

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

Goal 1: Student Achievement and Post-Secondary Success

Moorhead Junior 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
- *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)
- *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

Moorhead Junior 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

Moorhead Junior 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.

<p>CISD Best Practices</p>	<p>Moorhead Junior High School implements and supports the following CISD best practices:</p> <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, 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.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 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>82% 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 3% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% 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):</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 42.</i> <i>Distinctions: YES</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 Economically Disadvantaged) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 45.</i> <i>Distinctions: none</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"> • Analyze STAAR released test questions for primary features of the state assessment structure to gain a better understanding how questions are formulated. • Analyze STAAR questions that assessed readiness standards from all content area TEKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, to identify

strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas, using released tests, assessed curriculum, AEIS data, and 2015 assessment questions.

<http://www.tea.state.tx.us/student.assessment/released-tests/>

<http://www.tea.state.tx.us/student.assessment/staar/> *Grade 3-8 and EOC Assessments, Assessed Curriculum*

- Analysis of STAAR advanced performance for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, to identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas (2015 AEIS results)
- Analysis of STAAR preview results from AEIS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, to identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas (use 2015 AEIS results).
- Evaluate curriculum for level of cognitive complexity and for bundling of standards. Study overview of all core content area TEKS through the expectations of STAAR, horizontally and vertically (study nouns, verbs, level of Blooms, and Kilgo level). STAAR will focus on TEKS that are most critical to assess; fewer skills addressed at a greater depth and level of cognitive complexity. Use District administered materials; <http://lead4ward.com/resources/> (see STAAR Snapshots and Vertical Look and Heat Maps).
- Study all core content areas to determine TEKS that are eligible for assessment, their grouping under reporting categories, and the identification of readiness and supporting categories. [Assessed Curriculum documents show the reporting categories for each assessment as well as the Texas Essential Knowledge and Skills (TEKS) that are eligible to be assessed. The eligible TEKS student expectations grouped under each reporting category are divided into those that are considered essential for academic readiness and those that are considered supporting.] <http://www.tea.state.tx.us/student.assessment/staar/> *Grade 3-8 and EOC Assessments, Assessed Curriculum*.
- Study test blueprints and released information to understand STAAR assessment (number of test items within reporting categories and relative emphasis placed on readiness and supporting standards).
- [The test blueprints show the reporting categories, the number of questions and TEKS student expectations assessed in each reporting category, and the number of questions on the test overall.] <http://www.tea.state.tx.us/student.assessment/staar/> *Grade 3-8 and EOC Assessments, Blueprints*
<http://lead4ward.com/resources/> STAAR Standards Snapshot combines both Blueprint and Assessed Curriculum.
- Use Lead Forward STAAR Field Guides to assist teachers in enhancing instruction.

INSTRUCTION and STAFF DEVELOPMENT

- CISD will ensure rigorous instruction for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.
- CISD staff development will provide teachers' training in the instructional strategies to meet increased level of depth and complexity and prioritization of standards for all students and all student groups.
- 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. (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 ELLS students in Math. (DSG)
- Ensure that all CISD Curricula are sequenced, implemented, and monitored for pacing and depth to meet increased level of depth and complexity and prioritization of standards during instruction.

- Ensure that Differentiated Instruction is provided to all students and all student groups, emphasizing CISD’s Focus Strategies: Questioning, Vocabulary Building, Student Engagement, and Management (TOT Manual: Focus Strategies and CISD T³ Model).
- Implement Questioning Strategies that meet increased level of rigor and cognitive complexity by all teachers (General Education, Special Education, CTE, bilingual, and ESL) through staff development in Compare/Contrast/Summarization; QUILT; Kilgo’s Level of Questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions.
- Implement Vocabulary Building that meets increased level of rigor and cognitive complexity by all teachers (including General Education, Special Education, CTE, bilingual, and ESL) through staff development in Marzano’s 6 Steps of Vocabulary, Word Study, and SAT Vocabulary.
- Implement Student Engagement that meets increased level of rigor and cognitive complexity by all teachers (including General Education, Special Education, CTE, bilingual, and ESL) through staff development in Cooperative Learning, Differentiation of the Environment, Multiple Intelligences, Brain Based Learning, Project Learning, Real World Activities, SIOP, Verbal Engagement, MI Profiles/Interest inventories, and Reflection/Immediate Feedback.
- Ensure Differentiated Instruction Management that meets increased level of rigor and cognitive complexity by all teachers (including General Education, Special Education, CTE, bilingual, and ESL) through staff development in Scaffolding, Tiered Assignments, Flexible Grouping, Anchor Activities, and Project Learning.
- Develop and implement Trainer of Trainer (TOT) model in core academic areas for all teachers, training in the student expectations for increased level of rigor and cognitive complexity in curriculum, instruction and assessment (General Education, Special Education, CTE, Bilingual, and ESL).
- Provide staff development for developing and writing teacher assessments and common assessments through the lens of STAAR and EOC, focusing on the increased level of rigor and cognitive complexity, item analysis, and Kilgo’s levels of questions.
- Build leadership capacity through ongoing staff development meetings with cadres (General Education, Special Education, and bilingual/ESL teacher representation from campuses). Cadre members are expected to share strategies that reflect increased level of rigor and cognitive complexity at both their own campus and district presentations; to utilize and evaluate materials and products for increased level of rigor and cognitive complexity; to write curriculum and lesson plans for the district at increased level of rigor and cognitive complexity; and to be demonstration teachers for peers.
- Provide staff development and classroom support in all CISD content curricula (in English and in Spanish, when appropriate) and T3: Differentiated Instruction, Assessment, and Environment to all new teachers, including General Education, Special Education, CTE, accelerated, and ESL.
- Provide training and leadership in the use of the CCRS and ELPS within classroom instruction in all core content areas.
- Provide training in the areas of cultural diversity and working with students from poverty.
- Provide training to support coordination and collaboration among all staff to ensure continuity between General Education, Response to Intervention, Special Education, and Section 504 Services.
- Provide continued training and support for Response to Intervention and instructional best practices of Tier I Differentiated Instruction incorporating increased level of rigor and cognitive complexity.
- Provide training to support Response to Intervention Tier II and Tier III interventions and strategies in the areas of Math, Reading, and Behavior.
- Provide training and modeling of the integration of technology into all content areas, incorporating new Technology TEKS into curricula at increased level of rigor and cognitive complexity.
- Continue online staff development through CISD “shorts”, Moodle, and other online formats
- Provide training and leadership in the use of Standards Based IEPs within classroom instruction.
- Provide continued training and support for ARD decision making process on alignment of all levels

	of STAAR to instruction.
READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>80% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA 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; 20% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target: Reporting Category: 2(A), 2(E), 6(B), 10(A),10(B),10(C),10(D), Fig.19 (D)(E)(F) Reading/ELA Performance Safeguard Target: Special Education & ELL (Campus Safeguard) SpED (District Safeguard)</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure rigorous instruction in ELA for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Maintain staff development for implementation of CRISS strategies, Comprehension Toolkit, and higher levels of questioning (written and oral). • Provide staff development for teachers in organizing and facilitating small group instruction using short pieces of text to teach reading strategies designed for students not reading on grade level, especially struggling readers and writers. • Ensure ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier I research based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Provide support for Tier I Differentiated Instruction in the Language Arts classroom for General Ed, ELL, and Special Ed teachers through modeling and training of these best practices. • Implement strategies to help students write responses to ‘reading questions’ as those that appear in the short Answer section of the STAAR/EOC. • Provide staff development at the secondary level on the use of non-fiction text in the classroom and how to help students demonstrate the ability to understand and analyze the informational texts (targeting Reporting Category 3 on STAAR). • Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments. • Utilize District coaches by having them model, observe, and assist with lesson planning and implementation of the Comprehension Toolkit and Writer’s Workshop. • Provide support to the Response to Intervention process in supporting students struggling in secondary language arts. • Continue the emphasis on small group reading instruction, tracking individual progress through documentation (including ARI) using anecdotal notes and implementation of effective tutorial programs for teachers. • Implement the Achieve 3000 software program in reading enrichment classes, targeting ESL, ELL, and Special Ed students. • Implement the Imagine Learning software program for ESL students to increase Lexile scores. • Support the integration of technology into Language Arts at the secondary level. • Develop and support the resources in the Forethought Curriculum software program and support its implementation. • Support training of use if CCRS and ELPS in instruction. • Support the emphasis on College Readiness and Advanced Academics through elementary and secondary Language Arts content. • Use an extra conference period to allow ELA teachers to observe all others teach and to also share their teaching expertise with other classes • Provide support to previous PASS (at-risk, overage) students. • Continuation of peer tutoring program used in English classes. • Implement targeted tutorials (by TEKS) for students with significant deficiencies in Reading. • Integrate SAT vocabulary into the PreAP curriculum to promote future success on Duke Talent

	<p>Search and possible National Merit Scholar.</p> <ul style="list-style-type: none"> • Continue Academic UIL competitions in ELA-related events. • Teachers will participate in peer observations to enhance teacher effectiveness. • Double-block 7th LA classes to provide more time spent on Reading curriculum. • Continue to implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Spec. Ed students. • District curriculum coach will support classroom teachers with materials and modeling lessons. • Emphasize close reading and critical analysis of both literary and informational texts. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of SpEd, current and monitored ELLs, African American, and economically disadvantaged students in all content areas (DSG) • Provide intensive, systematic, research based, instruction to identify dyslexic and SpEd at-risk students (CSG)
<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 74% 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 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 and 15% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Writing/ELA Reporting Category: 7.16A, 7.17A,7.14C,7.14D, 7.20A,B, 7.19C Writing/ELA Performance Safeguard Target: ELL (CSG) SpEd (DSG)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide strategies and staff development for all teachers on the content area TEKS and STAAR tests, with concentration on item analysis, question level, and the Kilgo model. • Continue staff development for implementation of the use of rubrics such as those utilized in the Six Traits model and by TEA for STAAR essays and Open Ended Response scoring. • Provide staff development and implement the Writer’s Workshop to support the writing focus on our Hispanic, ELL, Special Ed., and Economically Disadvantaged students at all levels. <p>SECONDARY WRITING</p> <ul style="list-style-type: none"> • Provide strategies and staff development to support the 7-12 writing focus on how to teach 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. • Provide current professional books on adolescent literacy and organize book studies for campus. • Provide staff development for teachers on the inclusion of and teaching of Literary and Expository (and procedural) writing. • Teachers will grade writing benchmarks (another teacher’s class) to get an idea of how they are graded and a better understanding of what skills to cover in class. • Teachers will analyze released STAAR writing samples to determine what TEKS allows for scores of 4-8 and focus on those TEKS in their instruction. • Provide staff development for all teachers on how to assess student writing and how to support the language arts teachers’ writing curriculum in their discipline. • Continuation of peer tutoring to aid in student learning. • Provide RTI interventions for targeted students with emphasis on reading and writing. • Teachers will participate in peer observations to enhance teacher effectiveness. • Double-block 7th LA classes to provide more time spent on Writing curriculum. • Train teachers on Short Answer Response strategies and implement in the classroom. • Continue to implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on Hispanic, ELL, Economically Disadvantaged, and SpEd students. • District curriculum coach will support classroom teachers with materials and modeling lessons. • Implement Writer’s Workshop into instruction to focus on the teaching of writing.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 80% 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 3% in the 2015-2016 school year, 3% by the 2016-2017 school year and 2% by the 2016-</p>

	<p>2017 school year; 10% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: 8.7A,8.7B,8.10C, 8.8A, 8.8B 7.9A,7.9D,7.8A,7.8B Math Performance Safeguard Target: SpEd (DSG) <i>Distinctions: none</i></p> <ol style="list-style-type: none"> 1. Math Participation Rates for Algebra 1 by Grade 8 will be 10%. 2. Math Performance Rates for Algebra 1 by Grade 8 will be 100%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide additional staff development for all math teachers in identifying individual academic needs of all student population and use differentiated instruction to develop math strategies to modify for identified gifted students and/or to close learning gap, such as vocabulary strategies using graphic organizers, math center for anchor activities, and use technology to improve skills, fact fluency and problem solving strategies. • Provide leadership, training, and follow through on the implementation of the CISD Solves Math Structure. • Provide staff development for math teachers on building fraction understanding and working with rational numbers as part of the math review portion of the CISD Solves Math Structure. • Provide staff development and continuous classroom support to Special Education and General Education co-teachers in math and in Tier I differentiated instruction strategies. This includes utilizing District Instructional coaches to model lessons. • Continue to provide strategies and staff development in the use of age appropriate algebra readiness skills as part of the CISD Solves Math Structure. • Provide staff development across feeder zones and grade levels for implementation of the district-wide problem solving template to ensure that students reflect on and share problem solving processes as indicated by the CISD Solves Math Structure. • Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments. • Continue the emphasis on small group math instruction, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. • Math review will continue to be used with an emphasis on spiraling concepts based on weak TEKS due to gaps from new standards. • Provide staff development on the incorporation of writing into the math class and use literature and ‘math talk’ in problem-solving activities for teachers as part of the CISD Math Solves Structure. • Provide targeted staff development in curriculum support for novice teachers in implementation of the CISD Solves Math Structure. • Provide staff development for teachers to enhance rigorous instruction through grade level team meetings. • Provide continuous staff development in sheltered instruction for ESL certified and non-certified teaching staff. • Continue staff development for all math teachers on meeting the needs of African American, ELL, and Special Education students. • To provide support to students previously in the PASS program for at risk/overage students. • Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia) • Continue the peer tutoring program in Math classes in both 7th and 8th grade. • Provide RTI interventions for targeted students. • Continue participation in UIL Math competition(2 meets during the school year) • Teachers will participate with the principal in peer observations to enhance teaching strategies. • Provide an intensive targeted instructional tutorial program for at-risk students, individualized to

	<p>meet the unique needs of students as identified by common assessments and benchmarks, during after school hours, and/or on Saturday</p> <ul style="list-style-type: none"> • Implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and SpEd students. • Use an extra conference period to allow Math teachers to observe all others teach and to also share their teaching expertise with other classes • Increase use of math manipulative in the teaching of math concepts. • Continue Math Enrichment Classes for students in 7th and 8th grade who are identified as needing extra support using the iLearn software program. • District curriculum coach will support classroom teachers with creating assessments that are closely aligned to the TEKS. • Ensure that ELL students receive appropriate English language acquisition support and shelter instruction through utilization of the 7 Steps of a Language Rich Interactive Classroom of ELLs (CSG) • Provide intensive systematic tutoring for identified at-risk students during the day for both Math and Reading. (CSG) • Teachers will notice and support different learning styles by differentiating instruction and exposing students to concepts in a variety of formats including rotating the learners to different classrooms.
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>73% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet 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 2% by the 2017-2018 school year, 10% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Social Studies Reporting Category: 8.3A,8.5F, 8.6D,8.8B, 8.12B,8.27A Social Studies Performance Safeguard Target: ELL (CSG) SpEd (DSG)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • In a way to target a deficiency and help students understand Civil War, Mexican American War, classes will set up a mock session with the class debating for or against. • Teachers will utilize the content literacy strategies provided by the district in a fall workshop. • Provide staff development for implementation of interactive software that incorporates internet technology including the use of online resources for primary documents. • Students will create front page newspaper articles focusing on higher level thinking on issues associated with the lesson. • In an effort to help with the understanding of the Bill of Rights, the students will use hand signals to display their mastery of the subject. • Continue to provide staff development on Differentiated Instruction through <i>Social Studies and History Alive!</i> • Continue staff development for all Social Studies teachers on meeting the needs of our special population students. • Teachers will be trained in Kagan philosophy of learning. These strategies will be implemented into classroom instruction to ensure active engagement opportunities for all students. • Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments. • Provide staff development to help support struggling readers and writers during Cadre and afternoon sessions. • Allow cadre members to present information from cadre meetings to fellow teachers • Provide staff development for General Ed, ESL, and Special Ed teachers in how to effectively incorporate differentiated Instruction in Social Studies to directly benefit all students including Hispanic, Economically Disadvantaged, Special Education, and ELL learners. • Revise the K-12 scope and sequence including ELPS, CCRS and technology TEKS.

	<ul style="list-style-type: none"> • Attend after school district professional sessions to focus on student engagement. • Support emphasis on college readiness and Advanced Academics through trainings and activities. • Provide support to the PASS transition program for at-risk, overage students. • Teachers will participate in peer observations with the principal to enhance teacher effectiveness. • Peer tutors will be used to aid in the understanding of concepts by all students involved. • Implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Spec. Ed students. • Continue UIL History competition with two meets scheduled during the year. • Emphasize writing and the analysis of primary sources through the Data Based Question (DBQ) Project. • District curriculum coach will support classroom teachers with materials and modeling lessons. • Use an extra conference period to allow Social Studies teachers to observe all others teach and to also share their teaching expertise with other classes. • After school tutorial program targeting students demonstrating need • Ensure that ELL students receive appropriate English language acquisition support and sheltered instruction through utilization of 7 Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>75% 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 3% in the 2015-2016 school year, 3% by the 2016-2017 school year and 3% by the 2017-2018 school year; 20% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category:8.5A, 8.5C, 8.6A Science Performance Safeguard Target, if applicable: ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure rigorous instruction in science for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Improve Student Engagement and close learning gaps in science through staff developments in identifying individual student academic needs using Kilgo’s Questioning Levels, Marzano’s Nine Best Practices, and hands-on inquiry-based activities (iLABS). • Provide staff development and continuous classroom support in science to new Bilingual teachers (English/Spanish) and new ESL teachers, focusing on science Vocabulary Development and Tier I Differentiated Instruction strategies. • Improve Questioning Strategies in science through staff developments on the implementation of common assessments, including matching the rigor of the questions to the requirements of the TEKS, using Kilgo’s and Bloom’s Question Levels, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Ensure that differentiated instruction in science is provided to all students and student groups by providing staff development and continuous classroom support to Special Education and General Education co-teachers in science content knowledge and in Tier I Differentiated Instruction strategies. • Ensure rigorous instruction in science by providing staff developments on the revised science scope and sequences which are aligned with the newly identified readiness and supporting standards along with the ELPS and CCRS. • Improve Vocabulary Building in Science through staff developments which include Marzano’s “Six Step Process for Teaching Vocabulary,” the new Science Word of the Week (WOW) for elementary and intermediate grades, science word walls in elementary and secondary classrooms, and the use of <i>Marzano Words</i> in the new Scope and Sequences. • Improve Student Engagement by providing training on <i>5E Lessons in Science</i> (Engage, Explore, Explain, Elaborate, and Evaluate) which are aligned to the new science TEKS and have increased depth and complexity (rigor). • Provide teacher training on <i>CISD Science Success</i>, a daily 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. • Teachers will use the PLC Model when meeting to develop and implement common formative

	<p>assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments.</p> <ul style="list-style-type: none"> • Improve Student Engagement by providing staff developments on the use of Science Interactive Notebooks to help students use writing as a process for discovery and synthesis of inquiry. • Improve student engagement in science by providing staff developments on the differentiated instruction strategies of cooperative learning, flexible grouping, and anchor activities. • Support teachers with the integration of technology in their classrooms through science lesson plans, resources in the Forethought Curriculum software program, Canvas, Science Moodle resources, science online courses, and CISD Shorts. • Support vertical alignment within high school feeder systems to ensure that each grade level is fully implementing the scope and sequence and providing Tier I Differentiated Instruction strategies to accommodate the needs of all student populations. • Provide staff developments to PreAP teachers to assure success of all students enrolled in science advanced programs. • Provide and support the development for STAAR Test Resources. • Ensure the use of hands-on lab assignments to help students make connections to the concepts being taught. • Ensure the integration of language arts, math, social studies, and science lessons, grades 7-8. • Teachers will participate in a peer observation to enhance teacher effectiveness. • Continue the Science Starter power point warm ups in all science classrooms. • Assess and evaluate program with benchmarks every 2-3 weeks. • Meet as grade level science departments weekly to plan, write common assessments, and evaluate progress or needed changes. • Evaluate students' needs with benchmark tests and use the results to plan tutorials, classroom groups, and to help students set goals. • Continue peer tutoring program in Science classes. • Use an extra conference period to allow Science teachers to observe all others teach and to also share their teaching expertise with other classes. • Use of PreAp students as lab assistants to help work with some of the struggling students. • District curriculum coach will support classroom teachers with materials and modeling lessons. • Implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Spec. Ed students. (SG-S&F) • Continue UIL Science competitions with 2 meets during the school year. • Continue participation in Science Bowl, Science Fair, and EDC competitions to extend student knowledge in Science. • Provide before and after school tutorials
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 80% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • To ensure students participate regularly in moderate to rigorous physical activity, students will be scheduled for PE or Athletics for at least 1 semester in 8th grade and both semesters in 7th grade. • To help students evaluate their personal level of health related fitness, the FitnessGram will be given yearly. • To teach students about criterion referenced health standards and the types of activities needed to reach them. • To help students track their fitness results over time, prior years' FitnessGram results will be shared with students to compare growth or changes.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
INDEX 4: POST-SECONDARY	<p>INDEX 4: POST-SECONDARY READINESS</p> <ul style="list-style-type: none"> • Post-secondary Readiness Standard 35% all students and 7 race/ethnic groups will meet final

READINESS OBJECTIVES	<p>Level II standard on two or more tests combined over all subject areas.</p> <p>Additional AADD Indicators: Increase Attendance Rate from 95.9% to 97%</p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate(if applicable): none Safeguard Target for Federal Graduation Rate(if applicable): N/A</p>
-----------------------------	--

Focus Strategies	<ul style="list-style-type: none"> • Identify LEP students who need assistance to improve their performance on the Reading/English Language Arts, Math, Social Studies, and Science TAKS tests and provide tutorial sessions prior to the scheduled testing dates with specialized instruction. • Continue with the implementation of peer tutoring program. • Teachers will continue to use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments. • Provide counseling groups for motivation of students. • Teacher target groups are checked with every common assessment. • Develop a plan of instructional support for students in Special Education in all core content areas. • Provide intensive, systematic, research based reading instruction to identified <i>dyslexic at-risk students</i>. • Continue the progress of the Response to Intervention (RtI) process. • Continue to participate in the Challenge Day program and implement the “Be the Change Program” • Provide intensive, sustained support of at-risk pregnant students through coordination of home instruction; counseling services; childcare; transportation of parent/child; career counseling; job readiness training; connections with community and government services; and instruction in child development and parenting to ensure students master STAAR. • Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of the students and student groups at each campus before, during after school hours, and/or on Saturday, in the core content areas of Reading, English Language Arts, Math, Writing, Science and Social Studies, as identified in campus plans. • Provide materials, equipment, transportation from tutorials/home, software, incentives for at-risk students to facilitate academic improvement in content areas. • Provide an academic alternative campus for secondary at-risk students (all students meeting one or more of the state/local criteria for at-risk) to ensure mastery of TEKS. • Provide intensive, systematic, research based accelerated math instruction for identified at-risk students through direct instruction for students and modeling of instructional strategies in math for teachers of at-risk students. • Provide intensive, systematic, research based, supplemental accelerated content area instruction for identified at-risk students through direct instruction for at-risk students during the school day. • Provide intensive, systematic, research based accelerated reading instruction for identified at-risk students through direct instruction for students and modeling instructional strategies in reading for teachers of at-risk students. • Provide a <i>Discipline Alternative Educational Placement</i> for students placed through mandatory or discretionary placement for disciplinary infractions with an academic focus aligned to the student’s home campus. • Provide credit recovery programs for at-risk students as identified in secondary campus plans. • Provide crisis intervention paraprofessional for at-risk students at district and campus level. • Provide secondary teachers and coaches to accelerate the learning of at-risk students. • Provide a summer school program for 7th, 8th grade and a STAAR Academy for 7th, 8th grade reading and math. • Provide intensive instruction for secondary at-risk students through <i>reduced class size</i> at a high at-risk campus.
-------------------------	---

- Support the PASS Transition Program for at risk students who are overage for their grade level by providing curriculum, instruction, staff development and support utilizing PASS Managers, and Curriculum and Instruction staff.
 - To develop quality physical education programs to meet the needs of students' activity time in order to increase the correlation of academic scores.
 - To continue to educate those students taking P.E. or P.E. equivalent classes on their Healthy Fitness Zones and to achieve the maximum number related to their personal fitness on the Fitnessgram.
 - To emphasize the integration of core content areas into P.E. activities.
 - Provide an intensive social program to encourage and motivate students to interact appropriately with peers and improve their self-concept. Program will be after school and will target students who have social emotional needs that must be met to improve achievement based on INOVA data. The program is entitled "Livewire"
 - Continue to utilize a mentoring program to encourage students to be successful and stay focused on academics. Teachers will be used as mentors.
 - Provide intensive, systematic, research based reading instruction to identified dyslexic at-risk students.
 - Provide materials, equipment, transportation from tutorials/home, software, incentives for at-risk students to facilitate academic improvement in content areas.
 - Provide intensive, systematic, research based accelerated math instruction for identified at-risk students.
- STAFF DEVELOPMENT**
- Provide staff development in data analysis and strategies for Differentiated Instruction to increase representation of African American and Hispanic students in advanced courses (Pre-AP) in all content areas.
 - Provide staff development to communicate, model, and support strategies for assuring access for Special Education students to enrolled grade level curriculum.
 - Provide systematic, sustained in-class support and staff development for at-risk students in all student groups.
 - Provide staff development for teachers in using Differentiated Instruction to meet the needs of at-risk learners with on-going, individualized instruction.
 - Provide ESL TExES training to General Education teachers district-wide.
 - Provide ESL TExES Certification training to General Education teachers district-wide to promote receiving an additional ESL endorsement.
 - Provide staff development for teachers in cultural diversity and working with students from poverty.
- DROPOUT PREVENTION PROGRAM**
- Utilize District procedures to identify, intervene, and monitor the progress of at-risk students.
 - Ensure pre-advanced placement course offerings for all students and student groups and encourage enrollment with these subgroups.
 - Continue monitoring students transitioning from the PASS program. PASS manager will track students and encourage success.
 - Implement a Careers class that includes visiting university campuses and other entities to encourage future careers.
 - 8th grade students will participate in EFTA program.
 - Both 7th and 8th grade students will participate in the CAMFEL program.
 - Students will be encouraged to take part in our "BE the Change" team.
- ATTENDANCE**
- Review, revise, and implement daily attendance procedures to meet 97% average attendance.
 - Ensure that students meet attendance expectations of at least 96% on testing days (participation).
 - Communicate the attendance laws to parents annually.
 - AP's will continue to track student attendance daily and follow the steps of our attendance notification procedures.
 - Utilize paraprofessional attendance assistant to contact parent on date of absence.

	<ul style="list-style-type: none"> • Monitor, locate, and provide resources for potential dropouts including SpEd students. (DSG) • Implement incentives for increments of perfect attendance (i.e. two weeks perfect attendance, name goes into drawing for free Homecoming Dance tickets). <p>COLLEGE READINESS</p> <p>Advanced Courses</p> <ul style="list-style-type: none"> • Ensure basic pre-advanced placement course offerings for all students and student groups. • Increase the percentage of students taking Pre AP classes by 5%. <p>Graduation Plans</p> <ul style="list-style-type: none"> • Ensure there is thorough discussion with parents of Special Education students regarding the state’s 3 high school graduation plans with emphasis on the recommended plan for all students. • Continue to emphasize the state’s 4 x 4 recommended graduation plan. • Increase awareness of Career Pathways by using the Naviance program for setting up four year plans for all 8th graders <p>College Admissions and Readiness</p> <ul style="list-style-type: none"> • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Encourage eligible students to participate in the Duke Talent Search and provide SAT preparation courses on campus for those who choose to participate. • Encourage eligible students to participate in the peer tutoring program as a tutor. • Continuation of UIL academic competition. • Integrate SAT vocabulary into the PreAP curriculum to promote future success on Duke Talent Search and possible National Merit Scholar. <p>Higher Education Readiness</p> <ul style="list-style-type: none"> • Provide college readiness information and opportunities to students and teachers by inviting various universities to come to campus and present information about their universities. Examples: Generation Texas Week, Lone Star College on campus during lunches
Financial Resources	Campus budget SCE, Title III, HSA
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: View-It, 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 all professional and paraprofessional staff. • Participate in Spring Job Fair to encourage employment in CISD. • Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. • Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. • Provide mentor support for beginning teachers. • Continue to implement the new teacher orientation program. This program fosters unity and creates bonds among the new teachers who are often experiencing shared needs and/or

	<p>questions.</p> <ul style="list-style-type: none"> To continue and improve the fostering of an atmosphere that promotes staff retention through morale and team building activities with teachers. Activities may include: utilizing the CISD challenge course, monthly birthday celebrations, staff luncheons and breakfast. Continuation of the peer observation program to aid in staff development. Teachers with 0-2 years experience will participate in the Novice Teacher Academy. Help build teacher leaders through presentations at staff time on workshop topics, cadre meetings, Special Education, ESL, etc. Work in cooperation with Sam Houston State University to assist their Education program with student observation hours and student teachers.
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, newsletters, email announcements, campus meetings, and other sources. Require teachers to document on view-it parent contacts and strategies put in place. Continue to promote the PTO. Increase the number of campus volunteers by 20%. Provide weekly campus updates to the District Communications Department for public release. Provide a campus newsletter each nine weeks to parents – updated on campus website, emailed through view it and sent in paper form. Continue to work with the East County Community Chamber of Commerce to encourage local businesses to support our campus. Require teachers to keep updated information in gradebook about homework and class work so parents can access up-to-date information through parent access. Host an ESL parent night to inform parents and promote the program Inclusion of parents from both 7th and 8th grade students on the site-based team. PTO will assist with the Homecoming Dance. PTO presence at Schedule Pick Up, Open House, The Crossing, awards programs, Homecoming Dance, and Tailgate party. Coordinate a Spring Festival to create a warm and inviting atmosphere to parents in order to bolster parental involvement. Utilize Canvas to create an assignment calendar for parent to access students’ daily assignments. Organize a teacher/student soccer game to assist with PTO fundraising. Create a parent survey to promote parental involvement and to determine school strengths and areas for improvement.
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. • Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco. • 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. • Conduct random metal detector searches. • Provide suicide prevention training to all staff members. • Faculty and students participate in the Be the Change organization to promote anti-bullying and respect. • Provide encouragement to stay in school with motivational speakers. • Students participate in discussion groups to help them learn ways to cope with issues. • School-wide assembly from Camfel Production that deals with building a positive school climate and anti-bullying.
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"> • Allow staff to present instructional technology ideas at staff time throughout the school year. • Increase student opportunities for utilizing technology across the curriculum areas. • Think in meaningful ways to use the technology to represent what they know, and as a tool to promote learning and to establish expectations. • Seamlessly apply technology across all subject and content areas. • Assure that technology is integral to all subject area TEKS. • Within each grade level cluster, all Technology Applications TEKS are met. • Create and integrate web-based lessons which include online TEKS-based content, resources, and learning activities.

	<ul style="list-style-type: none"> • Utilize technology as a tool for information management, problem-solving, and communication • Professional Development training will include: <ul style="list-style-type: none"> ○ integration of technology into teaching and learning; ○ strategies to regularly use online database resources to enrich instruction; ○ strategies to promote the regular creation and communication of new technology-supported learner-centered projects; ○ resources to ensure the vertical alignment of Technology Application TEKS; and ○ resources to provide anytime, anywhere use of online database resources by entire school community. • Professional development will focus on the technological capabilities of educators to: <ul style="list-style-type: none"> ○ meet SBEC proficiencies and implement in the classroom; and • Professional development will focus on the leadership capabilities of administrators to: • recognize and identify exemplary use of technology in instruction; • demonstrate models use of technology in daily work; • ensure the integration of appropriate technologies to maximize learning and teaching; and • involve and educate the school community around issues of technology integration. • Professional development opportunities will focus on online learning: <ul style="list-style-type: none"> ○ teachers are encouraged to participate in online courses of higher education; ○ teachers are provided professional development in the integration of online course work; and ○ teachers are provided professional development in the creation of online course work. • The Achieve 3000 software program will be utilized for reading enrichment of targeted students. • The iLearn software program will be utilized for math enrichment of targeted students.
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 STaaR 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			
Closing Achievement Gap 1-3	Academic Tutorials Extra Duty	\$ 2,000	.03
Closing Achievement Gap 1-3	Instructional Support – Teachers for At-Risk Students	\$ 600,000	10.00
Closing Achievement Gap 1-3	Instructional Materials for At-Risk Students	\$ 4000	.00
Closing Achievement Gap 1-3	Technology Support for At-Risk Students	\$ 21,000	.00
	TOTAL SCE	\$ 625,000	10.03

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close Performance Gap 1-6	Extra Duty Tutorials	\$ 1,500	.02
Technology Strategy 5.13 & 14	Technology	\$ 500	.00
Close Performance Gap 4-6	Books	\$ 500	.00
Close Performance Gap-6	Instructional Materials	\$ 500	.00
	TOTAL Title III LEP	\$ 3,000	.02
Title III IMM			
Closing Performance Gap 1 & 6	Extra Duty Tutorials	\$ 250	.00
	TOTAL Title III IMM	\$ 250	.00