# Campus Improvement Plan 2015-2016

# Secondary Campus: Hauke Academic Alternative High School Rating: Met Standard

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

**Hauke Academic Alternative 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; 68% met Level II standard
- Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress: 17
- Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.
  - K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2

#### 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):31
- 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

#### **Core Analysis**

Hauke Academic Alternative High School 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.

### CISD Curriculum

Hauke Academic Alternative High School 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.

- The Reading/ELA curriculum, CISD Reads, 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.
- The Mathematics curriculum, *CISD Solves*, 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. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
- The Science curriculum, CISD Investigates, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and Science Success, the CISD science review process.
- The Social Studies curriculum, CISD Remembers, 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.

#### **CISD Best Practices**

Hauke Academic Alternative High School implements and supports the following CISD best practices:

- The Curriculum and Instruction Model (CISD Instructional Model) 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 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 TEKS, the students' Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning.
- 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.
- Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.

#### 1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS

#### and INDEX 3: CLOSING PERFORMANCE GAPS

### INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE

1.2

#### **Index 1: Student Achievement**

#### All subjects; all students; % met Level II standard

80% 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 4% by the 2017-2018 school year.

#### Distinctions:

- 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science and EOC Biology, and Grade 8 Social Studies and EOC US History.
- 2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1.
- 3. Science will meet AADD indicators for performance and participation in ACT, AP.
- 4. Social Studies will meet AADD indicators for performance and participation in AP.

Community and School Engagement (CASE):

Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.

# INDEX 2: STUDENT PROGRESS OBJECTIVES

#### **Index 2: Student Progress**

#### Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress

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 22.

#### Distinctions:

- 1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math.
- 2. Will meet AADD indicator for greater than expected growth in Reading, Writing and Math.

# INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES

#### **Index 3: Closing Performance Gaps**

# All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)

Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 36.

### Distinctions:

1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.

#### **Focus Strategies**

- 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)
- 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
	address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG)
READING/ELA	READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH
Performance	69 % of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet
Objective	Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a
	three year period with 3% in the 2015-2016 school year, 3 % by the 2016-2017 school year and 3 % by the
	2017-2018 school year; 2 % will meet Level III: Advanced Performance Level (for AADD).
	2017 2010 Stribor year, 2 70 thin filect sever iiii riaraneea i eriormanee sever (1017 a 100 ).
	Target: Reporting Category: SE 6 Editing
	Reading/ELA Performance Safeguard Target : 65% Hispanic and Eco Dis
	Distinctions:
	1. ELA Participation Rates will be: SAT 25%; ACT 25%; AP N/A%.
	2. ELA Performance Rates will be: SAT 25%; ACT 25%; AP N/A%.
Focus Strategies	Ensure greater emphasis on close reading and critical analysis of both literary and informational
	texts
	Maintain focus on higher levels of questioning and critical thinking.
	Support the organization and facilitation of small group instruction using shorter pieces of text to
	assist teaching reading to students reading below grade level.
	Continue support of Tier I Differentiated Instruction through modeling and training of these best
	practices
	Provide continued focus on academic vocabulary and higher levels of thinking to support College
	Readiness and Advanced Academics.
	Support the inclusion of student choice in book selection to foster independent reading and
	increase reading capacity.
	Staff members are encouraged to attend CRISS trainings in order to further support student
	learning and thinking.
	Recommended Resources
	The Comprehension Toolkit by Stephanie Harvey
	Texts and Lessons by Harvey Daniels
	Deeper Reading, Reading Reasons, and Readicide by Kelly Gallagher      Welly Gallagher      The Control of the Reading Reasons and Readicide by Kelly Gallagher      The Control of the Reading Reasons and Readicide by Kelly Gallagher      The Reading Reading Reasons and Readicide by Kelly Gallagher      The Reading Reading Reasons and Readicide by Kelly Gallagher      The Reading Rea
	When Kids Can't Read by Kylene Beers
	Less is More by Kim Campbell
MOITING	Book Love by Penny Kittle  AND TIME CHARLES AND THE PROPERTY FOR U.S.
WRITING	WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH
Performance Objective	60% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three
Objective	year period with 3% in the 2015-2016 school year, 5 % by the 2016-2017 school year and 5 % by the 2017-
	2018 school year and 2% will meet Level III: Advanced Performance Level indicator (for AADD).
	2010 3chool year and 2% will meet level in. Advanced Ferformance level indicator (for AADD).
	Target Writing/ELA Reporting Category: SE 1 Understanding/Analysis Across Genres and Composition
	Writing/ELA Performance Safeguard Target: Hispanic and Eco Dis
Focus Strategies	Maintain the vertical alignment of a Writer's Workshop approach to the explicit teaching of
	writing.
	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
	Continue staff development for teachers on the inclusion and teaching of expository, persuasive
	and analytical writing
	Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for
	STAAR essays and EOC short answer questions.
	Continue book studies for secondary campuses and Cadres using current professional books on
	adolescent literacy
	Focus on the daily practice of writing in every classroom as a means of synthesizing learning

#### **Recommended Staff Development Strands**

- ELA staff members at the junior high level will attend a Writer's Workshop institute and take back to their department in the form of ongoing trainings on the implementation of the workshop approach.
- ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills
- ELA staff members will attend district writing workshops focused on expository, persuasion and
  analytical writing to prepare students in writing toward these genres, and to assist peers in for the
  effective teaching and implementation of these genres of writing.
- The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres.
- ELA staff members will attend training on working with Struggling Boy Readers and Writers in order to facilitate this area of need.
- Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas.

#### **Recommended Resources**

- Write Like This and Teaching Adolescent Writers by Kelly Gallagher
- 10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined by Jeff Anderson
- What a Writer Needs by Ralph Fletcher
- Image Grammar by Harry Noden
- Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School by Don Killgallon
- Write Beside Them by Penny Kittle
- Grade Level Scope and Sequence Documents
- Units of Study in Argument, Information and Narrative Writing by Lucy Calkins and colleagues.

# **MATH Performance Objective**

### MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH

75 % of all students and student groups taking the STAAR, STAAR A or STAAR-L in **Math** will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 2 % in the 2015-2016 school year, 2 % by the 2016-2017 school year and 2 % by the 2017-2018 school year; 2% will meet Level III: Advanced Performance Level (for AADD).

Target Math Reporting Category: SE Functional Relationships

Math Performance Safeguard Target (if applicable): Hispanic and Eco Dis Distinctions:

- 1. Math Participation Rates will be: SAT 25%; ACT 25%; AP N/A%.
- 2. Math Performance Rates will be: SAT 25 %; ACT25%; AP N/A%.
- 3. Math Participation Rates for Algebra 1 by Grade 8 will be 80%. (JH only)
- 4. Math Performance Rates for Algebra 1 by Grade 8 will be 80%. (JH only)

#### **Focus Strategies**

- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.
- Provide staff development for all math teachers in identifying individual academic needs of all student populations and using 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.
- Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.
- 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.
- Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of

9/29/2015 4

## effective tutorial programs for teachers. Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. Provide staff development and follow through for all math teachers in grades K - 8 on the implementation of the new mathematics TEKS. Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 8. **Recommended Staff Development Strands** CISD Solves Math Review/Mental Math **CISD Solves Poster Method CISD Solves Math Fluency** Algebra Tiles **Guided Math Grade Level Team Meetings Process Standards New TEKS Training Recommended Resources** Five Easy Steps to a Balanced Math Program (Christinson) Teaching Student Centered Mathematics (Van de Walle) Number Sense Routines (Shumway) Math Work Stations (Diller) Guided Math (Sammons) **CISD Mathematics Moodle Courses** Supporting STAAR Achievement (Region 4) Kamico Kim Sutton **Developing Number Concepts (Richardson)** Grade Level Scope and Sequence Documents **SOCIAL STUDIES** SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH **Performance** 89% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet **Objective** Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 2 % in the 2015-2016 school year, 2 % by the 2016-2017 school year and 2 % by the 2017-2018 school year; 2 % will meet Level III: Advanced Performance Level (for AADD). Target Social Studies Reporting Category: SE 3 Government and Citizenship Social Studies Performance Safeguard Target: Hispanic and Eco Dis Distinctions: 1. Social Studies Performance Rates will be: AP N/A%. 2. Social Studies Participation Rates will be: AP N/A%. **Focus Strategies** Focus on engagement through student centered instructional strategies based on History Alive! /Social Studies Alive! Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. Implement the Interactive Student Notebook K-12. Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. Design units based on enduring understandings that answer essential questions. Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. Emphasize writing and the analysis of primary sources through the DBQ Project. **Recommended Staff Development Strands**

9/29/2015 5

Staff development will be provided to the campus in the focus area of engagement from the Social

Studies Model by attending Social Studies Alive!

- Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending *History Alive!*
- Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.
- Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers.
- The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.
- The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2015-2016.
- Staff development will be offered to secondary teachers on the DBQ Project at District Wide Staff Development in August 2015.

#### **Recommended Resources**

- Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!
- Social Studies Weekly
- Time for Kids
- Scholastic News
- Brain Pop
- United Streaming
- National Geographic for Kids
- Mastering the TEKS Jarrett
- Social Studies Model
- Social Studies Strategy Manual
- Grade Level Scope and Sequence Documents

# **SCIENCE Performance Objective**

SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH

70% of all students and student groups taking the STAAR, STAAR A or STAAR-L in **Science** will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 3 % by the 2016-2017 school year and 3 % by the 2017-2018 school year; 2% will meet Level III: Advanced Performance Level.

Target Science Reporting Category: SE Biological Processes and Systems Science Performance Safeguard Target: Hispanic and Eco Dis Distinctions:

- 1. Science Performance Rates will be: ACT 25%, AP N/A%.
- 2. Science Participation Rates will be: ACT 25%, AP N/A%.

#### **Focus Strategies**

- Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)
- Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences
- Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity
- Ensure that teachers require all students utilize a science interactive notebook as part of their learning process
- Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments

#### **Recommended Staff Development Strands**

• Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano's Vocabulary Instruction and the Science Interactive Notebook during the Science Buffet for K-12<sup>th</sup> Grades.

9/29/2015 6

### The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. Staff development will be provided to the campus by a Science Instructional Coach in the area of Science Success during teacher planning meetings. The Science Coordinator will provide training on Science Common Assessment Writing during summer and after school staff developments. The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres. The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific Make-n-Take staff developments. The Science Department Chair will attend Safety trainings provided by the Science Coordinator and will provide campus staff development training to all teachers in the department. Teachers of 8<sup>th</sup> grade will increase their understanding of how to most effectively utilize small groups in their classrooms during the afterschool staff development- 8th Grade Small Group Strategies. **Recommended Resources** Region 4 Educational Service Center- *Gateways to Science* - 1<sup>st</sup> – 8<sup>th</sup> grades Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks TEA Biology End-of Course Success Training and Resources TEA Science Academies for Grades 5-8 Training and Resources Page Keeley- Science Formative Assessment Robert Marzano- Building Background Knowledge Robert Marzano- Classroom Instruction that Works **HEALTH Performance** HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH **Objective** 90% of all students will meet or exceed their personal Healthy Fitness Zone standards. **Focus Strategies** Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning. 1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL **POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS INDEX 4: INDEX 4: POST-SECONDARY READINESS POST-SECONDARY** Post-secondary Readiness Standard: 20% all students and 7 race/ethnic groups will meet final **READINESS** Level II standard on two or more tests combined over all subject areas. **OBJECTIVES** 4-Year/5-Year Longitudinal Graduation Rate 95% 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 20% of students (all students and 7 race/ethnic

9/29/2015 7

Post-secondary Indicator Score (college-ready graduates) 20 % of students (all students, Sp. Ed.,

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)

meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test,

groups) will graduate on the RHSP/DAP Plan

ELL students, and 7 race/ethnic groups) will:

SAT, or ACT; or

	Distinctions				
	1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile				
	Additional AADD Indicators:				
	Increase Attendance Rate from 92% to 96%				
	Grade 3-12 Safeguard Indicators				
	Safeguard Target for Participation Rate: N/A				
	Safeguard Target for Federal Graduation Rate: Eco Dis				
Focus Strategies	<ul> <li>Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</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> </ul>				
	Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.  Provide DN theory of Tier 1 receives bessel based best profited and Tier II and III intermediate to facilitate.				
	<ul> <li>Provide RtI through Tier 1 research based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> </ul>				
	<ul> <li>Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>Provide new student registration for incoming students.</li> </ul>				
	<ul> <li>Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data</li> </ul>				
	<ul> <li>Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level</li> <li>standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student's disability related needs</li> </ul>				
	<ul> <li>Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery.</li> </ul>				
	<ul> <li>Continue to emphasize the state's recommended graduation plan for all 11<sup>th</sup> -12<sup>th</sup> grade students, and the Foundation Plan with Endorsements for 9<sup>th</sup> and 10<sup>th</sup> graders.</li> </ul>				
	<ul> <li>Monitor ELL, Special Education, and CTE 4-year graduation plans.</li> </ul>				
	<ul> <li>Increase awareness of CTE Endorsements/Career Pathways for all students</li> </ul>				
	<ul> <li>Introduce the new redesign curriculum of the PSAT (October 14, 2105) and SAT (March 2016)</li> </ul>				
	<ul> <li>Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.</li> </ul>				
	<ul> <li>Provide college readiness information and opportunities to all stakeholders.</li> </ul>				
Financial Resources	Campus budget SCE, Title III, HSA				
Additional Resources					
	Reliability/Validity Tool				
Monitoring Timeline					
Formative Evaluation	November, January, April CISD Benchmarks at 70% passing rate				
Summative	CISD Benchmarks at 70% passing rate				
Evaluation	TEA Accountability Summary TAPR				
Lvaluation	Meet Performance Indicators for CASE				
Project Manager(s):	Principal				
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Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF		
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.	

Focus Strategies	Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.	
	Recruit and retain highly qualified staff by participating in the CISD hosted job fair.	
	Provide mentor support for beginning teachers.	
	Improve qualifications of teachers by providing opportunities to attend workshops and trainings	
	sessions.	
	Provide opportunities for teachers to attend GT training.	
	Provide opportunities for teachers to acquire ESL certification.	
Financial Resources	Campus budget, Teacher Activity Fund, Title III	
Additional Resources	Position Control Reports, Allocation Reports	
<b>Monitoring Timeline</b>	November, January, March	
Formative Evaluation	HQ data from Human Resources	
<b>Summative Evaluation</b>	TAPR , HQ Report to TEA	
Project Manager(s):	Principal	

Goal 3 PARENTS AND	COMMUNITY
Objective	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.
Focus Strategies	<ul> <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>Expand the campus partnerships with local businesses 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>Provide opportunities to parents to give input regarding the academic needs of students and programs.</li> <li>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.</li> <li>Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> <li>Develop plans for assisting students in transition to better adjust to the next educational level.</li> <li>Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> <li>Hold weekly team meetings to ensure teacher collaboration within each department/grade</li> </ul>
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	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.
Focus Strategies	<ul> <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 Plans 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 dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens; http://www.acaap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs; CISD Policy, etc.</li> <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</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 http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.</li> <li>Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: http://ci.conroeisd.net/depts/counseling/page5</li> <li>Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution;</li></ul>
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit Meet Performance Indicators for CASE
Project Manager(s):	Principal

Goal 5 TECHNOLOGY		
Objective	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.	
Facus Stratogies		
Focus Strategies	Increase student opportunities for utilizing technology across the curriculum areas.  The state of the s	
	Ensure the Technology Applications TEKS are met across content areas.	
	<ul> <li>Provide hands-on training in use of new technology hardware and software.</li> </ul>	
	<ul> <li>Provide staff development on integration of technology across the curriculum.</li> </ul>	
	Ensure staff and students utilize technology as a tool and resource within curriculum and	

	<ul> <li>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>	
Financial Resources	Campus budget	
Additional Resources	Technology staff	
<b>Monitoring Timeline</b>	Formative November, January	
	Summative July	
Formative Evaluation	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	
Project Manager(s):	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

		Funds	
Strategy	SCE Program/Service	Budgeted	FTEs
SCE			
Successful Completion of High School	Academic Tutorials Extra Duty	\$5,600	.10
Successful Completion of High School	Instructional Support – Teachers for At-Risk Students	\$1,264,356	22.60
Close the Achievement Gap: ELA, Math,			
Science, SS	Instructional Materials for At-Risk Students	\$1,400	.00
Post-Secondary Readiness	Technology Support for At-Risk Students	\$2,000	.00
	TOTAL SCE	\$1,273,356	22.70

# Resources Allocated for Title III 2015-2016 School Year

		Funds	
Strategy	Program/Service	Budgeted	FTEs
Title III IMM			
Close the Achievement Gap: ELA, Math, Science,			
SS	Extra Duty Tutorials	\$150	.00
Close the Achievement Gap: ELA, Math, Science,			
SS	Technology	\$150	.00
Close the Achievement Gap: ELA, Math, Science,			
SS	Books	\$200	.00
Close the Achievement Gap: ELA, Math, Science,			
SS	Instructional Materials	\$150	.00
	TOTAL Title III IMM	\$650	.00
Title III LEP			
Close the Achievement Gap: ELA, Math, Science,			
SS	Extra Duty Tutorials	\$200	.00
Close the Achievement Gap: ELA, Math, Science,			
SS	Technology	\$490	.00
Close the Achievement Gap: ELA, Math, Science,			
SS	Books	\$600	.00
Close the Achievement Gap: ELA, Math, Science,			
SS	Instructional Materials	\$500	.00
	TOTAL Title III LEP	\$1790	.00

# Resources Allocated for High School Allotment 2015 – 2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
High School Completion			
Post-secondary Readiness Strategies	Instructional, Tutorials and Supplies	\$10,000	.00
Post-secondary Readiness Strategies	Field Trips, College Readiness/Workplace Success Material and Incentives	\$4,000	.00
Post-secondary Readiness Strategies	Teacher	\$25,722	.46
	TOTAL HSA	\$37,722	.46