

**Campus Improvement Plan
2016-2017**

Secondary Campus: Caney Creek High School Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; 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.*
- *HS: Based on performance in top quartile for 33% of measures.*
- *Greater than Expected Growth (AADD Indicator) in Reading, Math, and Writing.*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2.*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III).
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3.*

Successful Completion of High School

- *Index 4: Post-secondary Readiness* 4-year/5-year Graduation Rate, all students, 7 racial/ethnic groups, ELL, Sp Ed; RHSP/DAP annual rate, 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.
- *Postsecondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 69 % of All students combined over all subject areas met Level II standard. In 2021-2022, 95 % of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 79 % met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in EOC English, EOC Algebra, EOC Biology, and EOC 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.
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress English and Math; 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.</i> In 2015-2016, the Index 2 Score was 16. In 2016-2017, the Index 2 Score will be 28. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in ELA and Math. • Will meet AADD indicator for greater than expected growth in ELA and Math.
English Strategies	<p>ENGLISH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Staff Development</p> <ol style="list-style-type: none"> 1. ELA staff members will attend scope and sequence revision trainings and present back to the

	<p>department for horizontal and vertical alignment of strategies and skills.</p> <ol style="list-style-type: none"> Staff members will attend district workshops focused on Close Reading, Poetry, Student Choice through Readers' Workshop, and Short Answer Response. ELA staff members will attend district writing workshops focused on expository, persuasion, and analytical writing to prepare students in writing toward these genres, and to assist peers in for the effective teaching and implementation of these genres of writing. The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. <p>Resources</p> <ol style="list-style-type: none"> <i>Subjects Matter</i> by Harvey Daniels and Steven Zemelman <i>Texts and Lessons</i> by Harvey Daniels <i>Less is More</i> by Kim Campbell <i>Deeper Reading, Reading Reasons, and Readicide</i> by Kelly Gallagher <i>When Kids Can't Read</i> by Kylene Beers <i>Understanding by Doing, by Dufour, Dufour, Eaker, Many</i> <i>Falling in Love with Close Reading</i> <i>Write Like This and Teaching Adolescent Writers</i> by Kelly Gallagher <i>10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined</i> by Jeff Anderson <i>What a Writer Needs</i> by Ralph Fletcher <i>Image Grammar</i> by Harry Noden <i>Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School</i> by Don Killgallon <i>Write Beside Them</i> by Penny Kittle Grade Level Scope and Sequence Documents
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Staff Development</p> <ol style="list-style-type: none"> District training on new math TEKS CISD Solves Math Review/Mental Math CISD Solves Poster Method CISD Solves Math Fluency Algebra Tiles Process Standards New TEKS Trainings Grade Level Team Meetings <p>Recommended Resources</p> <ol style="list-style-type: none"> Five Easy Steps to a Balanced Math Program (Christinson) Number Sense Routines (Shumway) Math Work Stations (Diller) Kamico CISD Mathematics Scope and Sequence Documents/CANVAS courses Developing Number Concepts (Richardson) Teaching Student Centered Mathematics (Van de Walle) Engaging Mathematics (Region 4) Kim Sutton Lead4ward resources
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Staff Development</p> <ol style="list-style-type: none"> Staff development will be provided to the campus in the focus area of engagement from the Social

	<p>Studies Model by attending <i>Social Studies Alive!</i></p> <ol style="list-style-type: none"> Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> Staff development 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 Strategy Manual at Cadres in 2016-2017. The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Process Standards with attendance at the Content Literacy Training. <p>Recommended Resources</p> <ol style="list-style-type: none"> <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> Brain Pop United Streaming Mastering the TEKS – Jarrett Social Studies Model Social Studies Strategy Manual Grade Level Scope and Sequence Documents
<p>SCIENCE Strategies</p>	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Staff Development</p> <ol style="list-style-type: none"> Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction and the Science Interactive Notebook Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. Staff development on the effective use of Science Interactive Notebooks will be provided to the campus by a Science Instructional Coach during teacher planning meetings. Teachers will attend <i>Science District Collaborative Common Assessment Writing</i> trainings provided by the Science Department and will provide campus staff development training to all teachers in the department. Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. 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 Cadres. The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of reading science text and writing in the science classroom during Science Cadres. The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> staff developments. The Science Coordinator and Science Instructional Staff will provide on-going after school trainings for teachers in the areas of writing effective common assessment questions, increasing teacher content knowledge, TEKS Analysis, and reading and writing in Science. The Science Department Chair will attend Safety trainings provided by the Science Coordinator and will provide campus staff development training to all teachers in the department. <p>Resources</p> <ol style="list-style-type: none"> 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. Region 4 Educational Service Center- <i>Supporting STAAR Achievement in Science-Biology</i> Page Keeley- <i>Science Formative Assessment</i>

	<ul style="list-style-type: none"> 5. Robert Marzano- <i>Building Background Knowledge</i> 6. Robert Marzano- <i>Classroom Instruction that Works</i> 7. <i>Writing in Science</i> by Betsy Rupp Fulwiler
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III)</p> <p>In 2015-2016, the Index 3 Score was 41 and included the student groups of Eco Dis and Hispanic. In 2016-2017, the Index 3 Score will be 45 and will include the student groups of Eco Dis, and Hispanic.</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<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 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 credit recovery classes for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students). • General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet attendance expectations of 95% on testing days (participation). • Promote students as “Future CISD High School Students” through activities within feeder and district including: football games, pep rallies, student visits, “Education: Go Get It!” Week, etc. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students. • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data. • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs. • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). • Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities. • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • The Special Education Coordinators and District Instructional Staff will provide staff development to new special education teachers in the Standards Based IEP Process. • Training will be provided to the campus by Special Education Instructional Coaches in the area of determining appropriate accommodations and modifications based on the student’s present levels of academic and functional performance. • Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches.

	<ul style="list-style-type: none"> • The Special Education Coordinators and Special Education Instructional Coaches will provide training on Differentiating Instruction and Formative Assessments for students with disabilities during the Resource/In Class Support Cadres, the Life Skills Cadres, and the Social Development Class Cadres. • The Special Education Coordinators and Special Education Instructional Coaches will provide training on How to Structure the Classroom Setting for Students with Autism Spectrum Disorders (ASD). • The Special Education Coordinators and Special Education Instructional Coaches will provide training on Strategies for Working with Students with Autism in the General Education Setting. • The Special Education Coordinators and District Instructional Staff will provide training on Structured Learning Hands-on Materials during grade specific <i>Make-n-Take</i> staff developments. • The Special Education Coordinators and Special Education Instructional Coaches will provide training on implementing all levels of support along the continuum. • The District Section 504 Coordinator will provide training on strategies for implementation and monitoring of Section 504 Plans. <p>Recommended Resources</p> <ol style="list-style-type: none"> 1 Region 4 Educational Service Center: <i>Inclusive Strategies for Diverse Learners</i> 2 Texas Education Agency and Region 20 Educational Service Center: <i>Co-Teaching – A How-to Guide: Guidelines for Co-Teaching in Texas</i> 3 Texas Education Agency and Region 20 Educational Service Center: <i>Working with Paraprofessionals – A Resource for Teachers of Students with Disabilities</i> 4 N2yinc – <i>news-2-you and Unique Learning Systems</i> 5 Diane Heacox – <i>Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners</i> 6 Barbara Blackburn – <i>Rigor for Student with Special Needs</i> 7 Richard A Villa, Jacqueline S. Thousand – <i>Creating an Inclusive School</i> 8 Mitchell-Panther – <i>Expanding Horizons: Adult Transition Services</i>
<p>ELA Performance Objective</p>	<p>ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 53% of Eco Dis students and 53% of Hispanic student group met Level II standard. In addition, 2% of Eco Dis students and 1% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 79% of Eco Dis students and 79% of Hispanic student group will meet Level II standard. In addition, 10% of Eco Dis students and 10% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category: 4 Reading/ELA Performance Safeguard Target (if applicable): 87</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • ELA Participation Rates will be: <i>SAT 71%; ACT 71%; AP 19%.</i> • ELA Performance Mean Score will be: <i>SAT 913; ACT 19.9; AP 44% scoring 3 or higher.</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Operate as a professional learning community, following the process of making student learning the priority. (District Safeguard “DSG” & Campus Safeguard “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 reading (DSG & CSG). • 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 below grade level (DSG & CSG). • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing.

	<ul style="list-style-type: none"> • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive, and analytical writing. • 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. • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting (DSG & CSG). • The English department administrator will attend weekly planning meetings to monitor data analysis and to ensure that rigor is included in planning classroom activities (DSG & CSG). • Emphasis is placed on frequent use of formative assessments as a tool to provide feedback and make adjustments in instruction (DSG & CSG). • Provide appropriate reading and language development materials for ELL students (DSG & CSG). • Use INOVA Plus to identify target students by scenarios (DSG & CSG). • Common grade level team planning and scoring of student work. • Provide intensive instructional tutorial programs (Boot Camp, Saturday Camps) in ELA for at-risk students, individualized to meet the unique needs of students (DSG & CSG). • Teams will be provided one day of planning with a campus instructional coach each nine-weeks. • Teams will commit to following a team-developed year-at-a-glance plan for reading titles and major writing assignments. • Teachers will increase number and complexity of assignments requiring students to read on their own. • Teachers will increase the number of writing assignments to provide additional practice with the complete writing process. • Use APEX learning to provide online intervention assistance (DSG & CSG). • Utilize “Practical Writing” and “Reading” classes to provide remedial interventions for STAAR re-testers (DSG & CSG). • Create English IV section for STAAR re-testers only.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 61% of Eco Dis students and 63% of Hispanic student group met Level II standard. In addition, 5% of Eco Dis students and 6% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 79% of Eco Dis students and 79% of Hispanic student group will meet Level II standard. In addition, 10% of Eco Dis students and 10% of Hispanic student group will meet Level III standard.</p> <p>Target Math Reporting Category: 3 Math Performance Safeguard Target (if applicable): 87</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Math Participation Rates will be: <i>SAT 71%; ACT 71%; AP 8.3%.</i> • Math Performance Mean Score will be: <i>SAT 482%; ACT 20.4%; AP 42.5% scoring 3 or higher.</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Maintain focus on higher levels of questioning and implementation of CRISS strategies • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELL students in math (DSG & CSG). • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting (DSG & CSG). • Operate as a professional learning community, following the process of making student learning the priority (DSG & CSG). • Utilize Eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students.

	<ul style="list-style-type: none"> • Utilize the District Instructional Coach to model lessons and provide feedback to teachers. • 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). • 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, using anecdotal notes, and implementation of effective tutorial programs for teachers (DSG & CSG). • Provide for SAT/ACT questions as part of regular classroom problems. • 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). • Use Inova Plus to identify target students by scenarios (DSG & CSG). • Provide staff development and follow through for all math teachers in grades K–12 on the implementation of the new mathematics TEKS. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–12. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math. • Saturday and after-school tutorials and Boot Camp to enrich and remediate students (DSG & CSG). • Teachers will utilize Think Through Math to provide online intervention assistance (DSG & CSG). • Teachers will focus on the use of Algebra tiles to activate prior knowledge and provide concrete manipulatives to illustrate complex mathematical equations and operations (DSG & CSG). • Teams will be provided one day of planning with a campus instructional coach each nine-weeks (DSG & CSG). • Utilize “Mathematical Applications in Agricultural Food and Natural Resources” to double the amount of math instruction for targeted first-time 9th graders taking Algebra (DSG & CSG). • Utilize “Mathematical Models” to provide interventions to Algebra EOC re-testers while allowing them to earn a state math credit (DSG & CSG).
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 93% of Eco Dis students and 92% of Hispanic student group met Level II standard. In addition, 26% of Eco Dis students and 21% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 95% of Eco Dis students and 95% of Hispanic student group will meet Level II standard. In addition, 33% of Eco Dis students and 33% of Hispanic student group will meet Level III standard.</p> <p>Target Social Studies Reporting Category: 1</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Social Studies Performance Rates will be: <i>AP 38.4% scoring 3 or higher.</i> • Social Studies Participation Rates will be: <i>AP 27%.</i>
Focus Strategies	<ol style="list-style-type: none"> 1. Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. 2. Provide common planning time for grade level teams. 3. Ensure that the department administrator attends team planning meetings. 4. Maintain focus on higher levels of questioning and implementation of CRISS strategies 5. Focus on engagement through student centered instructional strategies based on <i>History Alive! / Social Studies Alive!</i> 6. Provide in-class support for all ELL students (DSG). 7. Integrate content literacy strategies with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual (DSG).

	<ol style="list-style-type: none"> 8. Implement the Interactive Student Notebook (DSG). 9. Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. 10. Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. 11. Design units based on enduring understandings that answer essential questions. 12. Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting (DSG). 13. Operate as a professional learning community following the process of making student learning the priority (DSG). 14. Utilize Eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students. 15. Emphasize writing and the analysis of primary sources through the DBQ Project. 16. Teams will be provided one day of planning with a campus instructional coach each nine-weeks.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 81% of Eco Dis students and 81% of Hispanic student group met Level II standard. In addition, 12% of Eco Dis students and 10% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 90% of Eco Dis students and 90% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students and 20% of Hispanic student group will meet Level III standard.</p> <p>Target Science Reporting Category: 4</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Science Performance Rates will be: ACT Mean Score: 20.5, AP 28.9% scoring 3 or higher. • Science Participation Rates will be: ACT 71%, AP 19%.
Focus Strategies	<ol style="list-style-type: none"> 1. Maintain focus on higher levels of questioning and implementation of CRISS strategies. 2. Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). 3. Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary and science word walls in secondary classrooms (DSG & CSG). 4. Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. 5. Ensure that teachers require all students utilize a science interactive notebook as part of their learning process (DSG & CSG). 6. 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 (DSG & CSG). 7. Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting (DSG & CSG). 8. Operate as a professional learning community following the process of making student learning the priority (DSG & CSG). 9. Utilize Eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students. 10. Utilize the District Instructional Coach to model lessons and provide feedback to teachers. 11. Teams will be provided one day of planning with a campus instructional coach each nine-weeks.
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<p>PHYSICAL EDUCATION</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 activities 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.

**1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL
POST-SECONDARY READINESS (Index 4)
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**

INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS In 2015-2016, 46% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. In 2016-2017, 50% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments. Increase Attendance Rate from 94.1% to 95%</p> <p>4-Year/5-Year Longitudinal Graduation Rate 95% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan.</p> <p>4-Year/5-Year Longitudinal RHSP/DAP Rate 92% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan.</p> <p>Postsecondary Indicator Score (college-ready graduates) 32% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:</p> <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>Meet eligible Campus Academic Achievement Distinction Designations (AADD)</p> <ul style="list-style-type: none"> • <i>HS 33% of indicators will be in top quartile at each campus</i> <p>Grade 7-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): 95 Safeguard Target for Federal Graduation Rate (if applicable): 90</p>
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Focus Strategies	<p><u>Advanced Courses</u></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><u>Graduation Plans</u></p> <ul style="list-style-type: none"> • Continue to emphasize the state’s recommended graduation plan for all 12th grade students, and the Foundation Plan with Endorsements for 9th, 10th, and 11th graders. • Monitor ELL, Special Education, and CTE 4-year graduation plans. • Increase awareness of CTE Endorsements/Career Pathways for all students. <p><u>College Admissions and Readiness</u></p> <ul style="list-style-type: none"> • Increase the number of National Merit Scholars, Achievement Scholars, and Hispanic Scholars • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Expand SAT preparation courses for high school students. • Incorporate small group tutorials in SAT and ACT college prep curriculum. • Build rapport with junior high schools to increase college readiness awareness. <p><u>Higher Education Readiness</u></p> <ul style="list-style-type: none"> • Provide college readiness information and opportunities to all stakeholders. • Build rapport with Junior High schools to increase college readiness awareness. • Increase the percentage of 10th graders scoring at or above the ELA TSI standard (Writing score of 363 with a minimum of 4 on essay, Reading score of 351), and at or above the Math TSI standard (score of 350).
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	<ul style="list-style-type: none"> • Offer College Prep Math and English 4 College Prep for graduating seniors to increase their college ready ability which will satisfy the TSI college ready exam (student must score a “C” or better). • Provide CISD students with more opportunities to take dual credit courses based on HB505.
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, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, 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 for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. • 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. • Provide stipends for critical staff for bilingual assessment and self-contained special education settings.
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.
Indicator 1. Community and Parent Involvement	<p>Indicator 1 Focus Strategies</p> <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. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.
Indicator 2. Dropout Prevention Strategies	

<p>Indicator 3. <i>Fine Arts</i></p>	<ul style="list-style-type: none"> • 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. • Utilize the CISD and campus website to promote campus and district events, information for parents, families, communities, and businesses. • Develop plans for assisting students in transition to better adjust to the next educational level. <p>Indicator 2 Focus Strategies</p> <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. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Utilize the CISD and campus website to promote campus and district events, information for parents, families, communities and businesses. • Develop plans for assisting students in transition to better adjust to the next educational level. <p>Indicator 3 Focus Strategies</p> <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 • Provide opportunities at school for parents to participate in academic and social events with students. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
<p>Financial Resources</p>	<p>Campus budget</p>
<p>Additional Resources</p>	<p>Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology</p>
<p>Monitoring Timeline</p>	<p>Formative November, January Summative July</p>
<p>Formative Evaluation</p>	<p>Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate</p>
<p>Summative Evaluation</p>	<p>Meet Performance Indicators for Campus Meet Performance Indicators for CaSE</p>
<p>Project Manager</p>	<p>Principal</p>

<p>Goal 4 SAFE SCHOOLS</p>	
<p>Objective</p>	<p>To provide a safe and orderly school environment conducive to learning for all students and staff.</p>
<p>Focus Strategies</p>	<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

	<p>of Emergency Operations Plans at the district and campus level.</p> <ul style="list-style-type: none"> • 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):	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.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget
Additional Resources	Technology staff

Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for 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
2016-2017 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
ELA Strategy: 20 Math Strategy: 17	Academic Tutorials Extra Duty	22,494	.41
ELA Strategies: 1,5,6,26,27 Math Strategies: 4,10,21,22	Instructional Support – Teachers for At-Risk Students	498,960	9.00
ELA Strategies: 2, 10, 21 Math Strategies: 8, 14	Substitutes	10,350	.19
ELA Strategy: 20 Math Strategy: 17	Instructional Materials for At-Risk Students	3,156	.00
	TOTAL SCE	534,960	9.60

**Resources Allocated for Title III
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
ELA Strategy: 20 Math Strategy: 17	Extra Duty Tutorials	1,000	.02
ELA Strategy: 25 Math Strategy: 18	Technology	500	.00
ELA Strategy: 2	Books	500	.00
ELA Strategy: 17 Math Strategy: 8	Instructional Materials	500	.00
	TOTAL Title III LEP	2,500	.02