

## Campus Improvement Plan 2009-2010

Campus: Caney Creek High School

Rating: Recognized

### Goal 1: Student Achievement and Post-Secondary Success

Caney Creek High School will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1a Reading/English Language Arts Improvement Plan	
<b>Objective</b>	<p>At least ninety-two percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 2:</i> Applying Knowledge of Literary Elements. Grades 9-11 LEP and special education student groups.</p> <p><i>Objective 3:</i> Analyze and critically evaluate written texts and visual representations. Grades 9-11 economic disadvantaged, Hispanic, LEP and special education student groups.</p>
<b>Strategies</b>	<p>1.1a.1 Provide support at the secondary level in teaching literary elements and analysis (targeting Objective 2) and provide training on utilization of student choice of literature.</p> <p>1.1a.2 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</p> <p>1.1a.3 Provide in-class and pull-out tutorials for target students in word study, vocabulary development, fluency, and comprehension strategies (targeting Objective 3).</p> <p>1.1a.4 A comprehensive analysis ( using Eduphoria) of the student performance and error patterns on TAKS for all students and student groups by grade level will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments.</p> <p>1.1a.5 Provide intensive, systematic, research-based reading instruction to identified <b>dyslexic</b> students.</p> <p>1.1a.6 Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of students before and after school.</p> <p style="text-align: center;">SCE                      Extra Duty Pay                      \$2000                      0.0 FTE</p> <p>1.1a.7 Saturday TAKS Writing workshop for targeted students (invitation only).</p> <p style="text-align: center;">SCE                      Extra Duty Pay                      \$625                      0.0 FTE</p> <p>1.1a.8 Provide teachers opportunities to plan with colleagues, to develop timelines and lessons based on aligned curriculum and to collaboratively plan classroom activities.</p> <p>1.1a.9 Language Arts data teams will monitor progress of students after each benchmark.</p> <p>1.1a.10 All English teachers are trained in Six Traits + 1 Writing Strategies.</p> <p>1.1a.11 All English teachers are working on and will complete ESL certification (targeting Objective 3) by May 2010.</p> <p>1.1a.12 Use INOVA to identify “aberrant” and “strike zone” objectives for individual students and student groups.</p>

	<p>1.1a.13 Use INOVA and Eduphoria to identify students who will be assigned a mentor.</p> <p>1.1a.13 Identified students will receive weekly in-class support from a support facilitator (targeting Objectives 2 and 3).</p> <p>1.1a.14 Teachers will create and administer common assessments on a monthly basis.</p> <p>1.1a.15 Administrative staff will conduct systematic walk-through observations of instructional staff/classrooms to ensure that TEKS and TAKS objectives are being taught at an appropriate level of instruction with an emphasis at the higher end of Bloom’s Taxonomy.</p> <p>1.1a.15 The English Department Chair will conduct meetings on a regular, scheduled basis to review curriculum based assessments and needs.</p> <p>1.1a.16 After each benchmark, teachers will collaboratively score OERs and written compositions so that they are able to calibrate scoring and expectations.</p> <p>1.1a.17 After each benchmark, teachers will meet with their administrative evaluator to discuss progress of targeted students.</p> <p>1.1a.18 Use SCE funds to hire additional teachers to reduce class size and to provide tutorial assistance to benefit at-risk students.</p> <p><b>SCE                      Reduction Class Size/Tutorials                      3.0 FTE                      \$184,797                      State</b></p>
<b>Financial Resources</b>	<p>Campus budget</p> <p><b>SCE                      Extra Duty Pay                      0.0 FTE                      \$2625                      State</b></p> <p><b>SCE                      Reduction Class Size/Tutorials                      3.0 FTE                      \$184,797                      State</b></p>
<b>Additional Resources</b>	<p>Curriculum: CISD READS Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria</p>
<b>Monitoring Timeline</b>	<p>November January March</p>
<b>Formative Evaluation</b>	<p>Reading/ELA Benchmarks: November: 60% passing Reading Benchmark at 70% passing rate January: 70% passing Reading Benchmark at 70% passing rate</p>
<b>Summative Evaluation</b>	<p>TEA Data Tables AEIS</p>
<b>Project Manager(s):</b>	<p>Principal Assistant/Associate Principal(s) Language Arts Chair Student Success Teacher/Assessment Coordinator</p>

## Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1b Mathematics Improvement Plan	
<b>Objective</b>	<p>At least eighty percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 9:</i> Percents, Proportions, Probability, and Statistics. Grades 9-11, all student groups</p> <p><i>Objective 8:</i> Measurement. Grades 9-11, all student groups.</p>
<b>Strategies</b>	<p>1.1b.1 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups by grade level will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments.</p> <p>1.1b.2 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1b.3 Teachers will develop warm-up activities to review previously taught TAKS objectives to ensure continued exposure to concepts previously taught (targeting objectives 8 and 9). <b>Title III                      Materials                      \$2000                      Federal</b></p> <p>1.1b.4 Teachers will effectively differentiate instruction to meet the individual needs of all students.</p> <p>1.1b.5 Provide in-class and pull-out tutorials for targeted students utilizing the Champs Math Lab (targeting objectives 8 and 9). <b>SCE                      Tutorials                      1.0 FTE                      \$61,599                      State</b></p> <p>1.1b.6 Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of students before or after school (targeting objectives 8 and 9). <b>SCE                      Extra Duty Pay                      0.0 FTE                      \$7,000                      State</b></p> <p>1.1b.7 Saturday TAKS math workshop for targeted students. <b>SCE                      Extra Duty Pay                      0.0 FTE                      \$500                      State</b></p> <p>1.1b.8 Use of common assessments for unit tests.</p> <p>1.1b.9 Math data teams monitor progress of students after benchmarks.</p> <p>1.1b.10 Use INOVA data to identify “aberrant” and “strike zone” objectives for individual students and student groups.</p> <p>1.1b.11 Use INOVA data to identify students for the psycho-social target groups. These students will be part of a mentoring program.</p> <p>1.1b.12 Administrative staff will conduct systematic walk-through observations of instructional staff/classrooms to ensure that TEKS and TAKS objectives are being taught at an appropriate level of instruction with an emphasis at the higher end of Bloom’s Taxonomy.</p> <p>1.1b.13 After each benchmark teachers will meet with their administrative evaluator to discuss the progress of targeted students.</p>

	<p>1.1b.14 For targeted student groups, Math Models may be taken at the same time as Algebra 1. This will provide additional support for struggling students.</p> <p>1.1b.15 Use of peer tutors (seniors) in the Champs Math Lab to assist with mentoring and tutoring.</p> <p>1.1b.16 Use vocabulary journals in math class, utilizing Marzano’s strategies and games for vocabulary comprehension and retention.</p> <p>1.1b.17 Use of support facilitators as in-class support for identified special education students.</p> <p>1.1b.18 The Math Department Chair will conduct meetings on a regular, scheduled basis to review curriculum based assessments and needs.</p> <p>1.1b.19 Our District Instructional Math Coach will provide campus support for teachers and students.</p> <p>SCE                      District Math Coach                      0.375 FTE                      \$6,625                      State</p>
<b>Financial Resources</b>	<p>Campus budget</p> <p>SCE                      Tutorials                      1.0 FTE                      \$61,599                      State</p> <p>SCE                      Extra Duty Pay                      0.0 FTE                      \$7,500                      State</p> <p>SCE                      District Math Coach                      0.375 FTE                      \$6,625                      State</p> <p>Title III                      Materials                                           \$2000                      Federal</p>
<b>Additional Resources</b>	<p>Curriculum: CISD Solves</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: ViewIt, Eduphoria</p> <p>Algebra Out of the Box, Geometry Out of the Box</p> <p>Texas Core Curriculum Models: AIMS</p>
<b>Monitoring Timeline</b>	<p>November</p> <p>January</p> <p>March</p>
<b>Formative Evaluation</b>	<p>Common assessments</p> <p>Math Benchmarks: 80% all students and student groups</p>
<b>Summative Evaluation</b>	<p>TEA Data Tables</p> <p>AEIS</p>
<b>Project Manager(s):</b>	<p>Principal</p> <p>Math Chair</p> <p>Assistant/Associate Principal(s)</p> <p>Student Success/Assessment Coordinator</p>



<b>Timeline</b>	March
<b>Formative Evaluation</b>	Common assessments Social Studies Benchmarks: 80% all students and student groups
<b>Summative Evaluation</b>	TEA Data Tables AEIS
<b>Project Manager(s):</b>	Principal Social Studies Chair Assistant/Associate Principal(s)

## Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1d Science Improvement Plan	
<b>Objective</b>	<p>At least eighty percent of all students and student groups will meet or exceed performance standards in Science on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p style="padding-left: 20px;"><i>Objective 2:</i> Organization of Living Systems. Grades 10-11, all student groups.</p> <p style="padding-left: 20px;"><i>Objective 4:</i> Structure and Properties of Matter. Grades 10-11, Hispanic, LEP, economically disadvantaged, and special education students.</p>
<b>Strategies</b>	<p>1.1d.1 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups by grade level will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments.</p> <p>1.1d.2 The Science Department Chair will conduct meetings on a regular, scheduled basis to review curriculum based assessments and needs.</p> <p>1.1d.3 Support and ensure that TAKS science tutorials implement the best differentiated instruction strategies to meet the individual needs of students.</p> <p>1.1d.4 Teachers will develop warm-up activities to review previously taught TAKS objectives to ensure continued exposure to concepts previously taught (targeting objectives 2 and 4).</p> <p>1.1d.5 Curricular content, strategies, and resources will be 100% aligned.</p> <p>1.1d.6 Saturday TAKS workshop for targeted students.  <span style="color: red;">SCE</span>                      <span style="color: red;">Extra Duty Pay</span>                      <span style="color: red;">0.0 FTE</span>                      <span style="color: red;">\$500</span>                      <span style="color: red;">State</span></p> <p>1.1d.7 Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of targeted students (targeting objectives 2 and 4).  <span style="color: red;">SCE</span>                      <span style="color: red;">Extra Duty Pay</span>                      <span style="color: red;">0.0 FTE</span>                      <span style="color: red;">\$7000</span>                      <span style="color: red;">State</span></p> <p>1.1d.8 Science pull-outs (from electives) for 15 minutes daily –targeted students.</p> <p>1.1d.9 Elective teachers will implement science vocabulary development in their content area.</p> <p>1.1d.10 To increase science vocabulary a science work of the day will be presented on morning announcements.</p> <p>1.1d.11 Use of vocabulary journals in every science class, utilizing Marzano’s strategies and games for vocabulary comprehension and retention.</p> <p>1.1d.12 In class support for identified special education and ESL students.</p> <p>1.1d.13 Teachers will collaboratively create common assessments to ensure high levels of learning for all.</p> <p>1.1d.14 After designated benchmarks teachers will analyze results and meet with administrators to discuss targeted students and their progress.</p> <p>1.1d.15 Administrative staff will conduct systematic walk-through observations of instructional staff/classrooms to ensure that TEKS and TAKS objectives are being taught at an appropriate level of instruction with an emphasis at the</p>

	higher end of Bloom's Taxonomy.
<b>Financial Resources</b>	Campus budget <b>SCE</b> <b>Extra Duty Pay</b> <b>0.0 FTE</b> <b>\$7500</b> <b>State</b>
<b>Additional Resources</b>	Curriculum: CISD Investigates Curriculum Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	Common assessments Science Benchmarks: 80% all students and student groups in comprehension, fluency, word meaning
<b>Summative Evaluation</b>	TEA Data Tables AEIS
<b>Project Manager(s):</b>	Principal Science Chair Assistant/Associate Principal(s) Student Success/Assessment Coordinator

## Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1f Coordinated Health Program	
<b>Objective</b>	To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity 90 percent of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Strategies</b>	1.1f.1 To ensure students participate regularly in moderate to rigorous physical activity. 1.1f.2 To help students evaluate their personal level of health related fitness. 1.1f.3 To teach students about criterion referenced health standards and the types of activities needed to reach them. 1.1f.4 To help students track their fitness results over time. 1.1f.5 To engage students regularly in activities that target their aerobic capacity (ex: walking, running). 1.1f.6 To engage students regularly in activities that target their muscular strength, endurance and flexibility (calisthenics, strengthening and stretching activities).
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	District curriculum
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	Student activity log ActivityGram
<b>Summative Evaluation</b>	FitnessGram
<b>Project Manager(s):</b>	Physical Education staff Principal Assistant/Associate Principal(s)

## Goal 1: Student Achievement and Post-Secondary Success

Caney Creek High School will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap	
<b>Objective</b>	At least eighty percent of economic disadvantaged, African American, Hispanic, Limited English Proficient, and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Math, Social Studies, and Science.
<b>Strategies</b>	<p>1.2.1 Continue evening credit recovery classes 3 afternoons per week for students (including LEP, ESL, Migrant, Homeless, and other <i>at-risk</i> students).</p> <p>1.2.2 Utilize District ESL coach and paraprofessional support to ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</p> <p>1.2.3 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.2.4 Provide materials, equipment, transportation from tutorials/home, software, incentives for at-risk students to facilitate academic improvement in content areas. SCE      Math, English, Science, Social Studies materials      \$6,875      State</p> <p>1.2.5 Provide intensive, systematic, tutoring for identified at-risk students during the day and after school.</p> <p>1.2.6 Teachers will use INOVA data to assist them in planning interventions and strategies for all at-risk students.</p> <p>1.2.7 Cluster newly arrived immigrant ESL students in core subjects in order to provide targeted instructional support.</p> <p>1.2.8 Continue purposeful inclusionary practices for all special education students with in-class support facilitators.</p> <p>1.2.9 Provide a Social Worker to monitor student attendance and achievement and to effectively communicate with parents.</p> <p>1.2.10 Utilize the campus Student Success teacher to facilitate data collection, analysis of data, and student tutorials. SCE      Student Success teacher      1.2 FTE      \$89,210      State</p>
<b>Financial Resources</b>	<p>Campus budget</p> <p>SCE      Math, English, Science, Social Studies materials      0.0 FTE      \$6,875      State</p> <p>SCE      Student Success teacher      1.2 FTE      \$89,210      State</p>
<b>Additional Resources</b>	<p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: Viewit, Eduphoria</p>
<b>Monitoring Timeline</b>	<p>November</p> <p>January</p> <p>March</p>
<b>Formative Evaluation</b>	<p>Common assessments</p> <p>Benchmarks: 80% all students and student groups</p>
<b>Summative Evaluation</b>	<p>TEA Data Tables</p> <p>AEIS</p>
<b>Project Manager(s):</b>	<p>Principal</p> <p>Core Content Area Chairs</p>

## Goal 1: Student Achievement and Post Secondary Success

Caney Creek High School will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
<b>Objective</b>	<p>One hundred percent of all students and all student groups will successfully complete high school.</p> <ul style="list-style-type: none"> <li>Increase the attendance rate from 92.9% to 93.0%.</li> <li>Increase the percentage of students taking AP courses and AP exams from 17.9% to 20.0%.</li> <li>Increase the percent of all students scoring above the criteria on SAT and ACT examinations from 20.1% to 22.0%.</li> <li>Increase the percent of students taking the SAT and ACT examinations from 48.4% to 55%.</li> <li>Increase the percentage of students taking advanced courses/dual enrollment courses from 20.7% to 22.0%.</li> <li>Increase the percentage of students demonstrating higher education readiness (TSI) from 56% to 60% in language arts and from 63% to 66% in math.</li> <li>Increase the percentage of students graduating on Recommended Plan from 82.6% to 85.0% with special attention to LEP, Special Education, and economic disadvantaged students.</li> </ul>
<b>Strategies</b>	<p><b>DROPOUT PREVENTION PROGRAM</b></p> <p>1.3.1 Utilize District procedures to identify, intervene, and monitor the progress of at-risk students.</p> <p>1.3.2 Ensure basic advanced placement and pre-advanced placement course offerings at all secondary campuses for all students and student groups.</p> <p>1.3.3 Maintain the variety of credit recovery opportunities for secondary students who are over age for grade level, including night school.</p> <p style="text-align: center;"><b>SCE                  Credit Recovery Teacher                  1.0 FTE                  \$71,878                  State</b></p> <p>1.3.4 Provide a campus parenting program with pregnancy related services under the direction of a designated campus liaison.</p> <p>1.3.5 Provide ongoing monitoring of students who have failed one portion of the Exit Level TAKS and facilitate planning interventions with teaching staff.</p> <p>1.3.6 Provide access to Plato software as a credit recovery program for at-risk students.</p> <p>1.3.7 Assure that all Personal Graduation Plans and 4-Year plans are up-to-date and accurate.</p> <p>1.3.8 Counselors will schedule parent meetings, for all juniors and seniors, to ensure that students are on schedule to graduate.</p> <p>1.3.9 Counselors will schedule parent conferences, at the end of each grading period, for students failing two or more core classes.</p> <p>1.3.10 Instructional staff will implement needed modifications and intervention strategies for each special needs student and follow up by evaluating the effectiveness of the interventions.</p> <p><b>ATTENDANCE</b></p> <p>1.3.11 Review, revise, and implement daily attendance procedures to meet 95% average attendance.</p> <p>1.3.12 Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</p>

1.3.13

Communicate the attendance laws to parents annually.

1.3.14

Utilize auto-dialing phone system for contacting parents of student's absence.

1.3.15

Increase the percentage of students completing high school in four years.

1.3.16

Campus attendance incentive drawings held quarterly.

1.3.17

Assistant principals monitor attendance daily and meet with students who have attendance problems.

1.3.18

Assistant principals notify parents, by certified letter, at designated number of absences.

### **COLLEGE READINESS**

#### **Advanced Courses**

1.3.19

Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups.

1.3.20

Provide dual credit courses through a collaborative agreement with Lone Star College Montgomery.

1.3.21

Provide an additional teacher through HSA to increase the number of students taking AP Exams (requiring that all GT students take the AP Exams) and the number of AP exams taken.

1.3.22

Recruit and encourage students who have potential for higher academic achievement to take Pre-AP, AP and/or Dual Credit courses. Recruit and increase the number of economically disadvantaged and minority students in advanced courses.

1.3.23

Using AP Potential reports, the AP coordinator will meet with identified students to encourage participation in AP classes.

1.3.24

Offer Compass/Asset/Accuplacer on campus.

1.3.25

Provide AP/PreAP parent information night prior to student pre-registration.

#### **Graduation Plans**

1.3.26

Continue to emphasize the state's 4 x 4 recommended graduation plan, including the newly revised plan, for all students as our default plan, beginning with the 2011 cohort.

1.3.27

Monitor LEP, Special Education, and CTE 4-year graduation plans.

1.3.28

Increase awareness of Career Pathways for all students (grades 7-12).

#### **College Admissions and Readiness**

1.3.29

Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.

1.3.30

Expand SAT preparation courses for high school students.

1.3.31

All 10<sup>th</sup> and 11<sup>th</sup> grade students will take the PSAT (free of charge). Ninth grade Pre-AP students will also take the PSAT.

1.3.32

Provide college and career information and planning for all students through our campus College and Career Center.

1.3.33

Provide all students with the opportunities to gain information about colleges and careers by attending the District College Night.

1.3.34

Increase awareness about the importance of taking the PSAT, SAT and ACT by proactively providing students and parents with information.

	<p>1.3.35 College and Career Center will host a FAFSA night to help students and parents complete their application.</p> <p>1.3.36 Provide bus transportation to Lone Star College Montgomery so that students can take a Compass test to qualify for Dual Credit.</p> <p>1.3.37 Provide Camp College Bound opportunities for incoming 9<sup>th</sup> graders.</p> <p>1.3.38 CCHS graduates will be invited to speak to current students about attending college.</p> <p>1.3.39 Lone Star College Montgomery Go Center will attend Open House and attend feeder school activities.</p> <p>1.3.40 Update and train teachers, during department meetings, about resources to use with students to use with students to assist in practicing for the PSAT.</p> <p>1.3.41 Meet individually with juniors qualifying for free/reduced lunch program to provide them with SAT/ACT fee waivers, and to assist them in registering for the test.</p> <p><a href="#">Higher Education Readiness</a></p> <p>1.3.42 Provide college readiness information and opportunities to students and teachers.</p> <p>1.3.43 Increase the percentage of 11<sup>th</sup> graders scoring at or above the ELA TSI standard (2200, 3 on composition), and at or above the Math TSI standard (2200).</p>										
<b>Financial Resources</b>	<p>Campus budget</p> <p><b>HS Allotment</b></p> <table> <tr> <td><b>SFSF</b></td> <td><b>General Education Teachers</b></td> <td><b>56.0 FTE</b></td> <td><b>\$3,096,240</b></td> <td><b>State</b></td> </tr> <tr> <td><b>SCE</b></td> <td><b>Credit Recovery Teacher</b></td> <td><b>1.0 FTE</b></td> <td><b>\$71,878</b></td> <td><b>State</b></td> </tr> </table>	<b>SFSF</b>	<b>General Education Teachers</b>	<b>56.0 FTE</b>	<b>\$3,096,240</b>	<b>State</b>	<b>SCE</b>	<b>Credit Recovery Teacher</b>	<b>1.0 FTE</b>	<b>\$71,878</b>	<b>State</b>
<b>SFSF</b>	<b>General Education Teachers</b>	<b>56.0 FTE</b>	<b>\$3,096,240</b>	<b>State</b>							
<b>SCE</b>	<b>Credit Recovery Teacher</b>	<b>1.0 FTE</b>	<b>\$71,878</b>	<b>State</b>							
<b>Additional Resources</b>	Kuder Career Planning System My Road										
<b>Monitoring Timeline</b>	November January March										
<b>Formative Evaluation</b>	Monitor attendance reports Monitor and address dropout reports.										
<b>Summative Evaluation</b>	TEA Data Tables AEIS (academic and attendance data) AP and Advanced Courses data ACT and SAT data										
<b>Project Manager(s):</b>	Principal Assistant/Associate Principal(s)										

## Goal 2: Recruitment, Development, and Retention of Staff

Caney Creek High School will employ, develop, and retain highly qualified staff to maximize learning for all students.

Goal 2 Recruitment, Development, and Retention of Staff	
<b>Objective</b>	<b>To recruit, retain and develop highly qualified teachers and staff for all students.</b>
<b>Strategies</b>	2.1. Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. 2.2 Participate in Spring Job Fair to encourage employment in CISD. 2.3 Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. 2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. 2.5 Provide mentor support for beginning teachers. 2.6 Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. 2.7 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. 2.8 Provide opportunities for teachers to acquire ESL certification. 2.9 Provide encouragement activities for teachers and staff (12 days of Christmas, faculty lunches, social events, etc.)
<b>Financial Resources</b>	Campus budget Teacher Activity Fund
<b>Additional Resources</b>	Position Control Reports Allocation Reports
<b>Monitoring Timeline</b>	November January March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	AEIS HQ Report to TEA
<b>Project Manager(s):</b>	Principal Assistant Principal

### Goal 3: Parents and Community

CISD Secondary School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 3 Parents and Community	
<b>Objective</b>	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of CISD Secondary School.
<b>Strategies</b>	<p>3.1. Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2 Retain and expand the campus partnerships with Gullo ford to support the educational achievement of all students.</p> <p>3.3 Utilize employees from Gullo Ford to mentor and read with students once each week.</p> <p>3.4 Utilize members of the community to work with students through the Junior Achievement program.</p> <p>3.5 Work closely with Booster Clubs to enhance communication and collaboration between school and home.</p> <p>3.6 Provide parent education classes and/or programs for all parents.</p> <p>3.7 Provide opportunities at school for parents to participate in academic and social events with their students..</p> <p>3.8 Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.9 Provide opportunities for students to visit community members through field trips and programs.</p> <p>3.10 Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand curriculum and assessment.</p> <p>3.11 Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</p> <p>3.12 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.13 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media</p> <p>3.14 Provide information and communication to parents through teacher web sites, newsletters, parent library, weekly email, etc.</p> <p>3.15 Hold monthly vertical team meetings so that teachers collaborate within the department, across grade levels.</p> <p>3.16 Hold weekly team meetings for ninth grade learning communities so that teachers collaborate within the grade level subject.</p> <p>3.17 Publish a monthly Principal’s Newsletter to be emailed to parents via School Messenger.</p> <p>3.18 Continue to promote Parent Access so that parents are able to monitor their child’s grades and attendance in real time on their home computer.</p>
<b>Financial</b>	Campus budget

<b>Resources</b>	
<b>Additional Resources</b>	Campus Key Communicators Translation services Local media Safe Schools Plan Technology School Messenger
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of contact with media Record of press releases Record of campus communication Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager(s):</b>	Principal Campus Key Communicator

## Goal 4: Safe Schools

CISD Secondary School will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 4 Safe Schools	
<b>Objective</b>	To provide a safe school environment for all students and staff.
<b>Strategies</b>	<p>4.1 Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2 Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</p> <p>4.3 Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>4.4 Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5 Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>4.6 Involve parents and community members in activities to support a safe school environment (parent trainings, etc.).</p> <p>4.7 Ensure the safety of students by monitoring gates surrounding the building.</p> <p>4.8 Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</p> <p>4.9 Provide <i>student</i> education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>4.10 Provide <i>parent</i> education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <p>4.11 Provide opportunities for students to get involved in clubs at school.</p> <p>4.12 Encourage students, daily, to make good choices using Project Wisdom Words of the Day in the morning announcements.</p>
<b>Financial Resources</b>	Campus budget <b>Title IV</b> <b>\$776.00</b> <b>Why Try Curriculum</b> <b>Federal</b>
<b>Additional Resources</b>	Emergency operations plan Campus emergency binders
<b>Monitoring Timeline</b>	Formative                      November, January Summative                      July
<b>Formative Evaluation</b>	Committee agendas and sign-in sheets Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal Assistant Principal

## Goal 5: Technology

Caney Creek High School will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 5 Technology	
<b>Objective</b>	To ensure that all students and staff utilize technology as a tool for learning.
<b>Strategies</b>	5.1. Increase student opportunities for utilizing technology across the curriculum areas. 5.2. Ensure that all Technology Applications TEKS are met. 5.3 Provide hands-on training in use of new technology hardware and software. 5.4 Provide staff development on integration of technology across the curriculum. 5.5 Provide opportunities for classroom integration of technology across the curriculum. 5.6 Increase student knowledge of 2.0 web tools. 5.7 Host an annual Technology night to promote technology in the homes and help parents understand how it can be used to reinforce learning at home.
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Records of professional development in technology Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	Principal Associate Principal Technology Liaison

### NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

# Campus Performance Indicators 2009 and 2010

## Goal 1 Student Achievement and Post-Secondary Success

### 1.1 Master Rigorous Academic Standards

### 1.2 Close the Achievement Gap

### 1.3 Successful Completion of High School

Texas Assessment of Knowledge and Skills (All, African American, Hispanic, White, Eco. Dis.)		2009 Performance	2010 Target Performance Indicator	
		% met standard	Goal	% met standard
<b>Reading/ELA</b>	All Students	92	92	
	White	94	94	
	African American	>99	90	
	Hispanic	88	90	
	Economic Disadvantaged	91	92	
<b>Social Studies</b>	All Students	97	97	
	White	97	97	
	African American	>99	95	
	Hispanic	95	95	
	Economic Disadvantaged	96	96	
<b>Mathematics</b>	All Students	78	80	
	White	79	80	
	African American	83	83	
	Hispanic	74	80	
	Economic Disadvantaged	74	80	
<b>Science</b>	All Students	80	80	
	White	85	85	
	African American	75	80	
	Hispanic	67	80	
	Economic Disadvantaged	73	80	
<b>Commended Performance on TAKS</b>				
<b>Reading/ELA</b>	All Students	22	25	
	White	24	27	
	African American	18	23	
	Hispanic	15	20	
	Economic Disadvantaged	18	23	
<b>Social Studies</b>	All Students	44	45	
	White	51	52	
	African American	25	30	
	Hispanic	32	37	
	Economic Disadvantaged	36	41	
<b>Mathematics</b>	All Students	23	27	
	White	25	27	

	African American	8	12	
	Hispanic	18	22	
	Economic Disadvantaged	19	23	
<b>Science</b>	All Students	12	16	
	White	15	16	
	African American	13	16	
	Hispanic	7	12	
	Economic Disadvantaged	10	14	
<b>Advanced/Dual Enrollment Course Completion</b>				
AP Results				
	% taking at least one AP test AND	17.9	25	
	% at or above criterion	33.9	39	
Attendance Rate: District				
	High School			
	Middle/Jr. High			
	Elementary			
	AEA campuses			
Recommended High School Program / DAP for all student groups and for LEP, CTE, Migrant, and Special Education program students		82.6	85	
SAT/ACT Results				
	% graduates taking at least one test AND	48.4	55	
	% at or above criterion	20.1	25	
Texas Success Initiative: College Readiness Component		English Language Arts	56%	
		Math	63%	
<b>Completion Rate I (Grade 9-12): AEIS</b>		Class of 2008 (9th grade 04-05)	Class of 2009 (9th grade 05-06)	
	All Students	90.4	92.0	
	White	90.0	92.0	
	African American	100.0	100.0	
	Hispanic	90.8	92.0	
	Economic Disadvantaged	88.8	92.0	
<b>Goal 2 Recruitment, Development and Retention of Staff</b>				
<b>Highly Qualified Staff</b>				
Highly Qualified Teachers	100%	100%	100%	
<b>Recruitment</b>		Attendance	Attendance	
CISD Job Fair				
<b>Goal 3 Parents and Community</b>				
<b>Parent and Family Involvement</b>		Maintain up-to-date information	Maintain up-to-date information	
Campus emails, letters, and webpage information are timely and accurate		Maintain programs	Maintain programs	
Campus educational programs		Available online and print	Available online and print	

Campus information for parents new to community	Maintain volunteer log	Maintain volunteer log
Volunteer opportunities		
<b>Community and Business Partnerships</b>	Maintain/expand partnerships	Maintain/expand partnerships
Campus partnerships with businesses and organizations		
<b>Internal Communications</b>	Record of meetings	Record of meetings
Department meetings by subject/grade are conducted throughout year	Record of meetings	Record of meetings
Vertical department meetings are conducted throughout year	Record of meetings	Record of meetings
<b>External Communications</b>		
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Parent and community input	Parent and community input
Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)		
<b>Goal 4 Safe Schools</b>		
<b>Safe Schools Plan</b>	Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Safe Schools Plan implemented		
<b>Resources and Training</b>		
Conduct safety and disaster drills		
<b>Goal 5 Technology</b>		
<b>Maximize Teaching and Learning for students and staff</b>	STaR Chart (TL) > 16	STaR Chart (TL) > 17
Technology is seamlessly applied across all subject and content areas.	Successful use of technology applications	Successful use of technology applications
Students will be technology literate.		
<b>Enhance Professional practices</b>	STaR Chart (EP) > 15	STaR Chart (EP) >16
Professional development focuses on the technology capabilities of educators		

**SCE FUNDS  
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010
Academic Tutorials (during and after school)	81724	1.0
Accelerated Instruction	89210	1.2
At-Risk Counselor		
At-Risk Paraprofessionals		
Credit Recovery (dropout recovery program)	71878	1.0
Reduced Class Size	184797	3.0
Instructional Coaches	6,625	0.375
Instructional Materials: Reading books		
Supplies and Equipment	6875	0.0
Transportation		
<b>Total Funds Budgeted and FTEs</b>	<b>441,109</b>	<b>6.575</b>

**TITLE FUNDS  
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
<b>Title III</b>		
Instructional materials	2000	0
Extra Duty		0
<b>TOTAL</b>		<b>0</b>
<b>Title IV</b>		
Why Try Curriculum	776.	0
<b>TOTAL</b>	<b>776.</b>	<b>0</b>

## Conroe Independent School District

## Campus Improvement Plan

*Resources Allocated for High School Allotment*

2009-2010 School Year

<b>High School Allotment Funds</b>		
<b>Goals</b>	<b>Funds Budgeted</b>	<b>FTE's</b>
	<b>2009-2010</b>	<b>2009-2010</b>
<b>High School Completion</b>	50,692	1.0
1. Increase the percentage of students who complete high school in four years from 97.2 to 98.0.		
2. Increase the percentage of African American, Hispanic, and Economically Disadvantaged students who complete high school in four years from AA 100 to 100, Hispanic 98.7 to 99.0, Eco Dis. 97.8 to 98.	50,692	1.0
<b>Enrollment in Advanced Courses</b>	2,176	0.0
3. Increase the percentage of students enrolled in Pre-AP, Advanced Placement, and Dual Credit courses (Advanced Courses) from 20.7 to 22.0.		
4. Increase the percentage of Hispanic, African American and Economically Disadvantaged students enrolled in Pre-AP, Advanced Placement, and Dual Credit courses (Advanced Courses) from AA 15.2 to 18.0, Hispanic 18.1 to 20.0, Eco Dis. 17.7 to 20.0.		
<b>Graduation Plans</b>		
Increase Graduation rate under the Recommended or Distinguished Achievement Program		
5. Increase the percentage of students graduating under the Recommended or Distinguished Achievement Programs from 82.6 to 85.		
6. Increase the percentage of Hispanic, African American and Economically Disadvantaged students graduating under the Recommended or Distinguished Achievement Plan from AA 42.9 to 45.9, Hispanic 79.0 to 82.0, Eco Dis. 79.5 to 83.0.		
<b>College Admissions and Readiness</b>		
<b>AP Tests</b>		
7. Increase the percentage of students taking 1 or more Advanced Placement tests during the 11th and 12th grades from 17.9 to .21.0		
8. Increase the percentage of Hispanic, African American and Economically Disadvantaged students taking Advanced Placement tests during the 11th and 12th grades from AA 0.0 to 10.0, Hispanic 21.4 to 23.0.		

<b>College Admissions Tests</b>	<b>21,293.95</b>	<b>1.0</b>
9. Increase the percentage of seniors taking the SAT from 19.1 to 25.0, and the ACT from 27.7 to 30.0		
10. Increase the percentage of Hispanic, African American and Economically Disadvantaged seniors taking the SAT from AA 0.0 to 10.0, Hispanic 15.8 to 18.0; and the ACT from AA 33.3 to 35.0, Hispanic 18.2 to 20.0, Eco Dis.		
11. Increase the composite scores of seniors taking the SAT from 1003 to 1020 and the ACT from 19.5 to .		
12. Increase the composite scores of Hispanic, African American and Economically Disadvantaged students taking the SAT from AA n/a to n/a, Hispanic 942 to 980, Eco Dis. n/a to n/a; and the ACT from AA 18.3 to 19.0, Hispanic 17.7 to 19.0.		
13. Increase the percentage of students scoring at or above the criterion score on the SAT or ACT (1100 for SAT and 24 for ACT) from 20.1 to 24.0.		
14. Increase the percentage of African American, Hispanic, and Economically Disadvantaged students scoring at or above the criterion score on the SAT and ACT (1100 for SAT and 24 for ACT) Hispanic 12.0 to 16.0.		
<b>Higher Education Readiness</b>		
<b>TSI Higher Education Readiness</b>		
15. Increase the percentage of 11th graders scoring at or above the ELA TSI standard (2200 and 3 on essay) from 56.0 to 60.0.		
16. Increase the percentage of African American, Hispanic, and Economically Disadvantaged 11th graders scoring at or above the ELA TSI standard (2200 and 3 on essay) Hispanic 41.0 to 45.0, Eco Dis. 50.0 to 53.0.	<b>57,922.28</b>	<b>1.0</b>
17. Increase the percentage of 11th graders scoring at or above the math TSI standard (2200) from 63.0 to 66.0.	<b>50,692</b>	<b>1.0</b>
18. Increase the percentage of African American, Hispanic, and Economically Disadvantaged 11th graders scoring at or above the math TSI standard (2200) Hispanic 48.0 to 52.0, Eco Dis. 59.0 to 62.0.		

