

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

Goal 1: Student Achievement and Post-Secondary Success

Peet 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	<p>Peet 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.</p>
CISD Curriculum	<p>Peet 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.</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>Peet 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</p> <p>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>90% 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 83% in the 2015-2016 school year, 87% by the 2016-2017 school year and 90% 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:</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 (African American and Hispanic) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 50.</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 training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, AA, and economically disadvantaged students in all content areas. District Safeguard (DSG)

<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 88% in the 2015-2016 school year, 92% by the 2016-2017 school year and 95% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Reading/ELA Performance Safeguard Target (if applicable): Special Education and ELL</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Grade 7 Reading Performance Level III 2. Will meet Grade 8 Reading Performance Level III
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and Special Education at-risk students. Campus Safeguard(CSG), (DSG) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG), (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Reading. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% 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 12% in the 2015-2016 school year, 12% by the 2016-2017 school year an 12% by the 2017-2018 school year and 25% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p><i>Target Writing/ELA Reporting Category: RC 1- The student will demonstrate and ability to compose a variety of written texts, with a clear controlling idea, coherent organization, sufficient development and effective use of Language and Conventions</i></p> <p>Writing/ELA Performance Safeguard Target (if applicable): Hispanic, Eco Dis, Special Education Students, and ELL's</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Grade 7 Writing Performance Level III
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implement Columbia University's Writing Workshop to foster writing proficiency through generation of ideas, choice, feedback, and sharing of compositions on a regular basis. • Use benchmark data to make data driven decisions. • Writing across the curriculum in all content areas. • Integrate CISD language arts curriculum with the TEKS with increased rigor in order to align with the expectations of STAAR. • Format common assessments and writing prompts to emulate the complexity of STAAR style questions and answer choices. • Build dictionary skills through instruction, practice, and use to enable students to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words. (CSG) • Requiring students to verbally respond with complete sentences so that this will translate into their writing. (CSG) • Target Tutorials for at risk students and those falling below classroom passing standards. (CSG) • Targeted mentoring "Pick Six" program (CSG) • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing. (CSG)

	<ul style="list-style-type: none"> • Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing. • Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays and EOC short answer questions. • Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy • Focus on the daily practice of writing in every classroom as a means of synthesizing learning (CSG) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (CSG), (DSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 86% in the 2015-2016 school year, 91% by the 2016-2017 school year and 95% by the 2017-2018 school year; 30% will meet Level III: Advanced Performance Level (for AADD).</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Math Participation Rates for Algebra 1 by Grade 8 will be 27%. (JH only) 2. Math Performance Rates for Algebra 1 by Grade 8 will be 95%. (JH only) 3. Will meet Greater than Expected Student Growth in Mathematics.
Focus Strategies	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. (DSG), (CSG) • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. (DSG), (CSG) • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. (DSG), (CSG) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG), (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for Math. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG) • Use of iLearn for targeted intervention of students at-risk of failing math (CSG), (DSG) • Identify additional students for Pre-Algebra classes in 2015-2016 to increase participation percentage rates by 2016-2017.
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% 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</p>

	<p>three year period with 70% in the 2015-2016 school year, 80% by the 2016-2017 school year and 90% by the 2017-2018 school year; 33% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Social Studies Reporting Category: RD3: Government and Citizenship Social Studies Performance Safeguard Target, if applicable: African-American, Eco Dis, English Language Learners</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Focus on Level 2 Final Scores for Post-Secondary Readiness 2. Focus on Level 3 Advanced Scores for Post-Secondary Readiness
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implementation of common assessments for classroom testing and benchmarks. • Utilize Thinking Maps to differentiate instruction of the subject content. (CSG) • Detailed analysis of previous year’s STAAR data to insure alignment of what is taught, how it is taught, and the rigor of the state assessment. For example, analysis will include the SS standards from STAAR, heat mapping, and teacher subject content perception vs. student performance content data.) • Using Knezek data and Lead4ward reports to evaluate student weaknesses and strengths and teacher weaknesses and strengths. • Monitor ELL student progress in social studies classes. (CSG), (DSG) • Utilize re-teaching of concepts through warm-ups to assess student comprehension and ensure the long-term scaffolding of the concepts. (CSG) • Use of tutoring strips after assessments to help students visually identify their areas of strength and areas of needed concentration. By doing this, the student becomes an active participant in their own educational process. • The use of Quizlet to interlock history and technology and thus captivate student interest in history. (CSG) • Use of political cartoons and OPTICs for document and image analysis. • Include dual coded STAAR questions on common assessments. • Introduction of UIL maps, graphs, charts competition to peek student interest in social studies skills. • Use of Pre AP Social Studies strategies for document and image analysis • Use of Visual Vocabulary and Marzano's 6 step vocabulary approach to engage student learning • 7 Steps to a Language Rich Classroom (CSG), (DSG) • Campus wide word of the week to enrich academic vocabulary (CSG) • Target Tutorials for at risk students and students falling below classroom passing standards. (CSG, (DSG) • Teacher Driven Professional Development – Cub Shorts • Utilizing the essential question during warm-ups and throughout the lessons and units to engage students. • Incorporating writing through the use of real-world current events and their link to historical events. • Targeted school wide “Pick Six” mentoring program. (CSG) • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive! (CSG), (DSG)</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Emphasize writing and the analysis of primary sources through the DBQ Project. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG)

	<ul style="list-style-type: none"> Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% 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 82% in the 2015-2016 school year, 86% by the 2016-2017 school year and 90% by the 2017-2018 school year; 34% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category: RC 3 – Earth and Space Science Performance Safeguard Target, if applicable: ELL Distinctions:</p> <ol style="list-style-type: none"> Science Performance Level III Distinction
Focus Strategies	<ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) Improve vocabulary building in Science through Science word walls in classrooms and the use of Marzano Words Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity Ensure that teachers require all students utilize a science interactive notebook as part of their learning process Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments (CSG) Teachers of 7th and 8th grades will increase their understanding of how to most effectively utilize small groups in their classrooms during the afterschool staff development- 7th and 8th Grade Small Group Strategies. (DSG) & (CSG) Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG), (CSG) Utilize the district Science Instructional Coach during teacher planning meetings to review Science Success, Differentiating Instruction, writing Common Assessments, and teaching Vocabulary. (DSG), (CSG) Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	

INDEX 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS <ul style="list-style-type: none"> Post-secondary Readiness Standard: 45% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. Additional AADD Indicators: Increase Attendance Rate from 95.6% to 97% Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate(if applicable): N/A Safeguard Target for Federal Graduation Rate(if applicable): N/A
Focus Strategies	<ul style="list-style-type: none"> Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG) Advanced Courses <ul style="list-style-type: none"> Ensure Pre-Advanced Placement course offerings for all students and student groups. College Admissions and Readiness <ul style="list-style-type: none"> Introduce the new redesign curriculum of the PSAT (October 14, 2105) Maintain a rigorous curriculum that is aligned with PSAT examinations. Higher Education Readiness <ul style="list-style-type: none"> Provide college readiness information and opportunities to all stakeholders.
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"> Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. Provide opportunities for teachers to attend GT training. Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA

Project Manager(s):	Principal Assistant Principal
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Goal 3 PARENTS AND COMMUNITY

Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • Expand the campus partnerships with area businesses to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide information about the Parent Resource Center for parents of students with disabilities. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Develop plans for assisting students in transition to better adjust to the next educational level. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE
Project Manager	Principal

Goal 4 SAFE SCHOOLS

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

	<ul style="list-style-type: none"> • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. • Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. • Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: http://ci.conroeisd.net/depts/counseling/page5 • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. • Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. • Promote clubs and organizations in areas of interest to promote student involvement in school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies

Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

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

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Math Strategies 4,9 & 10, ELA strategy 10, Social Studies Strategy 17, Science strategy 5 : target tutorials and interventions	Academic Tutorials Extra Duty	\$9,900	.18
Math Strategy 7, ELA strategy 3: Enrichment teachers for Math and LA	Instructional Support – Teachers for At-Risk Students	\$361,587	.00
Reading Strategy 3: Achieve 3000 LA Interventions	Instructional Support – Paraprofessionals	\$15,303	1.00
Math Strategy 7: Ilearn math interventions, Reading Strategy 3: Achieve 3000 LA interventions	Instructional Materials for At-Risk Students	\$10,100	.00
Math Strategy 7: Ilearn math interventions, Reading Strategy 3: Achieve 3000 LA interventions	Technology Support for At-Risk Students	\$8,000	.00
	TOTAL SCE	28,000	1.18

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading/ELA Strategy 10	Extra Duty Tutorials	\$1,500	.03
Closing Performance Gaps Strategy 2	Technology	\$500	.00
Reading/ELA Strategy 12	Books	\$500	.00
Reading/ELA Strategy 8	Instructional Materials	\$500	.00
	TOTAL Title III LEP	\$3,000	.03
Title III IMM			
Reading/ELA Strategy 12	Extra Duty Tutorials	\$400	.01
	TOTAL Title III IMM	\$400	.01