

# Humble Independent School District

## Advanced Academics

### 2016-2019 Department Plan

Accountability Rating: Met Standard



# Mission Statement

Our purpose, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.

## Vision

We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students to many paths and that empower them with skills to successfully live in a rapidly changing world.

## Advanced Academics Mission Statement

The mission of the Humble ISD Advanced Academics program is to identify students with high academic potential in order to provide them access to rigorous instruction through advanced academic courses, relevant learning experiences, engaging enrichment programs, and academic competitions, while nurturing a healthy social and emotional development. Students may experience advanced academic programming through a variety of options, including Gifted and Talented services, Pre-Advanced Placement, Advanced Placement, Dual Credit and International Baccalaureate courses.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Comprehensive Needs Assessment Data Documentation .....	8
Goals .....	9
Goal 1: Prepare students to be college and career ready. ....	9
Goal 2: Provide quality service to internal and external customers .....	17
Goal 3: Provide a quality work environment so every employee can perform at the highest levels .....	19
Goal 4: Create efficiencies at all levels of the organization .....	21
Goal 5: Program Growth, Development, and Sustainability. ....	23
2016-2019 Advisory Committee .....	24
Addendums .....	25

# Comprehensive Needs Assessment

## Needs Assessment Overview

The Humble Independent School District serves the communities of Humble, Kingwood, and Atascocita. The District's boundaries encompass approximately 90 square miles in northeast Harris County. Humble ISD is nationally recognized for the outstanding education it offers to students, and is listed among the 25 fastest growing school districts in Texas. Currently, Humble ISD is the 31st largest district in the state with approximately 40,000 students at 43 campuses. Humble ISD provides a well-rounded program of public education for children from prekindergarten through grade twelve and is fully accredited by the Texas Education Agency (TEA).

The Department of Advanced Academics oversees programming for approximately 16,500 students grades K-12. At the primary level (K-5), advanced academic students are serviced using the instructional design outlined in the Texas State Plan for the Education of Gifted/Talented Students. Currently, there are 2,866 students being serviced through our Gifted/Talented program and 13,805 secondary students are serviced through Dual Credit, Gifted/Talented, Honors, Pre-Advanced Placement, Advanced Placement, Pre-International Baccalaureate, and International Baccalaureate coursework.

Humble ISD has a long standing tradition of having robust, high quality advanced academic programs. The goal of the Humble ISD Advanced Academics program is to provide intellectually challenging experiences for students with advanced learning abilities by using instructional methods and materials designed to develop thinking processes that enhance independent study skills in preparation for college/career readiness. Our Advanced Placement (AP) program is one the largest in the area and was recently named to College Board's Honor Roll for expanding access and improving performance. Our Early College High School (ECHS), Quest, has been recently named an Early College High School demonstration school by the Texas Education Agency (TEA), and our International Baccalaureate (IB) program continues to provide rigorous college-preparatory coursework with an emphasis on being a well-rounded scholar. Providing students with choice is a practice that's been embedded in our culture and enhanced over the years. Humble ISD fully understands that providing students options is an essential part of producing graduates ready to thrive in a competitive, ever-changing global society.

In order to gain a better understanding of our shortcomings as a district, select programs underwent evaluations/review in order to identify deficits and develop strategic plans for improvement. Upon review of the Advanced Academics, the comprehensive needs assessment showed that growth is needed in the development of on-going systemic structures that provide equity and access through identification of and delivery of services to HISD students, as there are far more students prepared to be successful in advanced academic courses than currently participating. There was also an emphasis on improving the overall performance of students in advanced courses and utilizing the data to enhance instruction as well as providing support to students. Although our open enrollment policy allows all students access to advanced academic coursework at the secondary level, a disparity still exists among the total amount of students enrolled by ethnicity in advanced academic courses when compared to the total enrollment demographics of the district. There is also a disparity in the total number of exams taken for college credit when compared to total number of students enrolled in our Advanced Placement courses.

By the end of the 2018-19 school year, advanced academic programming data will support the accomplishment of strategic plan outcomes as outlined under

each district/program goal. Specific areas of emphasis include increasing the percentage of African-American, Hispanic, and Economically Disadvantaged students meeting college/career readiness standards based on potential college credits earned, while utilizing consistent identification/support structures to ensure equity and access for all Humble ISD students.

## Demographics

### Demographics Summary

All Advanced Academics Demographics by High School Campus (2015-16)		All Students		Hispanic		AmerInd/AlasNat		Asian		African American		Nat. Haw/Pac Isl		White		Economically Disadvantaged	
		Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses	Student Total	Students in One or More Advanced Courses
AHS	Count	3322	1760	1045	529	14	7	80	62	719	298	14	1	1383	829	876	316
	% within Building		53.0%	31.5%	30.1%	0.4%	0.4%	2.4%	3.5%	21.6%	16.9%	0.4%	0.1%	41.6%	47.1%	25.0%	9.5%
HHS	Count	1581	749	757	369	6	1	32	26	591	251	27	1	142	78	1014	282
	% within Building		47.4%	47.9%	49.3%	0.4%	0.1%	2.0%	3.5%	37.4%	33.5%	1.7%	0.1%	9.0%	10.4%	64.1%	18.0%
KHS	Count	2623	1785	404	243	13	5	115	97	78	46	10	2	1949	1350	146	72
	% within Building		68.1%	15.4%	13.6%	0.5%	0.3%	4.4%	5.4%	3.0%	2.6%	0.4%	0.1%	74.3%	75.6%	5.6%	2.7%
KPHS	Count	1786	1082	448	232	11	6	51	35	91	40	1	0	1152	748	346	174
	% within Building		60.6%	25.1%	21.4%	0.6%	0.6%	2.9%	3.2%	5.1%	3.7%	0.1%	0.0%	64.5%	69.1%	19.3%	9.7%
QECHS	Count	372	384	147	149	3	3	35	37	62	63	1	0	116	122	99	55
	% within Building		103.2%	39.5%	38.8%	0.8%	0.8%	9.4%	9.6%	16.7%	16.4%	0.3%	0.0%	31.2%	31.8%	26.6%	14.7%
SCHS	Count	2485	1345	1028	523	12	6	63	57	1010	498	10	2	332	232	1194	532
	% within Building		54.1%	41.4%	38.9%	0.5%	0.4%	2.5%	4.2%	40.6%	37.0%	0.4%	0.1%	13.4%	17.2%	48.0%	21.4%
Total High School	Count	12169	7105	3829	2045	59	28	376	314	2551	1196	63	6	5074	3359	3675	1431
	% within Building		58.4%	31.5%	28.8%	0.5%	0.4%	3.1%	4.4%	21.0%	16.8%	0.5%	0.1%	41.7%	47.3%	30.2%	11.8%

AP/IB/Dual Credit Demographics by High School Campus (2015-16)		All Students		Hispanic		AmerInd/AlasNat		Asian		African American		Nat. Haw/Pac Isl		White		Two or More Races	
		Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population	Student Total	AP/IB/DUAL Population
AHS	Count	3322	1074	1045	330	14	3	80	39	719	168	14	3	1383	508	67	23
	% within Building		32.3%	31.5%	30.7%	.4%	0.3%	2.4%	3.6%	21.6%	15.6%	0.4%	0.3%	41.6%	47.3%	2.0%	2.1%
HHS	Count	1581	350	757	169	6	1	32	16	591	115	27	3	142	38	26	8
	% within Building		22.1%	47.9%	48.3%	.4%	0.3%	2.0%	4.6%	37.4%	32.9%	1.7%	0.9%	9.0%	10.9%	1.6%	2.3%
KHS	Count	2623	1418	404	185	13	3	115	83	78	38	10	3	1949	1073	54	33
	% within Building		54.1%	15.4%	13.0%	.5%	0.2%	4.4%	5.9%	3.0%	2.7%	0.4%	0.2%	74.3%	75.7%	2.1%	2.3%
KPHS	Count	1786	792	448	161	11	5	51	26	91	27	1	1	1152	556	32	16
	% within Building		44.3%	25.1%	20.3%	.6%	0.6%	2.9%	3.3%	5.1%	3.4%	0.1%	0.1%	64.5%	70.2%	1.8%	2.0%
QECHS	Count	372	388	147	149	3	3	35	37	62	64	1	1	116	125	8	9
	% within Building		104.3%	39.5%	38.4%	.8%	0.8%	9.4%	9.5%	16.7%	16.5%	0.3%	0.3%	31.2%	32.2%	2.2%	2.3%
SCHS	Count	2485	816	1028	291	12	4	63	42	1010	301	10	6	332	157	30	15
	% within Building		32.8%	41.4%	35.7%	.5%	0.5%	2.5%	5.1%	40.6%	36.9%	0.4%	0.7%	13.4%	19.2%	1.2%	1.8%
Total High School	Count	12169	4838	3829	1285	59	19	376	243	2551	713	63	17	5074	2457	217	104
	% within Building		39.8%	31.5%	26.6%	.5%	0.4%	3.1%	5.0%	21.0%	14.7%	0.5%	0.4%	41.7%	50.8%	1.8%	2.1%

PreAP/PreIB Demographics by High School Campus (2015-16)		All Students		Hispanic		AmerInd/AlasNat		Asian		African American		Nat. Haw/Pac Isl		White		Two or More Races	
		Student Total	PRE-AP/PRE- IB Population	Student Total	PRE-AP/PRE- IB Population	Student Total	PRE-AP/PRE- IB Population	Student Total	PRE-AP/ PRE- IB Population	Student Total	PRE-AP/ PRE- IB Population	Student Total	PRE-AP/PRE- IB Population	Student Total	PRE-AP/PRE- IB Population	Student Total	PRE-AP/ PRE- IB Population
AHS	Count	3322	1464	1045	439	14	6	80	53	719	237	14	3	1383	703	67	23
	% within Building		44.1%	31.5%	30.0%	0.4%	0.4%	2.4%	3.6%	21.6%	16.2%	0.4%	0.2%	41.6%	48.0%	2.0%	1.6%
HHS	Count	1581	611	757	308	6	1	32	22	591	198	27	8	142	62	26	12
	% within Building		38.6%	47.9%	50.4%	0.4%	0.2%	2.0%	3.6%	37.4%	32.4%	1.7%	1.3%	9.0%	10.1%	1.6%	2.0%

<b>KHS</b>	Count	2623	1497	404	208	13	5	115	85	78	39	10	3	1949	1124	54	33
	% within Building		57.1%	15.4%	13.9%	0.5%	0.3%	4.4%	5.7%	3.0%	2.6%	0.4%	0.2%	74.3%	75.1%	2.1%	2.2%
<b>KPHS</b>	Count	1786	935	448	198	11	5	51	30	91	31	1	1	1152	653	32	17
	% within Building		52.4%	25.1%	21.2%	0.6%	0.5%	2.9%	3.2%	5.1%	3.3%	0.1%	0.1%	64.5%	69.8%	1.8%	1.8%
<b>QECHS</b>	Count	372	371	147	147	3	3	35	35	62	62	1	1	116	116	8	7
	% within Building		99.7%	39.5%	39.6%	0.8%	0.8%	9.4%	9.4%	16.7%	16.7%	0.3%	0.3%	31.2%	31.3%	2.2%	1.9%
<b>SCHS</b>	Count	2485	1065	1028	421	12	4	63	44	1010	380	10	6	332	193	30	17
	% within Building		42.9%	41.4%	39.5%	0.5%	0.4%	2.5%	4.1%	40.6%	35.7%	0.4%	0.6%	13.4%	18.1%	1.2%	1.6%
<b>Total High School</b>	Count	12169	5943	3829	1721	59	24	376	269	2551	947	63	22	5074	2851	217	109
	% within Building		48.8%	31.5%	29.0%	0.5%	0.4%	3.1%	4.5%	21.0%	15.9%	0.5%	0.4%	41.7%	48.0%	1.8%	1.8%

## Demographics Strengths

Open enrollment policy encourages all students to pursue advanced academic coursework as is evidenced by the total percentage of students enrolled vs total percentage of students taking at least one advanced academic course. Subpopulation specific data will continue to be analyzed to ensure there is an emphasis on equity and access to advanced academic programming.

## Demographics Needs

There is a need to increase advanced academic course enrollment and exam participation among African-American, Hispanic and Economically Disadvantaged students so that it mirrors district/campus demographics for each subgroup.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals



# Goals

## Goal 1: Prepare students to be college and career ready.

**Performance Objective 1:** Increase the percentage of students achieving college and career readiness. Potential college credits earned from \_\_\_ to \_\_. CTE certifications from \_\_\_ to \_\_\_.

1.1 Increase the number of students achieving college and career readiness based on potential college credits earned in Advanced Placement/International Baccalaureate/Dual Credit from 12603 (2017) to 13141 (2018) to 15241 (2019).

1.2 Increase the number of Advanced Placement exams with scores of 3 or higher from 2139 (2017) to 2239 (2018) to 2439 (2019).

1.3 Increase the number of dual credits earned from 5781 (2017) to 6281 (2018) to 7281 (2019).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure curriculum, instruction, and assessment are aligned with college readiness standards by collaborating with curriculum coordinators and vertical teaming among Advanced Placement/International Baccalaureate teachers.	Advanced Academics, Curriculum and Instruction Team, Teachers	IMPLEMENTATION: Vertical team meeting sign-in sheet and agenda.  IMPACT: Increase in the number of students meeting college readiness standards on STAAR.				
2) Monitor Advanced Placement course enrollment report and Advanced Placement exam registration to encourage all students taking an Advanced Placement course to take the exam as well.	Advanced Academics, Principals, DATs	IMPLEMENTATION: Advanced Placement exam registration report.  IMPACT: More Advanced Placement exams taken by enrolled students.				
3) Provide Advanced Placement Summer Institute and International Baccalaureate professional learning opportunities to Pre-Advanced Placement/Advanced Placement/International Baccalaureate teachers.	Advanced Academics, Principals, IB Team Leader	IMPLEMENTATION: Advanced Placement Summer Institute/International Baccalaureate teacher registration report/certificates of completion.  IMPACT: Increase in course and exam pass rate due to instructional alignment.				
Funding Sources: 397 - Advanced Placement - \$35000.00, 199 - General Fund - \$20000.00						
4) Establish district-facilitated test prep workshops for Advanced Placement students.	Advanced Academics, Teachers	IMPLEMENTATION: Session registration report/sign-in sheet; teacher stipend report.  IMPACT: Increase in exam pass rate.				
Funding Sources: 199 - General Fund - \$3000.00						


5) Offer Advanced Placement seminars to teachers interested in the exploration and discussion of course content, Advanced Placement exam prep, instructional strategies, differentiated instruction, and best practices.	Advanced Academics, Curriculum and Instruction Team	IMPLEMENTATION: Session registration report/sign-in sheet. IMPACT: Increase in course and exam pass rate.				
Funding Sources: 199 - General Fund - \$1000.00						
6) Enhance student support structures offered, during the school day, in order to increase the number of Advanced Placement/International Baccalaureate students earning college credits (tutorials, mock exams, test-prep sessions w/exam prep books, etc.).	AP/DP Team Leaders, Teachers	IMPLEMENTATION: Course grade and Advanced Placement/International Baccalaureate exam summary report IMPACT: Increase in exam pass rates and percentage of transcribed credits earned.				
Funding Sources: 199 - General Fund - \$5000.00						
7) Use of the International Center for Leadership in Education (ICLE) rubric during walkthroughs to ensure that rigorous learning is occurring for all students.	Principals, Teachers	IMPLEMENTATION: Discussion of ratings on classroom walkthrough instrument in order to calibrate instructional rigor/effectiveness. IMPACT: Improved student performance on in-class assessments, mock exams, and Advanced Placement/International Baccalaureate Diploma Programme exams.				
8) Collaborate with campuses to promote the use of Advanced Placement Instructional Planning Reports to guide curricular/instructional adjustments.	Advanced Academics, Principals, Teachers	IMPLEMENTATION: Utilize Advanced Academic meetings, curriculum updates and Professional Learning Community time to present information to stakeholders. IMPACT: Increase in course and exam pass rate due to instructional alignment.				
9) Promote the use of Advanced Placement Central website among teachers so they may access useful instructional resources.	Advanced Academics, Principals, Teachers	IMPLEMENTATION: Utilize Advanced Academic meetings, curriculum updates and Professional Learning Community time to present information to stakeholders. IMPACT: Increase in course and exam pass rate due to instructional alignment.				
10) Add an Advanced Placement link to website to provide students/parents easy access to Advanced Placement resources and materials.	Advanced Academics	IMPLEMENTATION: Audit of Advanced Academic webpage to confirm availability. IMPACT: Improved results on Advanced Placement exams and in Advanced Placement courses.				
11) Establish Advanced Placement Professional Learning Communities so that opportunities exist for teachers to collaborate, review data, share instructional strategies and best practices.	Advanced Academics	IMPLEMENTATION: Meeting sign-in sheets, agenda and minutes. IMPACT: Instructional content is vertically aligned and pre-Advanced Placement students thrive in Advanced Placement courses.				

12) Collaborate with Accelerated Services and Special Education teams in order to ensure the needs of twice exceptional students are being addressed.	Advanced Academics	IMPLEMENTATION: Minutes from collaborative sessions.  IMPACT: Improved performance in course and exam pass rate of twice exceptional students.				
13) Ensure there is equity in dual credit course offerings by making sure credit-transferable, core content courses are accessible to all high school students district-wide.	Advanced Academics, Student Support Services, Lone Star College-Kingwood	IMPLEMENTATION: Collaborate with LSC-Kingwood officials and campus/district leadership to identify campuses with course offering deficiencies to establish dual credit equity across the district.  IMPACT: Transferable courses offered at all high schools and more students are able to earn college credit.				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** Prepare students to be college and career ready.

**Performance Objective 2:** Increase the percentage of Gifted/Talented students (K-8) making adequate or above adequate progress as measured by Istation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Progress monitor elementary/middle school Gifted and Talented students for improved performance in word analysis (spelling) and vocabulary in addition to other areas in Istation.	Advanced Academics	IMPLEMENTATION: Collaborate with Accelerated Services to gain insight on how to use Istation data to progress monitor students.  IMPACT: Increase in the percentage of Gifted and Talented students performing at Tier 1.				
2) Use Istation as one tool to progress monitor the reading achievement and growth of all Gifted and Talented students grades K-8, as evidenced in phonemic awareness and text fluency through the course of the school year.	Advanced Academics	IMPLEMENTATION: Collaborate with Accelerated Services to gain insight on how to use Istation data to progress monitor students.  IMPACT: Students strengths and weaknesses will be identified through the Istation assessments to tailor reading instruction and/or intervention, leading to increased student achievement.				
						

**Goal 1:** Prepare students to be college and career ready.

**Performance Objective 3:** Decrease achievement gap for economically disadvantaged students from \_\_\_ to \_\_\_.


3.1 Increase the percentage of students representing underserved populations (African-American, Hispanic, Economically Disadvantaged) enrolled in Pre-Advanced Placement/Advanced Placement/Dual Credit/International Baccalaureate courses to mirror campus/district diversity.

3.2 Improve participation by African-American students taking one or more Advanced Placement exam from 186 (2017) to 240 (2018) to 400 (2019).

3.3 Improve participation by Hispanic students taking one or more Advanced Placement exam from 437 (2017) to 490 (2018) to 700 (2019).

3.4 Improve participation by Economically Disadvantaged students taking one or more Advanced Placement exam by increasing percentage of fee waivers granted from 14% (2017) to 16% (2018) to 18% (2019).


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to administer PSAT/NMSQT to receive Advanced Placement Potential data.	Advanced Academics, Principals, Counselors, DATs	IMPLEMENTATION: Advanced Potential reports will be analyzed to identify students who could succeed in an Advanced Placement course.  IMPACT: Increased enrollment of underserved students in advanced academic courses.				
2) Use Advanced Placement Potential, PSAT 8/9 and STAAR data to strategically identify and increase student participation in Pre-Advanced Placement/Advanced Placement classes, with emphasis on Humble HS and Summer Creek HS feeders.	Advanced Academics, Principals, Counselors, Teachers	IMPLEMENTATION: Score reports will be analyzed to identify students who could succeed in an Advanced Placement course.  IMPACT: Increased enrollment of underserved students in advanced academic courses.				
3) Use data from Texas Success Initiative/Accuplacer to support/encourage dual credit course selection by students.	Advanced Academics, Principals, DATs, Counselors, Teachers	IMPLEMENTATION: Score reports will be analyzed to identify students who could succeed in a dual credit course.  IMPACT: Increased enrollment of students in dual credit courses.				
Funding Sources: 199 - General Fund - \$3500.00						
4) Conduct Advanced Placement Potential data analysis sessions with counselors in order to better support campuses in identifying students who could be successful in an Advanced Placement class.	Advanced Academics	IMPLEMENTATION: Review reports with secondary counselors during district counselor meetings.  IMPACT: Increased enrollment of underserved students in advanced academic courses.				

5) Provide scholarship funds to assist in defraying costs of Advanced Placement exams for economically disadvantaged students.	Advanced Academics, Principals, Counselors, DATs	IMPLEMENTATION: Disburse Advanced Placement scholarship funds to high schools in early Spring. IMPACT: More Advanced Placement exams taken by underserved students.				
Funding Sources: 199 - General Fund - \$10000.00						
6) Provide PSAT 8 testing to all 8th grade students at Humble MS and Ross Sterling MS (Humble HS feeder).	Advanced Academics, Principals, Counselors, DATs	IMPLEMENTATION: District-funded PSAT 8 test will be administered on October 19, 2016. IMPACT: Increased enrollment of underserved students in advanced academic courses at Humble HS.				
7) Increase the percentage of Advanced Placement test-takers that use fee waivers; work with Data Accountability Teacher and counselors to promote at high low Economically Disadvantaged campuses (Humble HS/Summer Creek HS).	Advanced Academics, Principals, Teachers, DATs	IMPLEMENTATION: Communication regarding requesting fee waivers will be sent out to campus counselors and Data Accountability Teachers. IMPACT: More Advanced Placement exams taken by underserved/economically disadvantaged students.				
8) Attend College Board's diversity conferences ("A Dream Deferred" & "Preparate") to gain an understanding of strategies we may incorporate to address the academic needs and challenges which limit access to college success/opportunity for our African-America, Hispanic, and Economically Disadvantaged students.	Advanced Academics	IMPLEMENTATION: Incorporate proven strategies learned in order to address the academic needs and challenges which limit access to college success/opportunity for our African-America, Hispanic, and Economically Disadvantaged students. IMPACT: More African-American, Hispanic, and Economically Disadvantaged students enrolled in advanced academic courses; increase in percentage of students earning potential college credit.				
						

**Goal 1:** Prepare students to be college and career ready.

**Performance Objective 4:** Improve academic inclusion by providing access to and preparation for PSAT 8/9, PSAT/NMSQT, TSI, and ACT and SAT exams for grades 8th - 11th so that all students have an opportunity to gain exposure to advanced academic programming.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to provide PSAT 8/9, PSAT 10 and Texas Success Initiative testing for students.	Advanced Academics	IMPLEMENTATION: District-funded PSAT 8/9 and Texas Success Initiative units will be provided to campuses.  IMPACT: More students enrolled in Advanced Placement and dual credit courses.				
2) Add links to webpage that includes how to access/use Advanced Placement/SAT/PSAT data, My College Quickstart, and how to link SAT/PSAT scores to Khan Academy.	Advanced Academics	IMPLEMENTATION: Department webmaster will update webpage to include useful resources available for student use.  IMPACT: More students with My College Quickstart/Khan Academy linked accounts.				
3) Establish pilot PSAT/NMSQT preparation course for rising Juniors scoring in 95th percentile on PSAT 10.	Advanced Academics	IMPLEMENTATION: Invitations sent out to identified students and prep course conducted during summer by established test-prep vendor.  IMPACT: Increase in the number of National Merit Scholars; overall increase in the district's SAT score average.				
Funding Sources: 199 - General Fund - \$15000.00						
4) Provide training to campus leadership teams on how to shape instructional goals through the use of Advanced Placement/SAT/PSAT/NMSQT score summary, Instructional Planning, and AP Potential reports.	Advanced Academics	IMPLEMENTATION: Use district horizontal/vertical team and Assistant Principal meetings as platform to deliver instruction.  IMPACT: Campus leadership teams can effectively interpret data and improve upon identified academic and curricular strengths and weaknesses.				
5) Provide training to middle/high school counselors on effectively using PSAT 8/9 data to promote equity/access to pre-Advanced Placement/Advanced Placement courses among African-American, Hispanic, and Economically Disadvantaged students, especially within the Humble HS feeder.	Advanced Academics	IMPLEMENTATION: Review reports with secondary counselors during district counselor meetings.  IMPACT: Increased enrollment in Pre-Advanced Placement/Advanced Placement courses.				

6) Establish PSAT 8 preparation course for 7th grade Duke Talent Identification Program participants achieving grand or state recognition.	Advanced Academics	<p>IMPLEMENTATION: Invitations sent out to identified students and prep course conducted during summer by established test-prep vendor.</p> <p>IMPACT: Improved performance on PSAT 8.</p>				
Funding Sources: 199 - General Fund - \$7500.00						
7) Establish PSAT 9/10 preparation course for top performing PSAT 8/9 students.	Advanced Academics	<p>IMPLEMENTATION: Invitations sent out to identified students and prep course conducted during summer by established test-prep vendor.</p> <p>IMPACT: Improved performance on PSAT 9/10.</p>				
Funding Sources: 199 - General Fund - \$15000.00						
8) Provide students the opportunity to enroll in ACT/PSAT/SAT test prep courses by offering in-district sessions by an established test-prep provider.	Advanced Academics	<p>IMPLEMENTATION: Use district/campus webpages and email blasts to promote test prep boot camps.</p> <p>IMPACT: Improved student performance on ACT/PSAT/SAT.</p>				
						




## Goal 2: Provide quality service to internal and external customers

**Performance Objective 1:** Increase the district mean on the District Services Support Survey from \_\_\_ to \_\_\_.

2.1 Advanced Academic programming will be promoted/recognized through various campus/district mediums to increase the level of awareness among underserved families/student populations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Update the Advanced Academics webpage to reflect upcoming events, scholarly opportunities, relevant College and Career Readiness web links and Advanced Placement/PSAT/NMSQT/SAT/ACT information.	Advanced Academics	IMPLEMENTATION: Department webmaster will update webpage to include useful resources available for parent/student use.  IMPACT: Increase in the number of patrons who have viewed webpage; positive feedback from stakeholders.				
2) Conduct district-wide Advanced Academics parent nights to provide information to stakeholders on College and Career Readiness, benefits of taking advanced academic courses, upcoming events, and Advanced Placement/PSAT/NMSQT/SAT/ACT information.	Advanced Academics	IMPLEMENTATION: "Community Connections" seminars will be used to provide information to stakeholders.  IMPACT: Positive feedback on district services survey.				
3) Plan and promote district Advanced Academics celebrations. (ex. National Merit, Advanced Placement Scholars, District Top 10, academic scholarships, International Baccalaureate Diploma Programme Banquet, etc.)	Advanced Academics	IMPLEMENTATION: Collaborate with campus/district officials to share parameters used to identify academic achievements that will warrant district recognition.  IMPACT: Increase in the number of students acknowledged for academic achievements annually.				
4) Provide rapid response (24-hours or less) to all emails and inquiries.	Advanced Academics	IMPLEMENTATION: All departmental personnel will provide district and community stakeholders with responses to phoned or emailed inquiries in a timely manner.  IMPACT: High rate of customer satisfaction when survey results are completed.				
5) Use social media to provide useful information, reminders, and highlight achievements /events.	Advanced Academics	IMPLEMENTATION: Use department/district Twitter account to highlight upcoming achievements/events.  IMPACT: Better informed populous; high volume of followers.				

6) Utilize existing district resources to provide translated documents (Spanish) for parents and community.	Advanced Academics	<p>IMPLEMENTATION: All documents requiring Spanish translation will be forwarded to assigned personnel.</p> <p>IMPACT: Positive response from Spanish speaking families; promotes inclusion among Spanish speakers.</p>				
Funding Sources: 199 - General Fund - \$500.00						
7) Promote advanced academic programming at Humble MS, Sterling MS, and Humble HS during course-selection parent night.	Advanced Academics	<p>IMPLEMENTATION: Department personnel will provide information to students/parents as it relates to course options and college readiness.</p> <p>IMPACT: More students enrolled in advanced academic courses at Humble HS.</p>				
						

**Goal 3: Provide a quality work environment so every employee can perform at the highest levels**

**Performance Objective 1:** Increase the mean on the Employee Survey from \_\_\_ to \_\_\_.


3.1 Increase Learning Division mean on the District Services Support Survey from 3.76 to 3.86.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide frequent, timely communications with campuses through Principal Updates, direct email communication, and campus visits.	Advanced Academics	IMPLEMENTATION: Submit need-to-know information to assigned personnel for distribution.  IMPACT: Positive feedback on survey results.				

**Goal 3:** Provide a quality work environment so every employee can perform at the highest levels

**Performance Objective 2:** Increase the retention rate for all employees from \_\_\_ to \_\_\_.

3.2 Increase the retention rate for C & I employees from 91.9 to 92.4.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Consult with campus contacts regarding staffing changes within advanced academics courses; review staff exit survey.	Advanced Academics	IMPLEMENTATION: Discuss staffing and potential turnover during meeting with campus contacts.  IMPACT: Increase in retention rate of staff teaching advanced academic coursework.				
2) 30-90 day conversations with new Advanced Academic department employees (Advanced Academics & Gifted/Talented Coordinators).	Director of Advanced Academics	IMPLEMENTATION: Meet with Advanced Academics and Gifted and Talented Coordinators at 30/90 day mark to discuss performance.  IMPACT: Positive feedback and retention of Advanced Academics/Gifted/Talented Coordinators.				
3) Consult with Human Resources, curriculum coordinators, and campus administrators regarding strategies to recruit more teachers with credentials required to teach dual credit courses in order to expand offerings at all high schools, with primary emphasis on Humble HS.	Advanced Academics	IMPLEMENTATION: Discuss strategic plan with campus/district leadership as it relates to securing more dual credit qualified staff.  IMPACT: Dual credit course offerings increased at all campuses.				
						

**Goal 4: Create efficiencies at all levels of the organization**

**Performance Objective 1:** Maintain a yearly unassigned general fund balance between 17% (60 days) and 25% (90 days) of total operating expenditures.


**Goal 4:** Create efficiencies at all levels of the organization

**Performance Objective 2:** Be efficient and effective in securing support services for the district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish Advanced Placement Lead Teacher Program to identify staff who could work with district officials to ensure curriculum implementation, while serving as an active participant in the development of advanced academic professional learning opportunities for both teachers and students.	Advanced Academics, Principals	IMPLEMENTATION: Collaborate with campus contacts to identify staff best suited to serve in this capacity.  IMPACT: More opportunities available to vertical team and offer internal learning opportunities to both teachers and students.				
Funding Sources: 425 - Teacher Induction/Mentor - \$4000.00						
						


**Goal 4:** Create efficiencies at all levels of the organization

**Performance Objective 3:** Expenditures will remain within allotted budget.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) In order to reduce the amount of money spent on contracted services, the advanced academic team will identify current Humble ISD personnel who can deliver high-quality professional development to advanced academic staff and test-prep seminars to students.	Advanced Academics	IMPLEMENTATION: Monitor budgets and transactions to ensure funds and resources are being allocated equitably and responsibly.				
		IMPACT: Reduction in the amount of money spent from Advanced Academics budget for contracted services related to professional development; improved passing rates on Advanced Placement exams.				
Funding Sources: 199 - General Fund - \$2500.00						
2) Support of 2016-17 budget process with Advanced Academics coordinators, conduct cost/needs analysis for program initiatives and frequent review of budgets.	Director of Advanced Academics	IMPLEMENTATION: Monitor budgets and transactions to ensure funds and resources are being allocated equitably and responsibly.  IMPACT: All expenditures promote the goals of the division/district while remaining within budget.				
3) Utilize existing district resources to provide translated documents (Spanish) for students and parents.	Advanced Academics	IMPLEMENTATION: All documents requiring Spanish translation will be forwarded to assigned personnel.				
	District Translator	IMPACT: Complete elimination of document translation costs.				
						

# Goal 5: Program Growth, Development, and Sustainability.

**Performance Objective 1:** Progress monitor and adjust strategic actions, as needed, to continuously improve upon program offerings and outcomes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Use financial and tangible resources to provide interventions or enhance services to grow the Advanced Academic program, while overtly addressing the needs of our under-represented subgroups within our feeders with a high percentage of Economically Disadvantaged students.	Advanced Academics	<p>IMPLEMENTATION: Monitor budgets and transactions to ensure funds and resources are being allocated equitably and responsibly.</p> <p>IMPACT: Increase in percentage of students enrolled in advanced academic courses, as well as exam pass rates.</p>				
						

## 2016-2019 Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Nancy Cozad	Assistant Principal, Kingwood HS
Administrator	Meredith LeBlanc	Assistant Principal, Atascocita HS
Administrator	Julie Thomas	Associate Principal, Humble HS
District-level Professional	Dr. Kathy Adair	Director of Curriculum and Instruction
District-level Professional	Dr. Stephanie Hatten	Digital Learning Coordinator
District-level Professional	Dr. Kelly Marchiando	Gifted and Talented Coordinator
District-level Professional	Dr. Charles Ned	Director of Advanced Academics
District-level Professional	Lesa Pritchard	Director of Counseling and Behavioral Services
District-level Professional	Kristy Starkey	CATE Coordinator
District-level Professional	Chandra Torres	Director of Bilingual/ESL & LOTE
District-level Professional	Christina Trotter	Coordinator of Student Assessments
District-level Professional	Sally Wagner	AVID Coordinator



# Addendums

## Advanced Academics 3-Year Plan

### Glossary of Terms

**ACT** – A standardized test designed to measure college readiness among high school students or those seeking admission into a college or university.

**Advanced Academics** – Educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations.

**Advanced Placement (AP)** – A program created by the College Board which offers college-level curricula and exams to high school students. Students may earn college credit upon passing the course and exam.

**Advanced Placement Central** – A webpage on the College Board’s website that serves as a resource for Advanced Placement teachers in providing updated information on course curriculum, program changes, exam dates, score reports, and professional development.

**Advanced Placement Potential** – A free, web-based tool that allows schools an opportunity to generate rosters of students who are likely to score a 3 or higher on a given Advanced Placement Exam based on their performance on the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT).

**Advanced Placement Summer Institute** – Engaging professional learning that offers Pre-Advanced Placement and Advanced Placement teachers subject-specific content and resources to enhance their teaching of an Advanced Placement course; participants also have the opportunity to exchange ideas and information with peers.

**College and Career Readiness** – The term used to label a high school graduate who has the knowledge and skills necessary to qualify for and succeed in a post-secondary institution of higher education without the need for remediation or in post-secondary job training and/or workforce.

**Dual Credit** – A process in which a student may earn high school and college credit simultaneously by successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the corresponding high school course.

**Early College High School** – An innovative high school campus that allow students, least likely to attend college, an opportunity to earn a high school diploma and an associate’s degree or up to 60 college credit hours by taking a combination of high school and college classes.

**Gifted and Talented** – A term used to define a child or youth who performs at or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

**Instructional Planning Report** – A subject-specific report showing the performance of students on the multiple-choice/free-response sections and on specific topics within that AP Exam, as compared to all students.

**International Baccalaureate Diploma Programme** – A two-year educational program primarily aimed at students aged 16-19. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

**Istation** – An online comprehensive reading and intervention program for grades K-8 that delivers research based individualized instruction and provides teachers and parents with the information, resources, and materials needed to help students become successful readers.

**Khan Academy** – An educational organization that has developed an e-learning portal for students and educators offering practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom.

**Pre-Advanced Placement** – Courses offered at the secondary level designed to prepare students for Advanced Placement courses, which are college-level courses taught in a high school setting.

**Pre-International Baccalaureate** – Courses offered at the secondary level designed to prepare students for the coursework of the International Baccalaureate Diploma Programme.

**Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** – A preliminary version of the SAT administered by the College Board and co-sponsored by the National Merit Scholarship Corporation that tests mastery in reading, writing, and math.

**Scholastic Aptitude Test (SAT)** – A standardized test, created by the College Board, used for college admissions in the United States.

**Texas Success Initiative (TSI)** – A state mandate that requires students to be assessed in reading, writing, and math skills prior to enrolling in college, and to be advised based on the results of that assessment.