

**Campus Improvement Plan
2017-2018
Secondary Campus: Academy for Science and Health Professions
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Conroe High School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (Sp Ed) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 – All students/all subjects combined 77% Approaching Grade Level Standards 52% Meeting Grade Level Standards 12% Mastering Grade Level Standards Goal for 2017-2018 – All students combined 100 % ASHP Students Approaching Grade Level Standards 100% ASHP student Meeting Grade Level Standards 85% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance in End-of-course English I, English II, Algebra I, Biology, and US History. • Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, and AP. • Science will meet AADD indicators for performance and participation in ACT and AP. • Social Studies will meet AADD indicators for performance and participation in AP.
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress Performance in 2016-2017 52% met Expected or Accelerated Growth measures. 8% met Accelerated Growth measures only. Goal for 2017-2018 100% of ASHP Students will meet Expected or Accelerated Growth measures. 50% of ASHP students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p>

	<ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in ELA and Math. • Will meet indicator for Accelerated Growth in ELA and Math.
<p>READING Strategies</p>	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Utilize guided reading activities and structured reading activities across the curriculum • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. • Maintain focus on higher levels of questioning. • Conduct an assessment of learning styles for all students. • Teach recording and organizing of assignment skills to students. • Teach power reading and reading comprehension strategies to students. • Teach and model note taking/reading strategies. • Develop “how to study skills” in students. • Maintain homework scaffolding and support programs. • 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. (SG) • Continue staff development for teachers in relation to reading and writing in content areas. • Maintain use of rubrics, such as those utilized in AP courses. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning utilizing “Writing Coach” textbooks/workbooks for weekly/bi-weekly grammar lessons and “Frames” and “Stems” for writing effective Thesis Statements (emphasis on Persuasive Writing). (SG) • Practice Supporting Short Answer Questions with textual evidence AND commentary to support answer. (SG) • Increase complexity of assignments; utilize projects and incorporate writing. • Continue to develop writing skills through lab reports, exploration reports. • Develop technical writing skills through lab reports and project/research paper.
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • <i>Five Easy Steps to a Balanced Math Program</i> (Christinson) • <i>Number Sense Routines</i> (Shumway) • CISD Mathematics Canvas Course • <i>Guided Math</i> (Sammons) • Grade Level Scope and Sequence Documents • Ensure rigorous instruction in Mathematics for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in Math. • Ensure that differentiated instruction in Math is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building, student engagement, and management (TOT Manual: Focus strategies and CISD T3 Model). • Increase the sophistication and complexity of material – have students read and provide supplemental material with reading guides. • Create conceptual and cognitive connections– connect learning to anything familiar. • Review, don’t repeat– review everything every day; review in variety of ways. • Evaluate and assess, formally and informally, frequently at the basic, proficient, and advanced levels.

	<ul style="list-style-type: none"> • Increase complexity of assignments, utilize project, and incorporate writing. • Develop vocabulary. • Utilize review games and review techniques. • Model expected behaviors and tasks. Provide clear expectations and rubrics. • Chunk big tasks into manageable sections and activities. • Present multiple opportunities to learn (i.e., differentiated instruction). Use different approaches. • Model and teach strategies for memorizing and problem solving; provide strategies for success. • Show students examples of good work– rubrics, samples, models, old completed assignments. • Discuss assignments; model good responses or problem-solving approaches. • Provide steps or algorithms. • Assess steps along the way; Give feedback before final submission or grade; Give non-graded feedback. • Administer CISD Common Assessments in Algebra 1, Geometry, and Algebra 2 students with a goal of 90% passing rate. • Provide scaffolding and support during instruction.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional Strategy Manual. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> • Social Studies Weekly • Brain Pop • United Streaming • National Geographic for Kids • CISD Tier I Best Practices • Grade Level Scope and Sequence Documents
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Professional learning opportunities will be provided on Science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the Science classroom for Science teachers during the Science Leadership-Teams meetings. • The Science Coordinator and District Instructional Staff will provide training for Science teachers in the area of writing in the Science classroom during the Science Leadership Teams meetings. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> professional learning opportunities. • The Science Department Chair will attend safety trainings provided by the Science Coordinator and will provide campus safety trainings to all teachers in the department.

	<ul style="list-style-type: none"> • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • TEA Biology End-of Course Success Training and Resources • Ensure rigorous instruction in Mathematics for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in Math. • Ensure that differentiated instruction in Math is provided to all students and all student groups through CISD's focus strategies: questioning, vocabulary building, student engagement, and management (TOT Manual: Focus strategies and CISD T3 Model). • Increase the sophistication and complexity of material – have students read and provide supplemental material with reading guides. • Create conceptual and cognitive connections– connect learning to anything familiar. • Review, don't repeat– review everything every day; review in variety of ways. • Evaluate and assess, formally and informally, frequently at the basic, proficient, and advanced levels. • Increase complexity of assignments; utilize projects; incorporate writing. • Develop vocabulary. • Utilize review games and review techniques. • Model expected behaviors and tasks. Provide clear expectations and rubrics. • Chunk big tasks into manageable sections and activities. • Present multiple opportunities to learn (i.e., differentiated instruction). Use different approaches. • Model and teach strategies for memorizing, problem solving; provide strategies for success. • Show students examples of good work– rubrics, samples, models, old completed assignments. • Discuss assignments; model good responses or problem-solving approaches. • Provide steps or algorithms. • Assess steps along the way; Give feedback before final submission or grade; Give non-graded feedback. • Administer CISD Common Assessments in Algebra 1, Geometry, and Algebra 2 students with a goal of 90% passing rate. • Provide scaffolding and support during instruction.
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<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% scored Approaching Grade Level Standards 12% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 67% scored Approaching Grade Level Standards 8% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p>
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	<p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 73% scored Approaching Grade Level Standards 12% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in ELA and Math.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard. District Safeguard State (DSG) Campus Safeguard State (CSG) • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (CSG, DSG) • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. (CSG, DSG) • 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 for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students). • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • 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. (CSG, DSG) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (CSG, DSG) • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (CSG, DSG) • 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. (CSG, DSG) • 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. • Ensure that strategies for implementation of Section 504 plans are monitored. • Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps. • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (CSG, DSG)

	<ul style="list-style-type: none"> • Identify Eco Dis, AA, and Hispanic students for enrichment and remediation groups based on formative assessment data. Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (CSG, DSG) • 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. • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (CSG, DSG)
<p>ELA Performance Objective</p>	<p>ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 57% scored Approaching Grade Level Standards 3% scored Mastering Grade Level Standards Goal for 2017-2018: 62% will score Approaching Grade Level Standards 8% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 51% scored Approaching Grade Level Standards 3% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 58% scored Approaching Grade Level Standards 3% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 4 Reading/ELA Performance Safeguard Target (if applicable): AA, Hispanic, Eco Dis, Sp Ed, ELL</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • ELA Participation Rates will be: SAT 61.5%; ACT 61.5%; AP 12.5% (100% for ASHP students). • ELA Performance Average Scores will be: SAT 937; ACT 20.3; AP 45 (ASHP- 1200, 26; AP-all credit).
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. • Maintain focus on higher levels of questioning and critical thinking. • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level. • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard State (CSG) • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. (CSG, DSG) • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.

	<ul style="list-style-type: none"> • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (CSG)
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 83% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 78% scored Approaching Grade Level Standards 6% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 84% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: 1 Math Performance Safeguard Target (if applicable): Sp Ed Distinctions:</p> <ul style="list-style-type: none"> • Math Participation Rates will be: SAT 61.5%; ACT 61.5%; AP 8.8% (100% ASHP). • Math Performance Average Scores will be: SAT 483; ACT 20.8; AP 39.6 (ASHP -550,26, all credit).
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide professional learning opportunities 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. (CSG, DSG) • Provide strategies and professional learning opportunities in the use of age appropriate Algebra readiness skills as part of CISD Solves Math Structure. (DSG) • 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 using anecdotal notes and implementation of effective tutorial programs for teachers. (CSG) • Ensure that teachers expect and encourage all students and all student groups to construct

	<p>multiple representations of learning in Math including the use of manipulative models. (CSG, DSG)</p> <ul style="list-style-type: none"> • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily Math instruction for grades K-12. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 93% scored Approaching Grade Level Standards 34% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 89% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 95% scored Approaching Grade Level Standards 36% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Target Social Studies Reporting Category: 3 Social Studies Performance Safeguard Target, if applicable: N/A</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Social Studies Participation Rates will be: <i>AP (ASHP 100% will participate).</i> • Social Studies Performance Average Scores will be: <i>ASHP 100% earn credit.</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</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. (DSG) • Emphasize classroom instruction utilizing: Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for Social Studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement Social Studies lessons based on the District Scope and Sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project.
<p>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p>

	<p>Performance in 2016-2017: 83% scored Approaching Grade Level Standards 14% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 81% scored Approaching Grade Level Standards 7% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 83% scored Approaching Grade Level Standards 12% scored Mastering Grade Level Standards Goal for 2017-2018: 100% of ASHP students will score Approaching Grade Level Standards 100% of ASHP students will score Mastering Grade Level Standards</p> <p>Target Science Reporting Category: 3 Science Performance Safeguard Target, if applicable: SpEd</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Science Participation Rates will be: ACT 20.6%, AP 13.6% (ASHP 100%). • Science Performance Average Scores will be: ACT 20.6, AP 39.6 (ASHP 26, all earn credit).
<p>Focus Strategies</p>	<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 Interactive Word Walls in secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed Science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a Science interactive notebook as part of their learning process. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
<p>HEALTH Performance Objective</p>	<p>HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<p>Focus Strategies</p>	<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>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
<p>POSTSECONDARY READINESS</p>	<p>POSTSECONDARY READINESS High School Campuses</p>

<p>OBJECTIVES</p>	<ul style="list-style-type: none"> Attendance rate will increase from 95% to 95.5% <p>High School Campuses</p> <ul style="list-style-type: none"> Graduation Rate Score for all students and 7 race/ethnic groups, special education, and ELL will increase from 97.9% to 98.3% (ASHP 100%). Graduation Plan Rate for all students and 7 race/ethnic groups, special education, and ELL will increase from 93.5% to 93.8% (ASHP 100%). Postsecondary Readiness <ul style="list-style-type: none"> Percent of graduates who meet College and Career Readiness standards by completing at least one of the following will increase from 64.3% to (ASHP 100%): <ul style="list-style-type: none"> Completed a coherent sequence of CTE courses. Earned credit for at least 2 advanced/dual enrollment courses. Satisfied the TSI requirement on TSIA, ACT or ACT in both ELA and Math. <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) in Reading, Math, Social Studies and Science <i>33% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress.</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps.</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>33% of indicators will be in top quartile</i></p> <p>Grade 7-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): N/A Safeguard Target for Federal Graduation Rate (if applicable): AA, Hispanic, ELL Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): N/A</p>
<p>Focus Strategies</p>	<p>Advanced Courses</p> <ul style="list-style-type: none"> Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery. Increase the number of students taking AP Exams (requiring that all GT students enrolled in an AP Course take the corresponding AP Exam and the number of AP exams taken for all students and all student groups). <p>Graduation Plans</p> <ul style="list-style-type: none"> Continue to emphasize the state’s Foundation Plan with Endorsements for all students. Monitor ELL, Special Education, and CTE 4-year graduation plans. Promote awareness of CTE Endorsements/Career Pathways for all students.
<p>Financial Resources</p>	<p>Campus budget, SCE, Title III, HSA</p>
<p>Additional Resources</p>	<p>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, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<p>Monitoring Timeline</p>	<p>November, January, April</p>
<p>Formative Evaluation</p>	<p>CISD Benchmarks at passing rate</p>
<p>Summative Evaluation</p>	<p>TEA Accountability Summary TAPR</p>

Project Manager(s):	Headmaster
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Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
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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. • All teachers will attend AP institutes on a regular basis (every two years). • All teachers will maintain GT certification and maintenance hours (i.e., foundation requirements and 10 maintenance hours per year). • Hold weekly, formal and informal, meetings with teachers. • Principal will visit multiple classes each day. • Institute a professional reading program. • Purchase and utilize the <i>Master Teacher Series</i> for teachers for the academic year. • Provide literature: Purchase and distribute---<i>How People Learn; College and Career Ready; Barriers and Opportunities for 2-year and 4-year STEM Degrees; Teaching for Conceptual Understanding in Science.</i> • Support teachers' efforts to become a part of the AP grading process. • Support teachers' efforts to participate in district level Science and Math planning and activities. • Maintain a database of resumes. • Participate in the CISD annual job fair. • Be receptive to teachers' specific requests for training and staff development needs.
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):	Headmaster

Goal 3 PARENTS AND COMMUNITY	
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Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Maintain PASH, the Academy parent volunteer group, and increase active membership. • Maintain student celebration initiatives including the Celebrate Success Breakfasts. • Maintain an active ASHP Advisory Committee, communicate electronically, and meet annually with the group. • Maintain the principal's Newsletter--- <i>Points of Interest.</i> • Maintain the Distinguished Lecture Series (1/2 at AST; ½ at ASHP). • Make presentations to civic groups. • Make campus visits to Moorhead, Washington, Peet, and Caney Creek High School. • Maintain electronic contact with campus contacts at Peet, Moorhead, Washington, and Caney Creek. • Produce and distribute informational fliers and pamphlets. • Perform a fall mail out to every 8th grader in our feeder zone. • Increase collaboration with university entities for internships, career shadows and other educational opportunities. • Maintain partnerships with Conroe Regional Medical Center and other community partners

	<ul style="list-style-type: none"> • Maintain internship and clinical rotation programs. • Provide individual advisement to students in their career pathways, and assist in community relationships in creating internship opportunities. • Advise students on multiple pathways for career/vocational opportunities. • 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
Project Manager	Headmaster

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors' 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
Project Manager(s):	Headmaster

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.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget; PASH funds
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
Project Manager(s):	Headmaster; lead technology teacher

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.