

**Campus Improvement Plan  
2015-2016  
Secondary Campus: Conroe High School  
Rating: Met Standard**

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

**Conroe High School** will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**1.1 Master Rigorous Academic Standards**

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress

**1.2 Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

**1.3 Successful Completion of High School**

- *Index 4: Post-secondary Readiness* **Attendance Rate**; 4-year / 5-year **Graduation Rates** (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1**; **STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
<b>Core Analysis</b>	<b>Conroe High School</b> disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.
<b>CISD Curriculum</b>	<b>Conroe High School</b> implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment. <ul style="list-style-type: none"> <li>• The Reading/ELA curriculum, <i>CISD Reads</i>, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.</li> <li>• The Mathematics curriculum, <i>CISD Solves</i>, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency.</li> <li>• The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process.</li> <li>• The Social Studies curriculum, <i>CISD Remembers</i>, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> </ul>
<b>CISD Best Practices</b>	<b>Conroe High School</b> implements and supports the following CISD best practices: <ul style="list-style-type: none"> <li>• The Curriculum and Instruction Model (<b>CISD Instructional Model</b>) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD</li> </ul>

	<p>Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the <b>TEKS</b>, the students’ <b>Learning</b> process of the required curriculum, and the ongoing <b>Assessment</b> in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> <li>• Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model.</li> <li>• Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.</li> </ul>
<p><b>1.1</b> <b>1.2</b></p>	<p><b>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</b></p>
<p><b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>90% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 4% in the 2015-2016 school year, 4% by the 2016-2017 school year and 3% by the 2017-2018 school year.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet AADD indicator for performance (Level III) in EOC English, EOC Algebra, EOC Biology, and EOC US History.</li> <li>2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1.</li> <li>3. Science will meet AADD indicators for performance and participation in ACT, AP.</li> <li>4. Social Studies will meet AADD indicators for performance and participation in AP.</li> </ol> <p><i>Community and School Engagement (CASE):</i>  Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p><b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b></p>	<p><b>Index 2: Student Progress</b>  <b>Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading, Writing and Math, earning an Index 2 score of 33.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math.</li> <li>2. Will meet AADD indicator for greater than expected growth in Reading, Writing and Math.</li> </ol>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>  Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (AA and HISP) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 55.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ol>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school (CSG) (DSG)</li> <li>• Provide mentors to targeted at-risk students</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction (CSG) (DSG)</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to</li> </ul>

	<p>facilitate academic improvement for identified students (CSG) (DSG)</p> <ul style="list-style-type: none"> <li>• Continue evening credit recovery classes 4 nights per week for at- risk students (including LEP, ESL, migrant, homeless, and other at- risk students)</li> <li>• Teachers provide differentiated instructional strategies to improve the achievement of all at-risk students (CSG) (DSG)</li> <li>• Review, revise, and implement daily attendance procedures to meet 95% average attendance</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation) (CSG)</li> </ul>
<p><b>READING/ELA Performance Objective</b></p>	<p><b>READING/ELA CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Reading/ELA</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 7% in the 2015-2016 school year, 7% by the 2016-2017 school year and 6% by the 2017-2018 school year</i>; 10% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target: Reporting Category: 1, 2, and 3: Understanding/Analysis Across Genres of Literary and Informational Texts. Figure 19</p> <p>Reading/ELA Performance Safeguard Target (if applicable):ELL (60%) and Sp Ed (60%)</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. ELA Participation Rates will be: SAT 69%; ACT 69%; AP 19%.</li> <li>2. ELA Performance Rates will be: SAT 958; ACT 29; AP 58%</li> </ol>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in reading. District Safeguard Federal (DSG)</li> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. (CSG)</li> <li>• Maintain focus on higher levels of questioning and implementation of CRISS strategies. (CSG)</li> <li>• Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students below grade level. (CSG)</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices (DSG)</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics using multiple texts and cross-curricular efforts</li> <li>• Vertical alignment across all grade levels in order to increase rigor and critical reading skills.(DSG)</li> <li>• Collaboration amongst grade level teams to increase reading strategies and share best practices.</li> <li>• AP/PSAT/SAT/ACT classes during school day and weekend to assist in performance on college readiness tests</li> <li>• Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing (CSG)</li> <li>• Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing (CSG)</li> <li>• Maintain use of rubrics, such as those utilized in the Traits models, AP courses, and by TEA for STAAR essays and EOC short answer questions.</li> <li>• Focus on the daily practice of writing in every classroom as a means of synthesizing learning utilizing “Writing Coach” textbooks/workbooks for weekly/bi-weekly grammar lessons and “Frames” and “Stems” for writing effective Thesis Statements (emphasis on Persuasive Writing) (CSG)</li> <li>• Practice Supporting Short Answer Questions with textual evidence AND commentary to support answer (CSG)</li> <li>• Cross-curricular Expository writing with Social Studies Department (DSG)</li> </ul>

	<ul style="list-style-type: none"> <li>Vertical alignment across all grade levels in order to increase writing fluency.</li> <li>Collaboration amongst grade level teams to increase writing strategies.</li> </ul>
<b>MATH Performance Objective</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Math</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 4% in the 2015-2016 school year, 3% by the 2016-2017 school year and 3% by the 2017-2018 school year; 12% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: 4 Linear Equations and Inequalities/ 5 Quadratic Equations Nonlinear functions</p> <p>Math Performance Safeguard Target (if applicable): ELL (60%) and Sp Ed (60%)</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>Math Participation Rates will be: SAT 69%; ACT 69%; AP 15%.</li> <li>Math Performance Rates will be: SAT 60.5%; ACT 22.3; AP 60.5%.</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG)</li> <li>Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. (CSG)</li> <li>Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>Emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (iLearn) (CSG)</li> <li>Encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. (CSG)</li> <li>☑Administer CISD Common Assessments in Algebra 1, Geometry, and Algebra 2 students with a goal of 90% passing rate.</li> <li>☑All math classes will be use Math Review during the beginning of class to strengthen the core math skills of students</li> <li>Teachers will utilize heat maps from common assessments to identify concepts needing additional instruction and practice.</li> </ul>
<b>SOCIAL STUDIES Performance Objective</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Social Studies</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year; 36% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Social Studies Reporting Category: 3 Government and Citizenship</p> <p>Social Studies Performance Safeguard Target, if applicable: ELL (60%) and Sp Ed (60%)</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>Social Studies Performance Rates will be: AP 53%.</li> <li>Social Studies Participation Rates will be: AP 25%.</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens</li> <li>Align instruction for social studies processing skills focusing on analyzing primary and secondary sources</li> </ul>

	<ul style="list-style-type: none"> <li>• Design units based on enduring understandings that answer essential questions</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers</li> <li>• Administer CISD Common Assessments in Social Studies to all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students with a goal of 90% passing rate</li> <li>• Social Studies teams collaborating with ELA teams in writing strategies.</li> <li>• Integrate differentiated learning strategies utilizing the Social Studies Instructional Strategies Manual.</li> <li>• Utilize interactive student notebooks as an effective learning strategy</li> </ul>
<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>92% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Science</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year</i>; 23% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category:1Cell Structure and Function/ 4 Biological Processes and Systems Science Performance Safeguard Target, if applicable: ELL (60%) and Sp Ed (60%)</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Science Performance Rates will be: ACT 21.6, AP 53%.</li> <li>2. Science Participation Rates will be: ACT 69%, AP 10%.</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conroe High School Science will follow the district scope and sequence for all subjects</li> <li>• Science will administer CISD Common Assessments each grading cycle in Biology, Chemistry, and Physics</li> <li>• Biology teachers will use the Rice Stem Scopes to challenge and differentiate learning (DSG)</li> <li>• Science teachers will use Marzano's 6 steps of vocabulary to increase learning in Biology, Chemistry, and Physics</li> <li>• Planning and implementation will involve reviewing and aligning science resources for increased depth and complexity and utilize differentiated lessons using Blooms taxonomy of questions and cooperative learning strategies</li> <li>• Science teachers will incorporate writing assignments frequently to enhance writing abilities (DSG)</li> <li>• Teachers will continually evaluate student progress using formative assessments and ultimately summative assessments (CSG)</li> <li>• Core science subject teams will meet weekly during common planning periods (PLC) to analyze data and to adjust curriculum to prepare students for the CISD Common Assessments and for the Biology STAAR.</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Coordinate lesson plans that have students involved in MVPA for at least 75% of class time</li> <li>• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. Develop an Action Plan to address areas of weakness.</li> <li>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> </ul>
<b>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL</b>	

**POST-SECONDARY READINESS (Index 4)  
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**

**INDEX 4:  
POST-SECONDARY  
READINESS  
OBJECTIVES**

**INDEX 4: POST-SECONDARY READINESS**

- **Post-secondary Readiness Standard:** 90% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas.
- **4-Year/5-Year Longitudinal Graduation Rate** 94% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan
- **4-Year/5-Year Longitudinal RHSP/DAP Rate** 90.5% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan
- **Post-secondary Indicator Score (college-ready graduates)** 60% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:
  - meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or
  - complete and earn credit on at least two advanced/dual credit enrollment courses; or
  - enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program)

**Distinctions**

1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile

**Additional AADD Indicators:**  
Increase Attendance Rate from 93.8% to 95%

**Grade 3-12 Safeguard Indicators**  
Safeguard Target for Participation Rate(if applicable): N/A  
Safeguard Target for Federal Graduation Rate(if applicable): ELL (60%) Sp Ed (60%)

**Focus Strategies**

**DROPOUT PREVENTION PROGRAM**

- Utilize campus procedures to identify, intervene, and monitor the progress of at-risk students
- Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups
- Maintain variety of credit recovery opportunities for secondary students who are over age for grade level, including night school
- Administrator/counselor team identifies at-risk students, and provides mentors and graduation plans for completion.

**ATTENDANCE**

- Review, revise, and implement daily attendance procedures to meet 96% average attendance.
- Ensure that students meet AYP attendance expectations of 95% on testing days (participation).
- Communicate the attendance laws to parents annually.
- Utilize auto-dialing phone system for contacting parents of student’s absence.
- Increase the percentage of students completing high school in four years.
- Attendance Task Force created to determine initiatives to promote student attendance.

**COLLEGE READINESS**

**Advanced Courses**

- Ensure basic Advanced Placement and PreAP course offerings for all students and student groups
- Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery.
- Increase the number of students taking AP Exams (requiring that all GT students take the AP Exams) and the number of AP exams taken for all students and all student groups.

**Graduation Plans**

- Continue to emphasize the state’s recommended graduation plan, including the newly revised plan, for all students beginning with the 2015 cohort
- Monitor ELL, Special Education, and CTE 4-year graduation plans
- Increase awareness of Career Pathways for all students (grades 7-12).

**College Admissions and Readiness**



	<ul style="list-style-type: none"> <li>Maintain a rigorous curriculum that is aligned with SAT and ACT examinations</li> <li>Expand SAT preparation courses for high school students.</li> </ul> <p><b>Higher Education Readiness</b></p> <ul style="list-style-type: none"> <li>Provide college readiness information and opportunities to students and teachers</li> <li>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).</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III, HSA
<b>Additional Resources</b>	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Ensure the appropriate certification and highly qualified requirements for all professional staff</li> <li>Participate in Spring Job Fair to encourage employment in CISD</li> <li>Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD</li> <li>Participate in District recruitment efforts to support the employment of highly qualified teachers and staff</li> <li>Provide mentor support for beginning teachers</li> <li>Improve teachers' knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers</li> <li>Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT</li> <li>Provide opportunities for teachers to acquire ESL certification</li> <li>Send Ambassador from campus to area job fairs to recruit highly qualified staff</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<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>	TAPR , HQ Report to TEA
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>
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<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources</li> <li>• Retain and expand the campus partnerships with Buckalew Chevrolet, Vernon's, and First Bank of Conroe to support the educational achievement of all students</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students</li> <li>• Provide education sessions and information about the Parent Resource Center for parents of students with disabilities</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment</li> <li>• Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations</li> <li>• Utilize CISD and campus website to promote campus and district events and information for parents, families, communities and businesses</li> <li>• Hold monthly vertical department meetings to enable and encourage teachers to collaborate across grade levels and departmental subjects taught</li> <li>• Hold weekly department meetings by sub-discipline to enable and encourage teachers to collaborate within the subject taught</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<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 Meet Performance Indicators for CASE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safe Schools.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members</li> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plan at the district and campus level</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services</li> <li>• 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</li> <li>• Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the</li> </ul>



	<p>dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; <a href="http://www.acadv.org/dating.html">http://www.acadv.org/dating.html</a> ; <a href="http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens">http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens</a> ; <a href="http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs">http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs</a> ; CISD Policy, etc.</p> <ul style="list-style-type: none"> <li>• Involve parents and community members in activities to support a safe school environment</li> <li>• Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at <a href="http://ci.conroeisd.net/depts/counseling/">http://ci.conroeisd.net/depts/counseling/</a> ; campus programs and presentations</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations</li> <li>• Provide student 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.</li> <li>• Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative            November, January Summative        July
<b>Formative Evaluation</b>	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 Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas</li> <li>• Ensure the Technology Applications TEKS are met across content areas</li> <li>• Provide hands-on training in use of new technology hardware and software</li> <li>• Provide staff development on integration of technology across the curriculum</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment</li> <li>• Build teacher capacity to fully implement technology in instruction</li> <li>• Provide meaningful opportunities for students to access technology for learning</li> <li>• Relate technology staff development to specific instructional objectives</li> </ul>
<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 Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	Principal Assistant 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.

**State Compensatory Education Program  
2015-2016 School Year**

<b>Strategy</b>	<b>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Close the Performance Gap: ELA, Math	Academic Tutorials Extra Duty	\$58,000	1.05
Close the Achievement Gap: ELA, Math, Science	Instructional Support – Teachers for At-Risk Students	\$500,000	10.00
Technology: 3, 4, 6	Instructional Support – Paraprofessionals	\$27,527	1.00
Close the Achievement Gap: ELA, Math, Science, Social Studies materials	Instructional Materials for At-Risk Students	\$20,000	.00
Close the Achievement Gap: ELA, Math, Science, Social Studies materials	Technology Support for At-Risk Students	\$10,000	.00
Close the Achievement Gap	Tutorial Transportation for At-Risk Students	\$304	.00
	<b>TOTAL SCE</b>	<b>\$615,831</b>	<b>12.05</b>

**Resources Allocated for Title III  
2015-2016 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Close the Performance Gap: ELA, Math	Academic Tutorials	\$3,400	.62
Close the Achievement Gap: ELA, Math, Science	Language Acquisition	\$1,750	.00
Technology: 1, 3, 4	Technology	\$2,500	.00
Close the Achievement Gap: ELA	Reading Materials	\$2,500	.00
	<b>TOTAL Title III</b>	<b>\$10,150</b>	<b>.62</b>
<b>Title III Immigrant</b>			
Close the Achievement Gap: ELA, Math, Science, SS	Instructional Materials	\$4,000	.00
Close the Performance Gap: ELA, Math	Academic Tutorials	\$4,000	.07
Technology: 1-7	Technology/Language Acquisition	\$4,500	.00
	<b>TOTAL Title III</b>	<b>\$12,500</b>	<b>.07</b>