

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

Goal 1: Student Achievement and Post-Secondary Success

Oak Ridge 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.*
- *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	<p>Oak Ridge 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.</p>
CISD Curriculum	<p>Oak Ridge 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.</p> <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	<p>Oak Ridge 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

	<p>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.</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>98% 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 93% in the 2015-2016 school year, 96% by the 2016-2017 school year and 98% 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) on EOCs in English I, English II, Algebra I, Biology, 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 40.</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 (AA and Hisp) will meet the weighted performance Level II and III, <i>earning an Index 3 score of >60.</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 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. • Continue evening credit recovery classes 1 night per week for at-risk students (including LEP, ESL,

	<p>migrant, homeless, and other at- risk students). Review, revise, and implement daily attendance procedures to meet 96.5% average attendance.</p> <ul style="list-style-type: none"> • 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. • Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps. • Identify Eco Dis, AA, and Hispanic students for enrichment and remediation groups based on formative assessment data. • Utilize Achieve 3000 and iLearnMath programs for identified students. • Use Eduphoria to identify individual Eco Dis, AA, and Hispanic students who achieved Advanced Standard Reading Performance and Math Performance to identify strategies which led to Advanced performance.
<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>98% 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 93% in the 2015-2016 school year, 96% by the 2016-2017 school year and 98% by the 2017-2018 school year</i>; 24% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target: Reporting Category: <u>_1_</u></p> <p>Reading/ELA Performance Safeguard Target (if applicable): SPED will be 60%, ELL will be 60%</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. ELA Participation Rates will be: SAT 84%; ACT 84%; AP 25%. 2. ELA Performance Rates will be: SAT 1050; ACT 24; AP 77%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in reading. District Safeguard Federal (DSG), Campus Safeguard (CSG) • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. (DSG) • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts • Maintain focus on higher levels of questioning and implementation of CRISS strategies. Utilize CISD training opportunities for new teachers. (CSG, DSG) • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students below grade level (CSG, DSG) • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices (CSG, DSG) • Provide continued focus on academic vocabulary, SAT vocabulary, and higher levels of thinking to support College Readiness and Advanced Academics. • Utilize Reading class for identified students. (CSG, DSG) • Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps. Based on data, require EN and after-school tutorials as close as possible to initial instruction.

	<ul style="list-style-type: none"> • Continue focus on creating rigorous common assessments prior to starting unit and align instruction with rigor of test. • Identify potential interventions and enrichments before starting each unit. • Utilize Achieve 3000 to <i>improve</i> reading skills for ELL and Special Ed students. (CSG, DSG) • Actively recruit students into AP and advanced courses by utilizing parent information sessions and AP Ambassadors. • Offer opportunities for Eco Dis students to attend PTO/campus-funded SAT prep classes. • Increase percentage of students scoring at or above criterion on AP, SAT and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. (CSG, DSG) • Offer after-school tutorials and re-test opportunities for students failing common assessments.
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>98% of all students and student groups taking the <i>STAAR</i>, <i>STAAR A</i> or <i>STAAR-L</i> 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 93% in the 2015-2016 school year, 96% by the 2016-2017 school year and 98% by the 2017-2018 school year</i>; 24% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Writing/ELA Reporting Category: <u>4</u></p>
Focus Strategies	<ul style="list-style-type: none"> • Incorporate a Writer’s Workshop approach to the explicit teaching of writing. • Develop lunch period Writing Support Center • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing • Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing • Maintain use of rubrics, such as those utilized in the Traits models, AP courses, and by TEA for STAAR essays and EOC short answer questions. • Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. • Utilize Achieve 3000 to improve writing skills for ELL and Special Ed students. • Utilize common scoring template for all students including ELL and Special Ed students. • Utilize EN, Camp Ridge, and teacher tutorials for STAAR remediation. • Offer after-school tutorials and re-test opportunities for students failing common assessments.
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>98% of all students and student groups taking the <i>STAAR</i>, <i>STAAR A</i> or <i>STAAR-L</i> 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 93% in the 2015-2016 school year, 96% by the 2016-2017 school year and 98% by the 2017-2018 school year</i>; 30% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: <u>4</u></p> <p>Math Performance Safeguard Target (if applicable): SpEd will be at 60%</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Math Participation Rates will be: <i>SAT 84%; ACT 84%; AP 15%.</i> 2. Math Performance Rates will be: <i>SAT 560; ACT 25; AP 77%.</i>
Focus Strategies	<ul style="list-style-type: none"> • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG, CSG) • Utilize Eduphoria (STAAR and campus common assessment) data to identify areas of weakness. • Utilize targeted ENs for remediation based on formative assessments. (DSG) • Utilize iLearnMath for all students who did not meet STAAR Algebra I standards and for all Special Ed students. (DSG)

	<ul style="list-style-type: none"> • Utilize Lead4Ward heat maps to drive instruction • Include SAT math training for all Algebra II teachers. • Actively recruit students into AP and advanced courses by utilizing parent information sessions and AP Ambassadors. • Offer opportunities for Eco Dis students to attend PTO/campus-funded SAT prep classes. • Increase percentage of students scoring at or above criterion on AP, SAT and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. (DSG) • Include Special Ed support teachers in common planning meetings (CSG, DSG) • Offer after-school tutorials and re-test opportunities for students failing common assessments. • Expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>99% 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 98% in the 2015-2016 school year, 98.5% by the 2016-2017 school year and 99% by the 2017-2018 school year; 56% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Social Studies Reporting Category: <u>3</u></p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Social Studies Performance Rates will be: <i>AP 75%.</i> 2. Social Studies Participation Rates will be: <i>AP 30%.</i>
Focus Strategies	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts • Utilize Achieve 3000 with targeted students. • Identify and focus on process standards in World Geography and World History. • Utilize common assessments throughout year to determine weaknesses prior to EOC test. • Utilize AP writing strategies (DBQs) to increase percentage of students meeting the advanced performance level. • Utilize Eagles' Nest tutorials for targeted interventions based on campus common assessment data. • Utilize Lead4Ward heat maps to drive instruction • Utilize Camp Ridge, short-term, intensive tutorials for STAAR remediation. • Train teachers to utilize higher level questioning strategies in class and on assessments. • Actively recruit students into AP and advanced courses by utilizing parent information sessions and AP Ambassadors. • Increase percentage of students scoring at or above criterion on AP tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Offer after-school tutorials and re-test opportunities for students failing common assessments. • Design units based on enduring understandings that answer essential questions. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • 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.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>99% 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 99% in the 2015-2016 school year, 99.5% by the 2016-2017 school year and 99.5% by the 2017-2018 school year; 44% will meet Level III: Advanced Performance Level.</i></p> <p>Target Science Reporting Category: <u>1</u></p>

	<p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Science Performance Rates will be: ACT 24, AP 75%. 2. Science Participation Rates will be: ACT __%, AP 16%.
Focus Strategies	<ul style="list-style-type: none"> • Utilize Eagles' Nest tutorials for targeted interventions based on campus common assessment data. • Utilize assessment data to determine individual student strengths and weaknesses and target interventions and enrichment activities to meet their needs. • Utilize Lead4Ward heat maps to drive instruction • Utilize AP instructional strategies in all courses • Utilize Camp Ridge, short-term, intensive tutorials for STAAR remediation. • Actively recruit students into AP and advanced courses by utilizing parent information sessions and AP Ambassadors. • Increase percentage of students scoring at or above criterion on AP and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Offer after-school tutorials and re-test opportunities for students failing common assessments. • Require all students to utilize a science interactive notebook as part of their learning process. • Teachers will plan and implement TEKS aligned science lessons using the • 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • 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
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 100% 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. • Regularly engage students in activities that target strength, endurance and flexibility • Expose students to individual lifetime sports to encourage a non-sedentary lifestyle • Encourage students to evaluate their personal level of health-related fitness, develop a personal fitness plan, and track their fitness results over time. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime.
<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: 83% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. • 4-Year/5-Year Longitudinal Graduation Rate 98% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan • 4-Year/5-Year Longitudinal RHSP/DAP Rate 94% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan • Post-secondary Indicator Score (college-ready graduates) 75% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will: <ul style="list-style-type: none"> ○ meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or ○ complete and earn credit on at least two advanced/dual credit enrollment courses; or ○ enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program) <p>Distinctions</p> <ol style="list-style-type: none"> 1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile

	<p>Additional AADD Indicators: Increase Attendance Rate from 95.4% to 96.5%</p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate(if applicable): Safeguard Target for Federal Graduation Rate(if applicable):</p>
Focus Strategies	<ul style="list-style-type: none"> Utilize additional resources (online resources, conferences, field trips, AP textbooks) for enrichment in advanced courses. Increase percentage of students scoring at or above criterion on AP, SAT and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. Examine attendance reports weekly and meet with students and parents to identify cause of absences. Administrators and counselors will meet with all students (with parents) who are on track to exceed or have exceeded five absences in previous years. Conduct monthly dropout meetings with administrators to review withdrawals Utilize home visits to encourage students to attend school. Utilize Gradpoint for credit recovery to help students graduate with cohort. Utilize after-school tutorials and retest room for grade recovery. Increase course offerings and availability of CTE courses to increase student engagement and retention. Utilize district and county services (MCYS) to prevent and recover dropouts. Utilize AP, SAT, and ACT data to identify academic strengths and weaknesses in senior level courses. Expand availability of dual credit courses through a collaborative agreement with Lone Star College Montgomery. Increase number and type of certifications earned on campus through CTE courses. Utilize HSA funds to reduce cost on AP tests and summer school for at risk students. Increase graduation rate and plans by utilizing college & career center resources, college visits, and parent information nights. Continue to utilize common planning periods for all four cores plus LOTE and train new staff in PLC structure to ensure consistent delivery of content.
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: 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"> Provide campus mentor for all new hires. Provide opportunities for all new hires to observe master teachers. Provide opportunities for teachers to attend Advanced Placement and GT training. Utilize Professional Learning Communities to enable all teachers to grow professionally.

	<ul style="list-style-type: none"> • Provide on-going, campus-based staff development to support teacher growth. • Create open-door offices to encourage constant communication between teachers and administrators. • Utilize Google-Doc surveys to encourage staff input on campus issues and staff development. • Create a culture of kindness using CISD training and Safe Schools training to ensure that all staff members feel safe at work. • Review OHI with staff to determine areas where change is needed. • Celebrate staff/department accomplishments by supporting the CPE • Continue to utilize common planning periods for all four cores plus LOTE and train new staff in PLC structure. • Provide technology staff to support teachers with hardware, software and training.
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 call-outs, campus website, newsletters, email announcements, campus meetings, and other sources. • Encourage parent & faculty PTO membership and attendance at booster club meetings and parent night. • Continue Principal's membership in Rotary Club and South County Chamber of Commerce • Identify community businesses that would benefit from partnerships and work with those businesses to develop internship opportunities. • Expand our community business partnerships with new companies in the community and invite business partners to new teacher orientation. • Schedule Parent meetings that provide pertinent information to enhance student success (courses, college & career resources, PSA, scholarships...) • Continue to add to Parent E-news, Mail out Newsletters, and Weekly "Wingspan" • Increase number of parents joining Parent Access Center by utilizing call-out alerts for parent signatures and emphasizing resources available. • Continue the student correlate committees on both campuses • Conduct meetings for parents of special target groups • Schedule information night to promote and increase of Hispanic, African American and Economically Disadvantaged students enrollment in one or more Pre-AP, Advanced Placement, Dual Credit courses and enrollment in AP tests, PSAT, SAT and ACT. • Utilize surveys to identify parent needs and concerns.
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"> • Provide 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. • Monitor compliance to CISD Bullying policy • Utilize Safe School Ambassador Program to involve faculty & students in campus security concerns • Train employees on safety, healthy, orderly, and positive learning environment • Encourage participation in crisis intervention training • Meet with local law enforcement/emergency service agencies • District Guidance Curriculum from classroom to school-wide activities addressing Decision Making, Communication Skills, Self Confidence, Motivation to Achieve, Valuing Diversity & Responsibility • Update the existing crisis plan • Increase capabilities to monitor through video surveillance system • Continue to monitor air quality and correct when necessary • Utilize student reward system to encourage good citizenship to maintain a safe, bully-free campus. • Raise money with community members to expand the SSA program
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"> • Monitor lesson plans to ensure that Technology Applications TEKS are met. • Provide on-going staff development which includes teacher and student utilization of technology both inside and outside the classroom. • Provide opportunities for teachers to work on their websites, Forethought Lesson Plans, and Eduphoria data disaggregation during common team planning. • Provide teachers with support from technology teachers. • Provide a framework for website/lesson plan structure.

	<ul style="list-style-type: none"> • Provide opportunity for staff development during teacher conference periods (War Eagle Shorts) • Increase awareness of opportunities for staff development in technology through the District and Region IV • Annually evaluate results of TEA Teacher Star Chart • Continue to use Eduphoria as a source of data collection for benchmarks, common assessments • Conduct inventory of campus technology and conduct a needs assessment and determine the effectiveness of current technology. • Examine funding needed to support the purchase of new technologies- Projector and document camera in every classroom. • Utilize Lead4Ward heat maps to drive instruction • Use Achieve3000 to improve reading lexile levels • Utilize district iLearn licenses to improve Math progress measure
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			
Reading/ELA Strategy 1, 6 Writing Strategies 2, 4, 10 Math Strategy 1, 6	Subs for professional development, Camp Ridge	\$1,500	.03
Reading Strategy 5, 8 Math Strategy 10, 12	General Education Teachers for At-Risk Students	\$270,475	5.50
Reading/ELA Strategy 9, 16, 17 Writing Strategy 10 Math Strategy 8, 12 Social Studies Strategy 12 Science Strategy 8 Post-secondary Readiness Strategy 8 Closing Performance Gaps Strategy 1	Academic Tutorials	\$3,500	.06
Post-secondary Readiness Strategy 7	At-Risk Paraprofessionals	\$14,768	1.00
Post-secondary Readiness Strategy 7	Credit Recovery (Dropout Recovery Program)	\$26,316	0.50
	TOTAL SCE	\$316,559	7.09

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading Strategy 17 Math Strategy 12	Extra Duty Tutorials	\$1,000	.02
Reading Strategy 12, 16	Technology	\$500	.00
Reading Strategy 16	Books	\$400	.00
Reading Strategy 12, 16 Math Strategy 10	Instructional Materials & Supplies	\$600	.00
	TOTAL Title III LEP	\$2,500	.02
Title III IMM			
Reading Strategy 17 Math Strategy 12	Extra Duty Tutorials	\$400	.01
	TOTAL Title III IMM	\$400	.01