

**Irons Campus Improvement Plan
2015-2016
Campus: Irons Junior High
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Irons JH 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* Grades 7/8; all subjects; all students; 89% met Level II standard
- *Index 2: Student Progress* Grades 7/8; Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; 41 weighted progress
- *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
- *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* Grades 7/8; all subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance 54(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, Algebra 1; STAAR** 42% 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	Irons JH 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	Irons JH 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. <ul style="list-style-type: none"> • 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. • 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. • 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. • 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.
CISD Best Practices	Irons JH School implements and supports the following CISD best practices: <ul style="list-style-type: none"> • 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,

	<p>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.</p> <ul style="list-style-type: none"> • 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.
<p>1.1 1.2</p>	<p>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</p>
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>95% 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 91% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 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. <p><i>Community and School Engagement (CASE): Exemplary</i> Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <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 45.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 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.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>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 (Hispanic and African American) 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"> 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research based best practices and Tier II and III interventions to facilitate academic improvement for identified students.

	<ul style="list-style-type: none"> • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week etc. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students. • 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 • 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 standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the General Education curriculum.
<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 91% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% by the 2017-2018 school year; 35% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target: Reporting Category: 7.10A - Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning Fig. 19E - Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within and across texts. 7.8A - Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. 8th Grade: 8.6A - Analyze linear plot development (e.g. conflict, rising action, etc.) to determine whether and how conflicts are resolved. Fig. 19E - Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within and across texts. 8.10C - Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. 7 & 8 reading performance Level III 2. 7th grade writing performance level III
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Staff members are encouraged to attend CRISS trainings in order to further support student learning and thinking. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG)
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>94% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 90% in the 2015-2016 school year, 92% by the 2016-2017 school year and 94% by the 2017-2018 school year</i> and 20% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Writing/ELA Reporting Category:</p> <p>7.14C - Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>7.21A - Spell correctly, including using various resources to determine and check correct spellings.</p> <p>7.20B - Recognize and use punctuation marks.</p>
Focus Strategies	<ul style="list-style-type: none"> • 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. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG)
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>96% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 92% in the 2015-2016 school year, 94% by the 2016-2017 school year and 96% by the 2017-2018 school year</i>; 20% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category:</p> <p>7.7A Expressions, equations, and relationships. The student applies mathematical process standards to represent linear relationships using multiple representations. The student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.</p> <p>7.9B Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to determine the circumference and area of circles.</p> <p>7.9C Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles</p> <p>7.11A Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to model and solve one-variable, two-step equations and inequalities</p> <p>8.3C Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation.</p> <p>8.7B Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.</p>

	<p>8.8C Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants.</p> <p>8.10C Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation.</p> <p><i>Distinctions:</i> Greater than expected student growth in Math, EOC Algebra 1 Level III</p> <ol style="list-style-type: none"> 1. Math Participation Rates for Algebra 1 by Grade 8 will be 22%. 2. Math Performance Rates for Algebra 1 by Grade 8 will be 85%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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 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. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG)
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>92% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 84% in the 2015-2016 school year, 88% by the 2016-2017 school year and 92% by the 2017-2018 school year</i>; 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Social Studies Reporting Category:</p> <p>8.6 (A) - explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.[6A]</p> <p>8.9 (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.[9A]</p> <p>8.15 (A) - identify the influence of ideas from historic (A) documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government.</p> <p>Focus Process Standards were: 29 A, B, C</p> <p>7.5 A – Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p>

	<p>7.6 D – Describe the importance of free speech and press in democratic society. 7.14A – Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. <i>Distinctions:</i> 1. 8 grade social studies performance level III</p>
Focus Strategies	<ul style="list-style-type: none"> • 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. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG)
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 96% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 90% in the 2015-2016 school year, 93% by the 2016-2017 school year and 96% by the 2017-2018 school year; 40% will meet Level III: Advanced Performance Level.</i></p> <p>Target Science Reporting Category: 7.8C - Model the effects of human activity on groundwater and surface water in a watershed. 7.10C - Observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds. 7.11A - Examine organisms or their structures such as insects or leaves and use dichotomous keys for 7.8C - Model the effects of human activity on groundwater and surface water in a watershed. 7.10C - Observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds. 7.11A - Examine organisms or their structures such as insects or leaves and use dichotomous keys for identification. 7.12D - Differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole. 8th Grade: 8.5A - Describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud. 8.5C - Interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements. 8.5D - Recognize that chemical formulas are used to identify substances and determine the number of atoms in each element in chemical formulas containing subscripts. 7.12D - Differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole. 8th Grade: 8.5A - Describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud. 8.5C - Interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements.</p>

	<p>8.5D - Recognize that chemical formulas are used to identify substances and determine the number of atoms in each element in chemical formulas containing subscripts.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Top 25% Science level III
Focus Strategies	<ul style="list-style-type: none"> • 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 • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG)
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • 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.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <ul style="list-style-type: none"> • Post-secondary Readiness Standard: 70% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. <p>Additional AADD Indicators: Increase Attendance Rate from 96% to 97%</p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate: met Safeguard Target for Federal Graduation Rate: met</p>
Focus Strategies	<ul style="list-style-type: none"> • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Provide college readiness information and opportunities to students and teachers. • Use Achieve3000, iLearn, and eScience3000 to target students that have met or are close to meeting level III performance to ensure they meet college readiness • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG)

Financial Resources	Campus budget SCE: \$16,000 Title III : \$3500
Additional Resources	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
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • 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
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Principal Assistant 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 style="list-style-type: none"> • 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. • Expand the campus partnerships with the parents and community to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students and

	<p>programs.</p> <ul style="list-style-type: none"> • 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. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Develop plans for assisting students in transition to better adjust to the next educational level. • Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
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 style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • 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. • 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.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs; CISD Policy, etc. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/; campus programs and presentations. • Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & 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. • Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: http://ci.conroeisd.net/depts/counseling/page5 • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco

	<p>resistance; and life/coping skills.</p> <ul style="list-style-type: none"> • Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. • Promote clubs and organizations in areas of interest to promote student involvement in school.
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 Assistant 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.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE
Project Manager(s):	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**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
ELA Strategy 1 Math Strategy 1 Provide RTI Tier II & III interventions and enrichment classes to those students identified in the bottom 10% of our student population.	Instructional Support – Teachers for At-Risk Students	\$ 312,887	6.00
ELA Strategy 1, Math Strategy 1 Technology Strategies 3, 4, 6 Implement research based intervention programs for at-risk students including “7 Steps to a Language Rich Classroom”, ILearn, Achieve3000, and eScience.	Technology Support for At-Risk Students	\$ 16,000	.00
	TOTAL SCE	\$ 328,887	6.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Technology Strategy 6 Implement research based intervention programs for at-risk students including “7 Steps to a Language Rich Classroom”, ILearn, Achieve3000, and eScience.	Technology	\$ 500	.00
Close the Performance Gap Strategy 5	Extra duty	\$ 1,000	.02
Close the Performance Gap 3-6	Books	\$ 400	.00
Close the Performance Gap Strategy 1 & 6	General supplies	\$ 600	.00
	TOTAL Title III LEP	\$ 2,500	.02
Title III IMM			
Close the Performance Gap Strategy 1 & 6 Implement research based intervention programs for at-risk students including “7 Steps to a Language Rich Classroom”, ILearn, Achieve3000, and eScience.	Extra duty	\$ 300	.00
	TOTAL Title III IMM	\$ 300	.00