

**Campus Improvement Plan  
2016-2017**

**Secondary Campus: Conroe High School**

**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**

- *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.*
- *Based on performance in top quartile for 33% of measures.*
- *Greater than Expected Growth (AADD Indicator) in Reading and Math.*
- *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 (or annual dropout rate, if no 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.
- *Post-Secondary Readiness Distinction*

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| <b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>  |  |
| <b>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</b> |  |
| <b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>  | <p><b>Index 1: Student Achievement</b><br/>                     In 2015-2016, 77% of All students combined over all subject areas met Level II standard.<br/>                     In 2019-2020, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR.<br/> <b>The 2016-17 incremental progress will be 82% met Level II standard.</b><br/> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in End of Course (EOC) English I, EOC English II, EOC Biology, EOC Algebra I, and EOC US History.</li> <li>• Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1.</li> <li>• Science will meet AADD indicators for performance and participation in ACT and AP.</li> <li>• Social Studies will meet AADD indicators for performance and participation in AP.</li> </ul> |
| <b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>  | <p><b>Index 2: Student Progress</b><br/> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b><br/> <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><br/>                     In 2015-2016, the Index 2 Score was 23.<br/> <b>In 2016-2017, the Index 2 Score will be 50.</b><br/> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in ELA and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in ELA and Math.</li> </ul>   |
| <b>ELA Strategies</b>  | <p><b>English Language Arts (ELA) CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills,</li> <li>• ELA staff members will attend district workshops focused on Close Reading, Poetry,</li> </ul>  |

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|                                  | <p>Student Choice thru Readers’ Workshop, and Short Answer Response.</p> <ul style="list-style-type: none"> <li>• The Secondary Language Arts Coordinator will provide trainings and state updates at fall and spring Cadres.</li> <li>• Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas.</li> <li>• Staff development will be provided through the Fall and Spring on the use of the Writing Workshop format to support writing in all genres. Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins <u>Units of Study</u>.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments, and Special Education.</li> <li>• Focus on evidence based best practices specifically for serving students with disabilities.</li> </ul>   |
| <b>MATH Strategies</b>           | <p><b>MATH CURRICULUM INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide staff development and follow through for all math teachers in grades K–12 on the implementation of the new mathematics TEKS.</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–12.</li> <li>• 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.</li> </ul> |
| <b>SOCIAL STUDIES Strategies</b> | <p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i></li> <li>• 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></li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>  |
| <b>SCIENCE Strategies</b>        | <p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the <i>Science Buffet for K-12<sup>th</sup> Grades</i>.</li> <li>• The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer</li> </ul>   |

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|  | <p>and after-school staff developments.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres.</li> <li>• 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.</li> <li>• Secondary Science Department Chairs will attend safety trainings provided by the Science Coordinator and will in-turn provide campus safety trainings to all teachers in their departments.</li> <li>• The Science Coordinator will provide trainings and state updates at fall and spring Cadres.</li> <li>• Campuses will learn how to begin a robotics program at their school by attending the after-school staff development - <i>Robotics-I've Got My Robotics Team-Now What?</i></li> </ul>  |
| <p><b>INDEX 3:<br/>CLOSING<br/>PERFORMANCE GAPS<br/>OBJECTIVES</b></p> | <p><b>Index 3: Closing Performance Gaps</b><br/> <b>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)</b><br/>     In 2015-2016, the Index 3 Score was 45 and included the student groups of Eco Dis, African American, and Hispanic.<br/> <b>In 2016-2017, the Index 3 Score will be 50 and will include the student groups of Eco Dis, African American, and Hispanic.</b><br/> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps.</li> </ul>   |
| <p><b>Program Focus<br/>Strategies</b></p>                             | <p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Continue evening credit recovery classes for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students).</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• 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.</li> <li>• 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.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).</li> <li>• Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities.</li> <li>• 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.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Ensure that strategies for implementation of Section 504 plans are monitored.</li> <li>• Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps.</li> <li>• Identify Eco Dis, AA, and Hispanic students for enrichment and remediation groups based on formative assessment data.</li> <li>• 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.</li> </ul>  |
| <p><b>ELA Performance Objective</b></p> | <p><b>ELA CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 62% of Eco Dis students, *% of AA student group, and 65% of Hispanic student group met Level II standard. In addition, 3% of Eco Dis students, *% of AA student group, and 4% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students, 90% of AA student group, and 90% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 25% of AA student group, and 25% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 1, 4<br/> Reading/ELA Performance Safeguard Target: Campus – AA, Special Ed, ELL (CSG); District – Special Ed and ELL (DSG),</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• ELA Participation Rates will be: <i>SAT 84%; ACT 84%; AP 18%.</i></li> <li>• ELA Performance Rates will be: <i>SAT 930; ACT 20.5; AP 45.65.</i></li> </ul>  |
| <p><b>Focus Strategies</b></p>          | <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading Campus Safeguard (CSG), District Safeguard (DSG).</li> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.</li> <li>• Maintain focus on higher levels of questioning and implementation of CRISS strategies. Utilize CISD training opportunities for new teachers (CSG, DSG).</li> <li>• Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students below grade level (CSG, DSG).</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices (CSG, DSG).</li> <li>• Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.</li> <li>• Utilize Reading class for identified students (CSG, DSG).</li> <li>• Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps. Based on data, require EN and after-school tutorials as close as possible to initial instruction.</li> <li>• Continue focus on creating rigorous common assessments prior to starting unit and align instruction with rigor of test.</li> <li>• Identify potential interventions and enrichments before starting each unit.</li> <li>• Actively recruit students into AP and advanced courses by utilizing parent information sessions and AP Ambassadors.</li> <li>• Increase percentage of students scoring at or above criterion on AP, SAT, and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction (CSG, DSG).</li> <li>• Offer after-school tutorials and retest opportunities for students failing common assessments.</li> <li>• 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.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (CSG, DSG).</li> <li>• Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays and EOC short answer questions.</li> <li>• Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy.</li> <li>• Focus on the daily practice of writing in every classroom as a means of synthesizing learning (CSG, DSG).</li> <li>• 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.</li> <li>• Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches.</li> <li>• 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.</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (CSG, DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Provide on-going support 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).</li> </ul> |
| <p><b>MATH Performance Objective</b></p> | <p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 74% of Eco Dis students, 67% of AA student group, and 78% of Hispanic student group met Level II standard. In addition, 14% of Eco Dis students, 6% of AA student group, and 14% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 95% of Eco Dis students, 95% of AA student group, and 95% of Hispanic student group will meet Level II standard. In addition, 30% of Eco Dis students, 30% of AA student group, and 30% of Hispanic student group will meet Level III standard.</b></p> <p>Target Math Reporting Category: 3</p> <p>Math Performance Safeguard Target (if applicable): Campus – AA, Special Ed, ELL (CSG); District – Special Ed and ELL (DSG)</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Math Participation Rates will be: SAT 91%; ACT 91%; AP 20%.</li> <li>• Math Performance Rates will be: SAT 490; ACT 21.2; AP 65.</li> </ul>  |
| <p><b>Focus Strategies</b></p>           | <ul style="list-style-type: none"> <li>• Utilize Eduphoria (STAAR and campus common assessment) data to identify areas of weakness.</li> <li>• Utilize targeted ENs for remediation based on formative assessments (CSG, DSG).</li> <li>• Actively recruit students into AP and advanced courses through parent information sessions.</li> <li>• Utilize Khan Academy as a resource for flipped classrooms and student tutorials.</li> <li>• Increase percentage of students scoring at or above criterion on AP, SAT, and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training.</li> <li>• Ensure that ELL students receive appropriate English language acquisition (CSG, DSG).</li> <li>• Offer after-school tutorials and retest opportunities for students failing common assessments.</li> <li>• Expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models (CSG, DSG).</li> <li>• 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</li> </ul>  |

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|  | <p>vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue the emphasis on small group math instruction such as in math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</li> <li>• 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.</li> <li>• 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.</li> <li>• Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches.</li> <li>• 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. (CSG, DSG)</li> <li>• The Special Education Coordinators and Special Education Instructional Coaches will provide training on implementing all levels of support along the continuum (CSG, DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (CSG, DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (CSG, DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Provide on-going support 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 (DSG).</li> </ul> |
| <p><b>SOCIAL STUDIES Performance Objective</b></p> | <p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 93% of Eco Dis students, 91% of AA student group, and 95% of Hispanic student group met Level II standard. In addition, 23% of Eco Dis students, 18% of AA student group, and 25% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 96% of Eco Dis students, 96% of AA student group, and 96% of Hispanic student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of AA student group, and 50% of Hispanic student group will meet Level III standard.</b></p> <p>Target Social Studies Reporting Category: 2</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Social Studies Performance Rates will be: AP 25%.</li> <li>• Social Studies Participation Rates will be: AP 30%.</li> </ul>  |
| <p><b>Focus Strategies</b></p>                     | <ul style="list-style-type: none"> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.</li> <li>• Identify and focus on process standards in World Geography and World History.</li> <li>• Utilize common assessments throughout year to determine weaknesses prior to EOC test.</li> <li>• Utilize AP writing strategies (DBQs) to increase percentage of students meeting the advanced performance level.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• 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 (DSG).</li> <li>• Train teachers to utilize higher level questioning strategies in class and on assessments.</li> <li>• Actively recruit students into AP and advanced courses by utilizing parent information sessions.</li> <li>• Increase percentage of students scoring at or above criterion on AP tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training.</li> <li>• Offer after-school tutorials and re-test opportunities for students failing common assessments.</li> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Implement the Interactive Student Notebook K-12 (DSG).</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Emphasize writing and the analysis of primary sources through the DBQ Project.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Provide on-going support 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 (DSG).</li> </ul> |
| <p><b>SCIENCE Performance Objective</b></p> | <p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 86% of Eco Dis students, 82% of AA student group, and 88% of Hispanic student group met Level II standard. In addition, 11% of Eco Dis students, 11% of AA student group, and 13% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 95% of Eco Dis students, 95% of AA student group, and 95% of Hispanic student group will meet Level II standard. In addition, 30% of Eco Dis students, 30% of AA student group, and 30% of Hispanic student group will meet Level III standard.</b></p> <p>Target Science Reporting Category: 2<br/> Science Performance Safeguard Target, if applicable: Special Education<br/> <i>Distinctions: Academic Achievement</i></p> <ul style="list-style-type: none"> <li>• Science Performance Rates will be: ACT 21.05, AP 38.95.</li> <li>• Science Participation Rates will be: ACT 15%, AP 15%.</li> </ul>   |
| <p><b>Focus Strategies</b></p>              | <ul style="list-style-type: none"> <li>• Utilize assessment data to determine individual student strengths and weaknesses and target interventions and enrichment activities to meet their needs.</li> <li>• Utilize AP instructional strategies in all courses.</li> <li>• Increase percentage of students scoring at or above criterion on AP and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College</li> </ul>  |

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|  | <p>Board AP training.</p> <ul style="list-style-type: none"> <li>• Offer after-school tutorials and re-test opportunities for students failing common assessments.</li> <li>• Teachers will plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) (DSG).</li> <li>• 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 (DSG).</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> <li>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary and science word walls in elementary and secondary classrooms (DSG).</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• 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).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas (DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Provide on-going support 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 (DSG).</li> </ul> |
| <b>HEALTH Performance Objective</b>  | <p><b>HEALTH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b><br/> 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>  |
| <b>Focus Strategies</b>  | <ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>• Track and evaluate students’ level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring).</li> <li>• Develop an Action Plan to address areas of weakness.</li> <li>• Provide students with information on a variety of physical activities and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>   |
| <p><b>1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p> |   |
| <b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>  | <p><b>INDEX 4: POST-SECONDARY READINESS</b><br/> In 2015-2016, 56% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.<br/> <b>In 2016-2017, 70% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b><br/> <b>Increase Attendance Rate from 93.9% to 95%</b></p> <p><b>4-Year/5-Year Longitudinal Graduation Rate</b> 98% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan.</p> <p><b>4-Year/5-Year Longitudinal RHSP/DAP Rate</b> 94% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan.</p>  |



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|                             | <p><b>Postsecondary Indicator Score (college-ready graduates)</b> 80% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:</p> <ul style="list-style-type: none"> <li>meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or</li> <li>complete and earn credit on at least two advanced/dual credit enrollment courses; or</li> <li>enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program).</li> </ul> <p><b>Meet eligible Campus Academic Achievement Distinction Designations (AADD)</b></p> <ul style="list-style-type: none"> <li><i>HS: 33% of indicators will be in top quartile at each campus.</i></li> </ul>  |
| <b>Focus Strategies</b>     | <ul style="list-style-type: none"> <li>Utilize additional resources (online resources, conferences, field trips, and AP textbooks) for enrichment in advanced courses.</li> <li>Increase percentage of students scoring at or above criterion on AP, SAT, and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training.</li> <li>Examine attendance reports weekly and meet with students and parents to identify cause of absences (CSG).</li> <li>Administrators and counselors will meet with all students (with parents) who are on track to exceed or have exceeded five absences in previous years.</li> <li>Conduct monthly dropout meetings with administrators to review withdrawals.</li> <li>Utilize home visits to encourage students to attend school (CSG).</li> <li>Utilize Gradpoint for credit recovery to help students graduate with cohort.</li> <li>Utilize after-school tutorials and retest room for grade recovery.</li> <li>Increase course offerings and availability of CTE courses to increase student engagement and retention.</li> <li>Utilize district and county services (MCYS) to prevent and recover dropouts.</li> <li>Utilize AP, SAT, and ACT data to identify academic strengths and weaknesses in senior level courses.</li> <li>Expand availability of dual credit courses through a collaborative agreement with Lone Star College Montgomery.</li> <li>Increase number and type of certifications earned on campus through CTE courses.</li> <li>Utilize HSA funds to reduce cost on AP tests and summer school for at-risk students.</li> <li>Increase graduation rate and plans by utilizing college and career center resources, college visits, and parent information nights.</li> <li>Continue to utilize common planning periods for all four cores plus LOTE and train new staff in PLC structure to ensure consistent delivery of content.</li> </ul> |
| <b>Financial Resources</b>  | Campus budget, SCE, Title III, HSA  |
| <b>Additional Resources</b> | 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<br>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool  |
| <b>Monitoring Timeline</b>  | November, January, April  |
| <b>Formative Evaluation</b> | CISD Benchmarks at 70% passing rate   |
| <b>Summative Evaluation</b> | TEA Accountability Summary<br>TAPR<br>Meet Performance Indicators for CASE  |
| <b>Project Manager(s):</b>  | Principal<br>Assistant Principal  |

| <b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b> |   |
|--|---|
| <b>Objective</b>   | To recruit, retain, and develop highly qualified teachers and staff for all students.                                 |
| <b>Focus Strategies</b>  | <ul style="list-style-type: none"> <li>Provide opportunities for all new hires to observe master teachers.</li> </ul> |

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|                             | <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to attend Advanced Placement and GT training.</li> <li>• Utilize Professional Learning Communities to enable all teachers to grow professionally.</li> <li>• Provide on-going, campus-based staff development to support teacher growth.</li> <li>• Create open-door offices to encourage constant communication between teachers and administrators.</li> <li>• Utilize Google-Doc surveys to encourage staff's input on campus issues and staff development.</li> <li>• Create a culture of kindness using CISD training and Safe Schools training to ensure that all staff members feel safe at work.</li> <li>• Review OHI with staff to determine areas where change is needed.</li> <li>• Celebrate staff/department accomplishments by supporting the CPE.</li> <li>• Continue to utilize common planning periods for all four cores plus LOTE and train new staff in PLC structure.</li> <li>• Provide technology staff to support teachers with hardware, software, and training.</li> <li>• Provide opportunities for teachers to attend GT training.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> <li>• Provide stipends for critical staff for bilingual assessment and self-contained special education settings.</li> </ul> |
| <b>Financial Resources</b>  | Campus budget, Teacher Activity Fund, Title III   |
| <b>Additional Resources</b> | Position Control Reports, Allocation Reports  |
| <b>Monitoring Timeline</b>  | November, January, March  |
| <b>Formative Evaluation</b> | HQ data from Human Resources  |
| <b>Summative Evaluation</b> | TAPR , HQ Report to TEA   |
| <b>Project Manager(s):</b>  | Principal<br>Assistant Principal  |

| <b>Goal 3 PARENTS AND COMMUNITY</b>                      |   |
|--|---|
| <b>Objective</b>   | To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.   |
| <b>Indicator 1.<br/>Community and Parent Involvement</b> | <p><b>Indicator 1 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Expand the campus partnerships with Buckalew, First Bank of Conroe, and Woodforest to support the educational achievement of all students.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide education and information sessions about the Parent Resource Center for parents of students with disabilities.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• Provide opportunities for parents to give input regarding the academic needs of students and programs.</li> <li>• 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, and disaster/life threatening situations.</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities, and businesses.</li> <li>• Develop plans for assisting students in transition to better adjust to the next educational level.</li> <li>• Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> </ul> |
| <b>Indicator 2.</b>                                      |   |

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| <p><b>21<sup>st</sup> Century Workforce Development</b></p> <p><b>Indicator 3. Second Language Acquisition</b></p> | <p><b>Indicator 2 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>Publish CTE Pathways on website.</li> <li>Provide individual advisement to students in their career pathways and assist in community relationships in creating internship opportunities.</li> <li>Advise students on multiple pathways for career/vocational opportunities with Conroe High School and Lone Star College.</li> </ul> <p><b>Indicator 3 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>Hold weekly team meetings to include ELL strategies to assist in incorporating ELPS into lesson plans.</li> <li>Using English 3D to supplement reading to assist in language acquisition.</li> <li>All staff will be Sheltered Instruction Observation Protocol trained.</li> </ul> |
| <b>Financial Resources</b>   | Campus budget  |
| <b>Additional Resources</b>  | Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology   |
| <b>Monitoring Timeline</b>   | Formative      November, January<br>Summative      July  |
| <b>Formative Evaluation</b>  | Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate  |
| <b>Summative Evaluation</b>  | Meet Performance Indicators for Campus<br>Meet Performance Indicators for CaSE   |
| <b>Project Manager</b>   | Principal  |

| <b>Goal 4 SAFE SCHOOLS</b>  |   |
|-----------------------------|---|
| <b>Objective</b>            | To provide a safe and orderly school environment conducive to learning for all students and staff.  |
| <b>Focus Strategies</b>     | <ul style="list-style-type: none"> <li>Provide safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</li> <li>Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>Monitor compliance to CISD Bullying policy.</li> <li>Utilize Safe School Ambassador Program to involve faculty and students in campus security concerns.</li> <li>Train employees and students and implement Safe and Civil standards.</li> <li>Encourage participation in crisis intervention training.</li> <li>Meet with local law enforcement/emergency service agencies.</li> <li>District Guidance Curriculum from classroom to school-wide activities addressing Decision Making, Communication Skills, Self-Confidence, Motivation to Achieve, and Valuing Diversity and Responsibility.</li> <li>Update the existing crisis plan.</li> <li>Increase capabilities to monitor through video surveillance system.</li> <li>Continue to monitor air quality and correct when necessary.</li> <li>Utilize student reward system to encourage good citizenship to maintain a safe, bully-free campus.</li> <li>Raise money with community members to expand the SSA program.</li> </ul> |
| <b>Financial Resources</b>  | Campus budget   |
| <b>Additional Resources</b> | Emergency Operations Plan   |
| <b>Monitoring Timeline</b>  | Formative      November, January<br>Summative      July   |
| <b>Formative Evaluation</b> | Record of programs/presentations/trainings for students and staff   |

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|                             | Quarterly reports of police activity and safety drills for campus |
| <b>Summative Evaluation</b> | Clean safety audit  |
| <b>Project Manager(s):</b>  | Principal<br>Assistant Principal                                  |

| <b>Goal 5 TECHNOLOGY</b>    |  |
|-----------------------------|--|
| <b>Objective</b>            | To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.   |
| <b>Focus Strategies</b>     | <ul style="list-style-type: none"> <li>• Monitor lesson plans to ensure that Technology Applications TEKS are met.</li> <li>• Provide on-going staff development which includes teacher and student utilization of technology both inside and outside the classroom.</li> <li>• Provide opportunities for teachers to do Canvas training during common team planning.</li> <li>• Provide teachers with support from technology teachers.</li> <li>• Provide a framework for website/lesson plan structure.</li> <li>• Provide opportunity for staff development during teacher conference periods.</li> <li>• Increase awareness of opportunities for staff development in technology through the District and Region trainings.</li> <li>• Continue to use Eduphoria as a source of data collection for benchmarks, and common assessments.</li> <li>• Conduct inventory of campus technology and conduct a needs assessment and determine the effectiveness of current technology.</li> <li>• Examine funding needed to support the purchase of new technologies: mobile device carts and smartboards.</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> </ul> |
| <b>Financial Resources</b>  | Campus budget  |
| <b>Additional Resources</b> | Technology staff   |
| <b>Monitoring Timeline</b>  | Formative            November, January<br>Summative        July  |
| <b>Formative Evaluation</b> | Records of professional development in technology.<br>Campus and District Technology Plans align with strategies.  |
| <b>Summative Evaluation</b> | Meet performance indicators for CaSE Rating.   |
| <b>Project Manager(s):</b>  | Principal<br>Assistant Principal<br>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**

| <b>Strategy</b>   | <b>SCE Program/Service</b>                            | <b>Funds Budgeted</b> | <b>FTEs</b>  |
|---|---|-----------------------|--------------|
| <b>SCE</b>  |   |                       |              |
| Close the Performance Gap: ELA, Math                                    | Academic Tutorials Extra Duty                         | 26,696                | 0.48         |
| Close the Achievement Gap: ELA, Math, Science                           | Instructional Support – Teachers for At-Risk Students | 638,924               | 12.00        |
| Technology: 3, 4, 6   | Instructional Support – Paraprofessionals             | 22,831                | 1.00         |
| Close the Achievement Gap: ELA, Math, Science, Social Studies materials | Instructional Materials for At-Risk Students          | 20,000                | 1.00         |
| Close the Achievement Gap: ELA, Math, Science, Social Studies materials | Technology Support for At-Risk Students               | 10,000                | 0.00         |
| Close the Achievement Gap   | Tutorial Transportation for At-Risk Students          | 304                   | 0.00         |
|   | <b>TOTAL SCE</b>                                      | <b>718,755.65</b>     | <b>13.00</b> |

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

| <b>Strategy</b>                               | <b>Program/Service</b>        | <b>Funds Budgeted</b> | <b>FTEs</b> |
|---|-------------------------------|-----------------------|-------------|
| <b>Title III LEP</b>                          |                               |                       |             |
| Close the Performance Gap: ELA, Math          | Extra Duty Tutorials          | 4,500                 | 0.08        |
| Close the Achievement Gap: ELA, Math, Science | Language Acquisition          | 4,000                 | 0.00        |
| Technology: 4, 6                              | Technology                    | 4,000                 | 0.00        |
| Close the Achievement Gap: ELA                | Instructional Materials/Books | 3,500                 | 0.00        |
|   | <b>TOTAL Title III LEP</b>    | <b>13,750</b>         | <b>0.08</b> |