

**Campus Improvement Plan  
2017-2018  
Secondary Campus: DAEP/JJAEP/JDC  
Rating: Met Standard**

**Goal 1: Student Achievement and Post-Secondary Success**

DAEP/JJAEP/JDC School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Master Rigorous Academic Standards**

- *Domain 1: Student Achievement: All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards*
  - *Distinction - Academic Achievement Distinction Designation (AADD) indicator in Reading, Math, Writing, Social Studies, and Science.*
    - *K-6: Based on performance in top quartile of campus comparison group for students Mastering Grade Level performance.*
  
- *Domain 2: Student Progress: Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed who achieve STAAR Expected and Accelerated Growth measures:*
  - *Distinction - Academic Achievement Distinction Designation (AADD) indicator in Reading and Math*
    - *K-6: Based on performance in top quartile of campus comparison group for Student Progress.*
  - *Distinction - Top 25% in Student Progress*
    - *Top quartile of campus comparison group in Student Progress for Domain 2.*

**Closing Performance Gaps**

- *Domain 3: Closing Performance Gaps: All subjects; achievement of economically disadvantaged students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards.*
  - *Distinction - Top 25% in Closing Performance Gaps*
    - *Top quartile of campus comparison group in performance on Domain 3*

**Successful Completion of High School**

- *Domain 4: Postsecondary Readiness: All students, 7 racial/ethnic groups for Attendance Rate, Graduation Rate, Graduation Plan Rate and Postsecondary Readiness*
  - *Distinction - Top 25% Distinction in Postsecondary Readiness performance on Domain 4*

**Campus and Student Engagement**

- *Domain 5: CaSE: Locally assigned ratings for Fine Arts, Wellness and Physical Education, Community and Parental Involvement, 21<sup>st</sup> Century Workforce Development, Second Language Acquisition, Digital Learning Environment, Dropout Prevention Strategies, and Educational Programs for Gifted and Talented Students.*

**GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS**

**MASTER RIGOROUS ACADEMIC STANDARDS - DOMAIN 1: STUDENT ACHIEVEMENT and DOMAIN 2: STUDENT PROGRESS and DOMAIN 3: CLOSING PERFORMANCE GAPS**

**DOMAIN 1: STUDENT ACHIEVEMENT OBJECTIVE**

**Domain 1: Student Achievement - All Students/All Subjects**

Performance in 2016-2017 – All students/all subjects combined

n/a% Approaching Grade Level Standards

n/a% Meeting Grade Level Standards

n/a% Mastering Grade Level Standards

Goal for 2017-2018 – All students combined

n/a% Approaching Grade Level Standards

n/a% Meeting Grade Level Standards

n/a% Mastering Grade Level Standards

Distinctions:

- Will meet AADD indicator for performance (Mastering the Grade Level) ) in Reading/ELA, Writing, Math, Grade 8 Science and End of Course (EOC) Biology, and Grade 8 Social Studies and EOC US History.
- Reading and Math: Will meet AADD indicators for performance and participation in SAT, ACT,

	<p>AP, and Algebra 1.</p> <ul style="list-style-type: none"> <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>
<p><b>DOMAIN 2: STUDENT PROGRESS OBJECTIVES</b></p>	<p><b>Domain 2: Student Progress</b>  <b>Reading, Math and Writing: All students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  Performance in 2016-2017  n/a% of students who met Expected or Accelerated Growth measures.  n/a% of students who met Accelerated Growth measures only.  Goal for 2017-2018  n/a% of students who will meet Expected or Accelerated Growth measures.  n/a% of students who will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.</li> <li>• Will meet indicator for Accelerated Growth in Reading/ELA and Math.</li> </ul>
<p><b>READING Strategies</b></p>	<p><b>READING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  <i>Elementary</i></p> <ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.</li> <li>• Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</li> <li>• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading will take place in July/August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.”</li> <li>• Components of CISD READS will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text.</li> <li>• Collaboration of professional development between ELA and Bilingual/ESL departments.</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II training.</li> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.</li> <li>• Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level.</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.</li> <li>• Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.</li> </ul>
<p><b>MATH Strategies</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• Provide professional learning opportunities for all Math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop Math strategies to modify for identified gifted Math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, Math centers for anchor activities, and use of</li> </ul>

	<p>technology to improve skills, fact fluency, and problem solving strategies.</p> <ul style="list-style-type: none"> <li>• Provide strategies and professional learning opportunities 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>• Continue the emphasis on small group Math instruction such as in guided Math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.</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 strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily Math instruction for grades K-12.</li> <li>• CISD Solves Math Review/Mental Math</li> <li>• CISD Solves Poster Method</li> <li>• CISD Solves Math Fluency</li> <li>• Algebra Tiles</li> <li>• Guided Math</li> <li>• Grade Level Team Meetings</li> <li>• Process Standards</li> <li>• Algebra 1 Leadership Team</li> </ul>
<p><b>SOCIAL STUDIES Strategies</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning.</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>• Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i></li> <li>• Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i></li> <li>• Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.</li> <li>• Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers.</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 Instructional Strategy Manual.</li> <li>• Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation</li> </ul>

	of advanced-level products.
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned Science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed Science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students utilize a Science interactive notebook as part of their learning process.</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.</li> <li>• Professional learning opportunities on Science Interactive Word Walls to Science teachers by Dr. Julie Jackson, professor at Texas State University.</li> <li>• Professional learning opportunities will be provided on Science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction.</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 and afterschool professional learning opportunities.</li> <li>• Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings.</li> <li>• Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of common assessment writing 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 Leadership-Teams meetings.</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 the Science Leadership Teams meetings.</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> professional learning opportunities.</li> <li>• The Science Department Chair will attend safety trainings provided by the Science Coordinator and will provide campus safety trainings to all teachers in the department.</li> </ul>
<b>DOMAIN 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<p><b>Domain 3: Closing Performance Gaps - All subjects- Economically Disadvantaged Students</b></p> <p>Performance in 2016-2017:  n/a% scored Approaching Grade Level Standards  n/a% scored Meeting Grade Level Standards  n/a% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:  n/a% will score Approaching Grade Level Standards  n/a% will score Meeting Grade Level Standards  n/a% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (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>• Ensure that Individualized Education Plans are designed to personalize learning based on</li> </ul>

	<p>student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG)</p> <ul style="list-style-type: none"> <li>• Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> <li>• Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)</li> <li>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> <li>• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery.</li> <li>• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students.</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG)</li> <li>• Provide intensive, systematic, researched-based reading instruction to identified dyslexic, and special education at-risk students. (CSG)</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> </ul>
<p><b>READING/ELA Performance Objective</b></p>	<p><b>READING/ELA CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>Performance of Economically Disadvantaged students in 2016-2017  n/a % scored Approaching Grade Level Standards  n/a % scored Meeting Grade Level Standards  n/a % scored Mastering Grade Level Standards  Goal for Economically Disadvantaged students in 2017-2018  n/a % will score Approaching Grade Level Standards  n/a % will score Meeting Grade Level Standards  n/a % will score Mastering Mastered Grade Level Standards</p> <p>Target: Reporting Category: <u>n/a</u>  Reading/ELA Performance Safeguard Target (if applicable): <u>n/a</u></p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• ELA Participation Rates will be: SAT n/a %; ACT n/a %; AP n/a %.</li> <li>• ELA Performance Average Scores will be: SAT n/a ; ACT n/a; AP n/a.</li> </ul>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</li> <li>• Re-examine effectiveness and depth of Guided Reading in the 1-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</li> </ul>
<p><b>WRITING Performance Objective</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>Performance of Economically Disadvantaged students in 2016-2017  n/a % scored Approaching Grade Level Standards  n/a % scored Meeting Grade Level Standards  n/a % scored Mastering Grade Level Standards  Goal for Economically Disadvantaged students in 2017-2018  n/a % will score Approaching Grade Level Standards  n/a % will score Meeting Grade Level Standards  n/a % will score Mastering Mastered Grade Level Standards</p>

	<p>Target Writing/ELA Reporting Category: n/a %  Writing/ELA Performance Safeguard Target (if applicable) n/a</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in <ul style="list-style-type: none"> <li>○ Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 1-4</li> </ul> </li> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing.</li> <li>• Maintain use of rubrics, such as those utilized in the Traits models, AP courses, and by TEA for STAAR essays and EOC short answer questions.</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.</li> </ul>
<b>MATH Performance Objective</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  Performance of Economically Disadvantaged students in 2016-2017  n/a % scored Approaching Grade Level Standards  n/a % scored Meeting Grade Level Standards  n/a % scored Mastering Grade Level Standards  Goal for Economically Disadvantaged students in 2017-2018  n/a % will score Approaching Grade Level Standards  n/a % will score Meeting Grade Level Standards  n/a % will score Mastering Mastered Grade Level Standards</p> <p>Target Math Reporting Category: n/a  Math Performance Safeguard Target (if applicable): n/a</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Math Participation Rates will be: SAT n/a %; ACT n/a %; AP n/a %.</li> <li>• Math Performance Average Scores will be: SAT n/a ; ACT n/a ; AP n/a .</li> <li>• Math Participation Rates for Algebra 1 by Grade 8 will be n/a %. <i>(JH only)</i></li> <li>• Math Performance Rates for Algebra 1 by Grade 8 will be n/a %. <i>(JH only)</i></li> </ul>
<b>Focus Strategies</b>	<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 Guided Math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers.</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 vocabulary strategies using graphic organizers, Math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> </ul>
<b>SOCIAL STUDIES Performance Objective</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  Performance of Economically Disadvantaged students in 2016-2017  n/a % scored Approaching Grade Level Standards  n/a % scored Meeting Grade Level Standards  n/a % scored Mastering Grade Level Standards  Goal for Economically Disadvantaged students in 2017-2018  n/a % will score Approaching Grade Level Standards  n/a % will score Meeting Grade Level Standards  n/a % will score Mastering Mastered Grade Level Standards</p> <p>Target Social Studies Reporting Category: n/a  Social Studies Performance Safeguard Target, if applicable: n/a (Student Group)</p>

	<p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Social Studies Participation Rates will be: AP n/a %.</li> <li>• Social Studies Performance Average Scores will be: AP n/a %.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning.</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> </ul>
<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>Performance of Economically Disadvantaged students in 2016-2017  n/a % scored Approaching Grade Level Standards  n/a % scored Meeting Grade Level Standards  n/a % scored Mastering Grade Level Standards  Goal for Economically Disadvantaged students in 2017-2018  n/a % will score Approaching Grade Level Standards  n/a % will score Meeting Grade Level Standards  n/a % will score Mastering Mastered Grade Level Standards</p> <p>Target Science Reporting Category: n/a  Science Performance Safeguard Target, if applicable n/a % (Student Group)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Science Participation Rates will be: ACT n/a %, AP n/a %.</li> <li>• Science Performance Average Scores will be: ACT n/a , AP n/a %.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned Science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed Science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students utilize a Science Interactive Notebook as part of their learning process.</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.</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>n/a % 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>• Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.</li> <li>• Provide students with opportunities and activities that allow “choice.”</li> <li>• Provide students with technology that promotes self-assessment.</li> <li>• Provide students with relevant information that encourages healthy nutrition choices.</li> <li>• Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure students demonstrate responsible personal and social behavior that respects self and others.</li> <li>• Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression, and social interaction.</li> <li>• Assess student’s Health-Related fitness using the <i>Fitness Gram</i> assessment, twice per year.</li> <li>• Provide instruction that incorporates a high percentage of engaged time.</li> <li>• Provide students with a safe and barrier free environment in which to learn and move.</li> <li>• Ensure that the teacher-student ratio does not exceed 45:1.</li> <li>• Ensure that students receive the appropriate number of state required minutes in physical education per week or 10-day period.</li> <li>• Ensure that teachers are receiving <i>up-to-date</i> curriculum and instruction opportunities needed for growth.</li> <li>• Ensure that students have adequate amounts of space to move and play safely.</li> <li>• Provide teachers with leadership opportunities.</li> <li>• Provide teachers with opportunities to earn state recognition as a result of exemplary curriculum and instruction.</li> <li>• Provide students with opportunities to participate in extracurricular fitness/sport activities.</li> </ul>
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<b>1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Domain 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
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<b>DOMAIN 4: POSTSECONDARY READINESS OBJECTIVES</b>	<p><b>DOMAIN 4: POSTSECONDARY READINESS</b></p> <p>Jr. High and High School Campuses</p> <ul style="list-style-type: none"> <li>• Attendance rate will increase from n/a% to n/a%</li> </ul> <p>High School Campuses</p> <ul style="list-style-type: none"> <li>• Graduation Rate Score for all students and 7 race/ethnic groups, special education, and ELL will increase from n/a% to n/a%</li> <li>• Graduation Plan Rate for all students and 7 race/ethnic groups, special education, and ELL will increase from n/a% to n/a%</li> <li>• Postsecondary Readiness <ul style="list-style-type: none"> <li>○ Percent of graduates who meet College and Career Readiness standards by completing at least one of the following will increase from n/a% to n/a%: <ul style="list-style-type: none"> <li>- Completed a coherent sequence of CTE courses.</li> <li>- Earned credit for at least 2 advanced/dual enrollment courses.</li> <li>- Satisfied the TSI requirement on TSIA, ACT or ACT in both ELA and Math.</li> </ul> </li> </ul> </li> </ul> <p><b>Meet eligible campus Academic Achievement Distinction Designations (AADD) in Reading, Math, Writing, Social Studies, and Science</b>  <i>Jr. High Schools - 50% of indicators will be in top quartile</i>  <i>High Schools - 33% of indicators will be in top quartile</i></p> <p><b>Meet Top 25% in Student Progress Distinction Designations</b>  <i>Top quartile of campus comparison group in performance for student progress.</i></p> <p><b>Meet Top 25% in Closing Performance Gaps Distinction Designations</b>  <i>Top quartile of campus comparison group in performance for closing performance gaps.</i></p> <p><b>Meet eligible Postsecondary Readiness Distinction Designations</b>  <i>Jr. High Schools - 50% of indicators will be in top quartile</i>  <i>High Schools – 33% of indicators will be in top quartile</i></p> <p><b>Grade 7-12 Safeguard Indicators</b>  Safeguard Target for Participation Rate (if applicable): n/a  Safeguard Target for Federal Graduation Rate (if applicable): n/a  Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p>
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<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Create weekly incentives to improve yearly attendance but with more frequent intervals.</li> <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 in all content areas.</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 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 passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	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>• Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>• Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</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

<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. <i>CaSE</i> : Will achieve a rating of Exemplary in Community and Student Engagement.
<b>Indicator 1.</b>	<b>CaSE Indicator 1:</b> <b>Specific Criteria</b> <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>• Involve students in orientation outlining procedures and expectations of the program.</li> <li>• Invite parents to attend student orientation outlining procedures and expectations of the program.</li> <li>• Provide notices to parents and students in an understandable and uniform format.</li> </ul> <b>CaSE Indicator 2:</b> <b>Specific Criteria</b>
<b>Indicator 2.</b>	
<b>Indicator 3.</b>	

	<ul style="list-style-type: none"> <li>Develop plans for assisting students in transition to better adjust to the next educational level.</li> </ul> <p><b>CaSE Indicator 3:</b></p> <p><b>Specific Criteria</b></p> <ul style="list-style-type: none"> <li>Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> <li>Hold weekly team meetings to ensure teacher collaboration within each department/grade.</li> </ul>
<b>Financial Resources</b>	Campus budget Title ID
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative      November, January 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 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>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>Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services.</li> <li>Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff. Quarterly reports of police activity and safety drills for campus.
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	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>Monthly team meetings to review district technology (websites, Eduphoria, View It), ensuring consistency across the campus and confidence with the programs.</li> <li>Provide hands-on training in use of new technology hardware and software.</li> <li>Build teacher capacity to fully implement technology in instruction.</li> <li>Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>Ensure the Technology Applications TEKS are met across content areas.</li> </ul>
<b>Financial Resources</b>	Campus budget Title ID
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative      November, January Summative      July

<b>Formative Evaluation</b>	Records of professional development in technology. Campus and District Technology Plans align with strategies.
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	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  
2017-2018 School Year**

<b>Strategy</b>	<b>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	General Education Teachers for At-Risk Students (010)	414,640	7.00
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	General Education Teachers for At-Risk Students (020)	798,255	12.50
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	General Education Teachers for At-Risk Students (201)	185,660	2.00
	<b>TOTAL SCE</b>	<b>1,398,555</b>	<b>21.50</b>

**Resources Allocated for Title  
2017-2018 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title ID</b>			
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Books	15,000	0.00
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Software License/Renewal	12,500	0.00
Writing: Strategy 1 Reading: Strategy 2	Instructional Materials	40,131	0.00
Technology: Strategy 2, 4	Extra Duty	22,000	0.00
Technology: Strategy 2, 4	Technology	34,413	0.00
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	Printing	7,000	0.00
	<b>TOTAL Title ID</b>	<b>131,044</b>	<b>0.00</b>
<b>Title III LEP</b>			
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	Extra Duty	500	0.00
Technology: Strategy 4	Technology	500	0.00
Reading/ELA: Strategy 9	Books	500	
Reading: Strategy 2 Writing: Strategy 1	Instructional Materials	500	0.00
	<b>TOTAL Title III LEP</b>	<b>2,000</b>	<b>0.00</b>