement 4: CurrAlg 1 EOC master level scores do not meet the "distinguished" blue print expectation of 45% or better. **Root Cause:** Master schedule did not allow for double blocked courses and incoming 9th is under prepared.

Problem Statement 5: Retention of students (in particular 9th grade) does not meet the "distinguished" blue print expectation of no more than 10% points under district. **Root Cause:** Low academic support, student intrinsic motivation, lack of community and parent involvmenet

School Processes & Programs

School Processes & Programs Summary

Program/Policy	Responsible Party	Components		Additional Support	Data Measurement
TSI/College Readiness/Remediation	Teachers/Counselor	*Cornell Notes*Notetaking/TSI Prep/Developmental English/Math Sequence/EDUC 1300/advisory classes/tutorial attendance			TSI scores, EOC scores, report cards, advisory lessons, tutorial sign in sheets
Emotional Support	Counselor	Blue Dot Group, Eagle Men's group, Emotional 1:1 counseling when needed		Montgomery County Youth Service, TriCounty, Kingwood Pines, Kimberly Boyd Counseling Center	Student retention data by semester
Academic Support	All teachers, counselor, administration	NHS tutorials, individual teacher tutorials, academic counseling, academic probation, Summer Bridge		LSC Tutorial/Writing Center, Tullis Library (Wifi/Individual Reading), advisory classes, study hall classes, study groups,	Progress reports, report cards, tutorial sign in sheets, case conferences, retention data by semester
Parental involvement	Teachers, Counselor, Administration, Parents	PTO		PTO Support Groups, Compulsory PTO Participation, PTO Mentor Programs	Sign in sheets, progress reports/report cards

Recruitment Procedures	Teachers, Counselor, Administration, Parents	Middle school visits, student/parent informational nights, student/parent interviews, scholarship ceremony, initial TSI assessment	Middle School counselors and administration	Parent Night sign in sheets, Interview attendance data, Retention data, Recruitment data
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School Processes & Programs Strengths

Many programs and strategies provide a positive impact on student achievement:

- TSI Prep (Math, Reading, Writing) - online and face-to-face course work in students' schedules
- Khan Academy - for juniors in preparation for SAT and ACT tests (prep)
- Clubs - which also serve as remedial time for struggling coursework, as well as additional prep and study hall time
- APSI (AP Summer Institute) at Rice University for AP English Language, PreAP English, AP World History, etc
- Research and Technical Writing to improve writing skills of the entire sophomore class prior to the Eng II EOC test
- ENGL 0309 and MATH 0309 for 11th grade students who have yet to pass certain TSI tests in order to qualify them as "college ready"
- PSAT prep and testing of all 9th and 10th graders (for practice) and of all 11th graders as part of the PSAT NMSQT competition
- Two LSC adjunct professors on campus, offering Art and Music Appreciation courses to the sophomore class.
- All students have Pathway to College and Career Readiness in their schedules.
- All juniors and seniors are shuttled to LSC campus for both semesters Mon - Thurs; registered in college courses according to their career pathways.
- Half of the sophomores take a class at LSC as a cohort (psychology or speech) during the first semester, followed by the other sophomores during the second semester.
- Dual credit courses on campus taught by Infinity Faculty to all grade levels
- EDUC 1300 (LSC college freshmen course to develop study habits and skills necessary for college and career readiness.
- PHED (college physical education course for freshmen)
- ENG 1301/1302 (college composition and rhetoric taught to all juniors)
- HIST 1301/1302 (college US History course taught to all juniors)
- BIOL 1301 / 1302 (college biology taught to about half of the juniors; the rest are in physics)
- ENVI DC course (college environmental science taught to about half of the seniors)
- College Algebra (college algebra taught to juniors and sophomores who have completed the prerequisite maths) Math 1314 / 1316 & math 1332 / 1342 (college maths taught to juniors in STEM courses)
- Additional strengths in the area of C&I include swift collaboration and support between teachers and parents in the form of case conferences, held each time a student needs additional pushes from parents and teachers. All teachers of the student, the student, and the parents come together in a meeting to discuss a plan of action to improve the student's success. For some students, that has included having the parent attend classes with them for a day or two in order to know how better to support the student at home, to know what type of and how much homework to expect, and to ask questions of the teacher while in class.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention of students in their incoming cohort throughout the freshmen year; **Root Cause:** Students entering 9th grade have difficulty adjusting to the transition from middle school to high school.

Problem Statement 2: Structured and specific strategies administered / taught by advisory teachers to increase student success; **Root Cause:** Flexible Advisory schedule created to meet the needs of all students.

Problem Statement 3: Additional support systems to "catch" students who need specific support to overcome academic, emotional, social, and behavioral road bumps. **Root Cause:** Professional development for ECHS faculty to provide specific support and strategies.

Perceptions

Perceptions Summary

Build strong rapport between teacher, student, and staff. Tap into those existing relationships to externally, & intrinsically, motivate the students and staff alike. We believe that all students are capable of obtaining a high school diploma, become core complete and/or Associate Degree. As a team, we are determined to highlight academic effort and success through positive incentive programs.

Perceptions Strengths

Staff/teachers are supported by administration. Student success is everyone's number one priority. We believe in promoting positive, supportive, and productive relationships that foster student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students often feel academically overwhelmed which causes undue stress towards the ultimate goal of dual degrees. **Root Cause:** Lack of communication on students part to request support.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 17, 2018

Goal 1: Infinity Early College High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.










Performance Objective 1: Students enrolled in the Infinity Early College High School will have completed / passed TSI testing for reading and writing by the end of their 10th grade school year, and for math by start of their junior year.

Evaluation Data Source(s) 1: In order for students to take requisite courses at Lone Star College- Kingwood, students must take and pass TSI (Texas Success Initiative) exams in Reading, Writing and Mathematics. Students will have taken all exams and passed each test by the end of their 10th grade school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will attend Summer Bridge (Fish Camp) at the beginning of summer prior to their 9th grade year to prepare for TSI testing at the end of camp and to be oriented to high school/ college success skills.</p>	English and Mathematics teachers, Principal, counselors	TSI exams will be passed in order to enroll in Lone Star College semester courses selected by their junior year.				
Funding Sources: Local - 0.00, High School Allotment - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Students who are not successful on the fall administration of TSI will be placed on a more defined Friday schedule that will include specific remediation for that particular course with online practice exams taken regularly.</p>	English and Mathematics teachers, principal, counselor	Students will attend the training sessions and will pass TSI prior to the start of the next school year.				
Funding Sources: Local - 0.00, High School Allotment - 0.00						
<p>3) Screen and provide support for all students in special programs. Special programs include: a) 504; b) Dyslexia, c) Special Education, d) AP; e) CTE, e) ESL, f) Compensatory Education program, g) Dual Credit, and h) GT</p>	Principal, teachers, and counselor	Progress reports, report cards, and transcripts will reflect course completion and student achievement.				
Funding Sources: State GT - 0.00						

<p>Critical Success Factors CSF 7</p> <p>4) New teachers to the district will be provided a buddy teacher for success in the district. The new teacher will also work with the Instructional Specialist to develop PD activities to improve teaching practices and student academic achievement, to use and understand data and assessments for the purpose of improving classroom practice and student learning.</p>	Director of Advanced Academics; Instructional Specialist	Successful teacher evaluations, improved student achievement results.				
	Funding Sources: Title II - 0.00					
<p>5) All teachers will implement TSI strategies through all core courses to effectively impact college and career readiness for all students.</p>	Teacher and Principal	Progress reports, reports cards, transcripts, TSI scores;				
	Funding Sources: High School Allotment - 0.00					
<p>Critical Success Factors CSF 7</p> <p>6) Core departments will work with Instructional Coach/Specialist to develop PD activities to improve teaching practices and student academic achievement, to use and understand data and assessments for the purpose of improving classroom practice and student learning.</p>	Director of Advanced Academics; Instructional Specialist	Successful teacher evaluations, improved student achievement results.				
	Funding Sources: Title II - 0.00					
<p>Critical Success Factors CSF 7</p> <p>7) Teachers will receive Advanced Academic professional development training required by the state. Yearly - 6 hr GT Updates; initial 30 hrs GT training.</p>	Director of Advanced Academics	Sign-in sheets, materials and handouts, certificates.				
	Funding Sources: State GT - 0.00, High School Allotment - 0.00					
<p>Targeted Support Strategy</p> <p>8) For students entering Infinity with Alg 1, college math classes will be available 2nd semester of the junior year or first semester of the senior year.</p>	Teacher and Principal	Progress reports, reports cards, transcripts, TSI scores; 100% passing of TSI Math / Accel. Geom. by end of 10th grade, by end of 11th grade an absolute necessity.				
	Funding Sources: High School Allotment - 0.00					
<p>9) Migrant students have the opportunity to attend summer school and/or tutoring based on needs for college readiness.</p>	Teachers, Counselor	Student progress monitoring reports, progress reports, report cards, state scores, TSI scores				
	Funding Sources: State Compensatory Ed - 0.00, Title I - 0.00					
<p>10) Immigrant students have the opportunity to attend summer school and/or tutoring based on needs for college readiness. Bilingual dictionaries will be available to immigrant students, as well as supplemental software, technology, and instructional materials.</p>	Teachers, Counselor, ELL representative	Student progress monitoring reports, progress reports, report cards, state scores, TSI scores				
	Funding Sources: Title III - 0.00, State Compensatory Ed - 0.00					










11) LEP students have the opportunity to attend summer school and/or tutoring based on needs for college readiness. Oxford and bilingual dictionaries will be available to LEP students, as well as supplemental software, technology, and instructional materials, graphic novels, electronic dictionaries used for testing, and SIOP and ESL training for all teachers. An Interpretation Translation System provided by the LEP department will be used to increase parental involvement in meetings.	Teachers, Counselor, LEP representative	Student progress monitoring reports, progress reports, report cards, state scores, TSI scores				
	Funding Sources: Title III - 0.00, State Compensatory Ed - 0.00					
12) Supplies and materials required of all dual credit courses (both on and off of the LSC campus) will be provided to students so that they may maximize their learning by having their college materials needs met.	Principal, Secretary, Lone Star Site Manager	Materials lists showing materials checked out to students, as needed for their specific courses. Grades / Coursework provided by LSC.				
	Funding Sources: High School Allotment - 0.00					
13) Through on-campus professional development/PLCs implementation of the Common Instructional Framework designed for ECHS. Teachers will learn additional strategies to help assist with improving college readiness of all of our students.	Principal, Assistant Principal	Implementation of college readiness strategies learned through staff PD on Fridays; also as seen in classroom walk-throughs, lesson plans, and lowered DC course drop rates.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Infinity Early College High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: All students will pass required End of Course Exams.

Evaluation Data Source(s) 2: All students will take and pass the required end of course exams in order to graduate from high school.

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) The faculty will hold regular meetings to discuss student progress and methods to support the students across the curriculum.	Teachers, principal, counselor	A watch list will be developed that will provide teachers with information on specific areas of concern for the students and strategies to support them. Case conferences with parents. Staffings.				
	Funding Sources: Local - 0.00					
2) Screen and provide support for all students in special programs. Special programs include: a) 504; b) Dyslexia, c) Special Education, d) AP; e) CTE, e) ESL, f) Compensatory Education program, g) Dual Credit, and h) GT	Principal, teachers, and counselor	Progress reports, report cards, and transcripts will reflect course completion and student achievement.				
	Funding Sources: Local - 0.00					
Critical Success Factors CSF 7 3) New teachers to the district will be provided a buddy teacher for success in the district. The new teacher will also work with the Instructional Specialist to develop PD activities to improve teaching practices and student academic achievement, to use and understand data and assessments for the purpose of improving classroom practice and student learning.	Director of Advanced Academics; Instructional Specialist	Successful teacher evaluations, improved student achievement results.				
	Funding Sources: Title II - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Infinity Early College High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 3: Students will meet with the counselor twice yearly to review Personal Graduation Plans and Lone Star College- Kingwood associate degree plans to ensure that they are on track to graduate with a high school diploma and an associates degree.

Evaluation Data Source(s) 3: The counselor will schedule appointments and meet with all students twice yearly to review plans and update for the courses required to graduate.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Students will have scheduled one on one meetings with the counselor at least two times yearly to review their PGP and Associate's path, as well as a review of their GPA and future plans.	Counselor	Meetings scheduled and held. PGP's updated and Associate degree plan sent home.				
Funding Sources: High School Allotment - 0.00						
Critical Success Factors CSF 1	Counselor	Semester course schedules, PGP, attainment of Associate's degree by end of senior year.				
2) PGP plans reviewed for chosen career pathways, and monitored so that work force related course selections are transferable to student's choice of four year college. (CTE strands, STEM courses, Business courses, etc)	Funding Sources: Local - 0.00, High School Allotment - 0.00					
3) Provide information regarding higher education admissions, financial aid opportunities, and the Texas Grant Program to students and parents.	Counselor	Transcript requests, scholarship applications, Personal Graduation Plans				
Funding Sources: Local - 0.00, High School Allotment - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						










Goal 1: Infinity Early College High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 4: Teachers, counselor, and administration will work with students' emotional, behavioral, and social needs when they become highly stressed due to school and non-school situations, as well as assist with post secondary preparation to help alleviate stress.

Evaluation Data Source(s) 4: Faculty and staff will seek and attend professional development focused on addressing all of the students' needs, and the faculty will meet as PLCs to become vertically aligned to ensure college success and address post secondary preparation needs.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Individual student and group counseling will be offered through Montgomery County Youth Services to improve emotional responses to stress of an Early College High School campus and its requirements.	Principal, Counselor	1) Weekly attendance at counseling sessions. 2) Improved emotional responses to stress of academic and social catalysts.				
Funding Sources: State Compensatory Ed - 0.00						
2) Leadership development training for students through Lone Star College Area Leadership Conference.	Principal, Counselor	Attendance at Conference; registration				
Funding Sources: Local - 0.00, High School Allotment - 0.00						
Critical Success Factors CSF 7	Principal, Lone Star College	Sign-in sheets, materials and handouts, student success in classroom				
3) Teachers will attend professional development with faculty at Lone Star campus to improve instructional techniques and develop curriculum alignment to cover both TEKS and learning outcomes of the college courses.	Funding Sources: Title II - 0.00, Local - 0.00					
Critical Success Factors CSF 3	Director of Secondary Curriculum	Sign-in sheets, materials and handouts, certificate of completion.				
4) Principal will attend professional development opportunities to improve leadership and student success.	Funding Sources: Title II - 0.00					
5) Departmental vertical alignment meetings will be scheduled bi-weekly and/or monthly, depending on the dept's needs. Each subject area will establish instructional best practices for high school and college success. PLCs will study their subject area national organization's best practices and will implement in all classes.	Teachers, Principal, Instructional Specialists	PLC agendas and sign in sheets, teacher modeling of instructional best practices during PLCs, improved student achievement results.				
Funding Sources: Local - 0.00, High School Allotment - 0.00						

6) All seniors will write essays for Apply Texas through English IV classes, submitting essays after teacher feedback and revisions for improvement.	English IV teacher; all other English teachers; college transition specialist	Successful submission of college essays through Apply Texas by the yearly deadline.				
Funding Sources: Local - 0.00						
7) College success strategies will be taught consistently and reinforced constantly all year through ALL classes. College success strategies include note taking skills using Cornell Notes, time management skills, organizational skills, study skills.	All teaching faculty/staff, principal	Lesson plans record activities demonstrating skills being taught; reduced number of late penalties and zeros; improved assessment scores; higher course completion rates for high school and dual credit classes.				
Funding Sources: Local - 0.00						
8) Students will attend 2 college visits per year in grades 9-11 in order to familiarize themselves with various types and sizes of campuses. The TEA Blue Print states that students will learn how to find university offices and sources for meeting individual needs at universities.	Principal, Secretary, Grade Level Sponsors	Attendance rosters for field trips; growing comfort level of students during trips to campuses of various sizes.				
Funding Sources: High School Allotment - 0.00, State GT - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Infinity ECHS will increase student achievement and performance in all core subjects and in the Master Grade Level STAAR/EOC performance standard.

Performance Objective 1: We will spiral critical thinking (TSI) strategies into all curriculum in order to improve EOC and TSI scores. All stakeholders will monitor progress on an ongoing basis. Students will show growth and not go backwards.

Evaluation Data Source(s) 1: Lesson plans, Bundle tests, TSI and EOC data

Summative Evaluation 1:

Goal 2: Infinity ECHS will increase student achievement and performance in all core subjects and in the Master Grade Level STAAR/EOC performance standard.

Performance Objective 2: We will provide a structured Advisory schedule to improve academic rigor and success. We will implement structures that focus on meeting the academic needs of all students.

Evaluation Data Source(s) 2: Advisory lessons, bundle tests, EOC results


Summative Evaluation 2:











Goal 3: Infinity Early College High School will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: Provide a safe and secure environment for all students and staff.

Evaluation Data Source(s) 1: Drill reports and logs, discipline records, and staff development sign in sheets.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) All students and staff will participate in appropriate safety drills as required by the District.	Campus safety officer, Principal, Counselor, Teachers, and Receptionist	Appropriate documentation of safety drills				
Funding Sources: Local - 0.00						










2) All entrances will be checked for breaches of security and will be closed and locked through out the school day, except for the front entrance.	Principal, Receptionist, Campus Safety Officer, Teachers (for nearest exits to their classrooms)	Regular schedule of monitoring and corrective action for breaches of security. EX: Door propped open; doors unlocked.				
Funding Sources: Local - 0.00						
3) All entrances to building will be closed and locked from the outside except for the front entrance. Visitors must enter through the front entrance, sign in, and have their ID run through Raptor system.	Campus safety officer, Principal, Counselor, Teachers, and Receptionist	No incidents of undocumented visitors on campus.				
Funding Sources: Local - 0.00						
4) Homeless students will be monitored and consulted with each nine weeks for all types of needs at school and home.	Counselor	Number of students served and types of service given.				
Funding Sources: Title I - 0.00						
5) All staff will have access to technology (copiers - rental and maintenance) in order to provide resources for student learning and organization, as well as holding them accountable through these measures	Principal, Principal Secretary, Teachers	Maintenance records, student progress reports, report cards.				
Funding Sources: High School Allotment - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Infinity Early College High School will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 2: Deploy NCISD framework for discipline management for all students.

Evaluation Data Source(s) 2: School data reports, campus meeting minutes.

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Maintain consistent discipline management and sexual harassment policies that align with district policies for discipline management.</p> <p>Follow the campus discipline rubric for actions appropriate for code of conduct violations.</p>	Principal, Campus Safety Officer, Counselor, Faculty, and Staff	Monitor campus framework for consistent campus & vertical policies. Completion of training through Eduhero.				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Monitor student behavior: -All teachers will be in the hallways during transition times -Implement fair and consistent policies/ procedures for holding students accountable for tardies, dress code, cell phones, IDs, and respectful/appropriate school behavior. - Teachers will be assigned morning duty throughout campus each day.</p>	Teachers, Principal, Counselor, and Staff	Improved/acceptable student conduct and conduct grades.				
Funding Sources: Local - 0.00						
<p>3) Student discipline will be documented in Skyward, as required by the district handbook.</p>	Principal, Secretary	Reports showing documentation of discipline incidents.				
Funding Sources: Local - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Infinity Early College High School will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 3: Schedule and implement educational programs covering dating violence, drug and alcohol use, and cyber harassment, meeting the requirements of the district policy.

Evaluation Data Source(s) 3: Program agendas, sign in sheets, and counseling information provided to all staff, as well as posting resources for students to seek help.

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Select an appropriate dating violence educational program that meets the requirements of the district policy. Train all Infinity personnel prior to presenting information to the students.</p>	Principal, counselor, and faculty	Sign in sheets and program lesson plans, as well as program activities	✓	✓	✓	
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Provide appropriate resources and information to the students from the selected dating violence educational program.</p>	Staff responsible for presenting material to the students	Sign in sheets, materials passed out	✓	✓	✓	
Funding Sources: Local - 0.00						
<p>3) Students will complete a training module on cyber-bullying: https://www.common sense media.org/educators/digital-bytes</p>	Principal, teachers	Attendance and successful completion of the program and associated performance assessments. Decrease in referrals on cyber-bullying.	✓	✓	✓	
Funding Sources: Local - 0.00						
<p>4) Students will participate in Red Ribbon Week (anti-drug campaign) activities in the Fall and in DASH committee project (alcohol and drug use) in the Spring.</p>	Principal, Student Council Sponsors, Faculty	School-wide participation in the activities from Red Ribbon Week. School-wide participation in the activities from the Dash Committee. Lowered incidents involving drug and alcohol use.	✓	✓	✓	
Funding Sources: Local - 0.00						
<p>5) Individual counseling sessions for affected students, as needed and requested by students.</p>	Counselor	scheduled sessions	✓	✓	✓	
Funding Sources: Local - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Infinity Early College High School will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 4: Provide proper instruction and equipment for laboratory safety to all students in laboratory environments.

Evaluation Data Source(s) 4: Proper PPE (personal protection equipment), instructions on laboratory safety, and proper disposal of waste will be provided to all students and staff in laboratory settings.

Summative Evaluation 4:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Instruction in lab safety with continual observation and supervision of students while in a laboratory setting.	Science teachers and Nurse	No incidents of injury reported from a lab setting at the Nurse's clinic.				
Funding Sources: Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Infinity Early College High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: The faculty and staff will engage in long-range planning for exemplary status of Infinity ECHS, based on TEA's Blue Print for ECHS Campuses and to be a flagship early college high school campus.

Evaluation Data Source(s) 1: Faculty meeting agendas, facility reports - used to determine progress toward completion of exemplary status at the end of each semester.

Summative Evaluation 1:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) IECHS will work with Lone Star College on a professional development plan for faculty for consistent alignment of courses.</p>	Principal, teachers	Scheduled professional development, sign-in sheets, materials.				
Funding Sources: Local - 0.00						
2) Create a checklist of exemplary indicators from TEA's Blue Print, using it to self-monitor progress at the end of each semester to gain TEA status as an exemplary ECHS school.	Principal, Principal's Advisory Council	Progress toward completion of checklist each semester.				
Funding Sources: Local - 0.00						
3) Showcase staff and student successes by updating Infinity's social media and websites regularly.	Media specialist, web master, principal, club sponsors, teachers	Campus survey results through Bright Bytes and NCISD surveys; these determine next steps toward continued progress.				
Funding Sources: Local - 0.00						
4) Senior Exit Surveys will be completed to indicate areas of weakness and strength in the instructional program, as perceived by the graduates.	Principal, counselor	Results of survey indicators, reflecting areas to focus on Professional Development.				
Funding Sources: Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Infinity Early College High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: Provide post-secondary and career planning to all students at Infinity Early College High School.

Evaluation Data Source(s) 2: Plan post-secondary exploration and career research activities in EDUC and Teen Leadership classes offered at Infinity Early College High School.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Through M.A.P.S classes, invite professionals and business owners for a career day to begin teaching students to make real life connections from school to work and to develop a plan for accomplishing their future profession.</p>	M.A.P.S teachers	Written plan of students' future goals, with the path for accomplishing them.				
Funding Sources: Local - 0.00						
<p>2) Display more career related materials and information in classrooms and hallways to motivate students to continue working toward their career goals through their high school and college class selections.</p>	Teachers and counselor	Student motivation seen through the continual development of the PGP through the 4 years of high school.				
Funding Sources: Local - 0.00						
						

Goal 4: Infinity Early College High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 3: The Faculty and staff will promote the 1: Vision for New Caney ISD by providing multiple opportunities to utilize technology in the classroom for teaching AND for learning.

Evaluation Data Source(s) 3: Faculty will utilize the district LMS and LSC's platform (Bright Spaces - formerly D2L) to decrease the paper usage in the classroom and to enhance student learning. Teachers will share their classroom utilization of these tools in PLCs and actively explore staff development to enhance their technology skills.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) The media specialist and digital learning departments will share information on new technology tools, apps, and programs to be used by teachers during instruction and by students for learning.	Principal, Media Specialist	Media specialist will send out weekly emails to showcase new technology tools available to teachers.				
Funding Sources: Local - 0.00						
2) Teachers will implement technology tools in the classroom and will share those tools with others through the faculty meetings.	All Faculty	Meeting minutes, agendas for training done by digital technology, the media specialist, the principal.				
Funding Sources: Local - 0.00						
3) Teachers will attend one professional development having to do with technology implementation in the classroom, either through offerings from the district or through Region 6 ESC.	Principal, media specialist, digital technology	Training documentation is on file for review and documented through Eduphoria.				
Funding Sources: Local - 0.00						
4) As a result of needs identified during the NCISD visioning work sessions in 2012-2013, NCISD will support efforts such as those outlined in the ConnectED initiative of the federal government (http://m.whitehouse.gov/sites/default/files/docs/connected_fact_sheet.pdf), and the "Creating a New Vision for Public Education in Texas" initiative from Texas Association of School Administrators (TASA). This will be accomplished by providing educators with the professional development, infrastructure and tools to accelerate student learning. These efforts will primarily focus on the integration of technology use into instruction and PBL techniques.	Principal, Teachers, media specialist, digital technology	Use of technology in the classrooms and documented in lesson plans, increase in student assessment scores.				
Funding Sources: High School Allotment - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Infinity ECHS will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 1: Increase and improve communication with parents and provide for engaging parental activities.

Evaluation Data Source(s) 1: Parent contact logs, initial meeting to form a parent teacher organization, website updates, Facebook and Twitter information, School Way.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide clear communication to parents through: a) Student Handbook; b) Code of Conduct; c) Campus website; d) SBDM Committee; e) Parent Newsletters; f) Progress reports, report cards; g) Course Catalog; h) Schoolway; i) Open House; j) Home Access gradebook.; k) Fish Camp; l) Parent/Teacher conferences; m) Email; n) social media; o) parent informational meetings</p>	Principal, Teachers, Counselor, Secretary to Principal	Surveys, Level of parent involvement, sign-in sheets; social media evidence determined by numbers of likes, followers, sign in sheets, etc.				
Funding Sources: Local - 0.00						
2) Hold a Parent Technology Night to teach parents how to use Parent Access (Skyward), the college LMS, Schoolway, the school website, and Canvas. Repeat with refresher meetings monthly.	Principal, media specialist, selected faculty	Parent attendance / sign in sheets; improved parental awareness and communication with students' teachers				
Funding Sources: Local - 0.00						
3) Work with PTO officers to determine scheduled meetings and general agenda items to be covered each month. Showcase a subject area per month - depts responsible for presentation.	Principal, Staff PTO Sponsors (TBA)	Membership in PTO - parents and faculty/staff; goal of 100% faculty				
Funding Sources: Local - 0.00						
4) Create a monthly newspaper through the Newspaper class.	Newspaper teacher, principal	Monthly editions of the Knightly Newspaper - posted on website, with call outs and emails to all stakeholders to link them to the newsletter each month.				
Funding Sources: Local - 0.00						
5) Coffee and Chat with the Principal - informal meetings held once each semester to create two-way communication between the school and the parents. Covers timely information and needs in an open forum / informal meeting.	Principal	Relationships built and connections made between school and parents.				
Funding Sources: Local - 0.00						










6) Create a Parent FAQ document to post on the website for new parents. Sophomore class sponsors and parents will collaborate to create an inclusive list with information.	Sophomore Class Sponsors (w/ sophomore parents)	Number of views to the web page; improved parent awareness and understanding of their student's education at an ECHS.				
	Funding Sources: Local - 0.00					
7) College / FAFSA Night for Parents - to provide critical information concerning their student's next steps toward post secondary education.	Counselor	Parent attendance / sign in sheets				
	Funding Sources: Local - 0.00					
8) Volunteer Sign Up Table at all parent meetings / events, starting with Open House; provide a list of "Ways to Volunteer", teachers brainstorm ways volunteers can help in class / in school; teachers create a Teacher Wish/Need List - to be posted at Open House.	Principal, Principal's secretary, PTO Officers / Committee Members	Sign up sheet; documented volunteers at NCISD for Infinity; filled wish lists;				
	Funding Sources: Local - 0.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Infinity ECHS will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 2: Increase opportunities for community and business partnership involvement in Infinity Early College High School.

Evaluation Data Source(s) 2: The number of business partnerships for the campus and for specific club sponsorships, and speaker visits to classes / assemblies in order to meet the academic needs of all students.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Invite local veterans to speak to social studies classes and/or MAPS classes on the value of community involvement and service to others (country, etc), as well as the importance of our national symbols and patriotic traditions.	Social Studies Dept and/or MAPS teachers	New partnerships with veterans - as speakers, as volunteers, as business partners, as mentors to students who want to enter the military or the same career paths.				
Funding Sources: Local - 0.00						
2) Create and maintain business partnerships with the businesses in the community (near the annex and near the future campus). Partnerships will consist of matters such as class and/or event sponsor (prom, scholarships, fundraising, and more). Business Partnership Appreciation during Academic assembly to recognize business partners at the end of the year. Website sections to THANK all business partners and display contact info of businesses.	Club and class sponsors, principal	Participation from the business partner.				
Funding Sources: Local - 0.00						
3) Create a Business Partnership Committee to solicit partnerships and involvement from area partners.	Business Partnership Committee, principal	Addition business partners each semester.				
Funding Sources: Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Infinity Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1992-11-007-30-00-611800	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$53,572.00
	6100 Subtotal:	\$53,572.00

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Patricia Beal	Principal
Classroom Teacher	Angela Hollier	English
Classroom Teacher	Brenda Burgess	P.E.
Classroom Teacher	Craig Wallace	S.S.
Administrator	Erica Sykes	asst. principal
Classroom Teacher	Fernell Pabon	foreign language
Parent	Jessica Bolanos	
Classroom Teacher	Lisa Baughman	science
Classroom Teacher	Patricia Speck	math

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Craig Wallace	Social Studies DC
Classroom Teacher	Angela Hollier	English DC
Classroom Teacher	Brenda Burgess	PHED DC
Administrator	Erica Sykes	AP
Administrator	Patricia Beal	Principal
Parent	Jessica Bolanos	parent
Classroom Teacher	Fernell Pabon	Spanish DC
Classroom Teacher	Patricia Speck	MATH DC

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Title I, Part C Migrant SSA		\$0.00
3	1	4	Homeless funds		\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Local Funds		\$0.00
1	1	6	District Instructional Specialist		\$0.00
1	2	3	Local Funds		\$0.00
1	4	3	Instructional Specialist		\$0.00
1	4	4	Principal PD		\$0.00
Sub-Total					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	1	11			\$0.00
Sub-Total					\$0.00
High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TSI Math and Reading Shanahan, Hollier and 1 period Speck		\$0.00
1	1	1	Summer Bridge (Fish Camp)		\$0.00
1	1	2	TSI Math and Reading Shanahan, Hollier and 1 period Speck		\$0.00
1	1	5	All teachers (excluding Speck, Shanahan & Hollier)		\$0.00
1	1	7			\$0.00

1	1	8	Speck math classes on campus for students without year of extra math classes		\$0.00
1	1	12	Textbooks, testing supplies (blue books, scantrons), binders, graphing paper, calculators, mineral test kits, online access codes, etc.		\$0.00
1	3	1	Counselor		\$0.00
1	3	2	Coiunslor		\$0.00
1	3	3	Cousnelor		\$0.00
1	4	2	Coiunselor		\$0.00
1	4	5			\$0.00
1	4	8	Sponsors, Buses, lunches		\$0.00
1	4	8			\$0.00
3	1	5			\$0.00
4	3	4			\$0.00

Sub-Total \$0.00

State Compensatory Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	4	1	MCYS Contract		\$0.00

Sub-Total \$0.00

State GT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	7	Advanced Academic Funds		\$0.00
1	4	8			\$0.00

Sub-Total \$0.00

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Testing funds		\$0.00
1	1	2	0.00		\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5	District Instructional Specialists		\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	4	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00

4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00