

**Campus Improvement Plan  
2016-2017**

**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**

- *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.*
- *K-8: Based on performance in top quartile for 50% of measures; 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 (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*

|  |   |
|--|---|
| <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, n/a of All students combined over all subject areas met Level II standard.<br/>                     In 2021-2022, n/a 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 <u>  </u>% 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 Reading, Writing, Math, Grade 8 Science, End of Course Biology, Grade 8 Social Studies, 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 n/a<br/> <b>In 2016-2017, the Index 2 Score will be n/a.</b><br/> <i>Distinctions:</i></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 AADD indicator for greater than expected growth in Reading, Writing, and Math.</li> </ul>   |

|                                  |   |
|----------------------------------|---|
| <p><b>READING Strategies</b></p> | <p><b>READING CURRICULUM INSTRUCTION, &amp; STAFF DEVELOPMENT</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>• Maintain focus on higher levels of questioning and critical thinking.</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> <li>• Staff members are encouraged to attend CRISS trainings in order to further support student learning and thinking.</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <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, Student Choice thru Readers’ Workshop, and Short Answer Response</li> <li>• The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres.</li> <li>• ELA staff members will attend training on working with Struggling Boy Readers and Writers in order to facilitate this area of need.</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>• 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>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 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</li> </ul>   |

|   |  |
|---|--|
|   | <p>mistakes in the classroom and help students understand everyone can do math.</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 guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</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>  |
| <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 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>• 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 Elementary Teachers.</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> |
| <p><b>SCIENCE Strategies</b></p>        | <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 science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.</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</li> </ul>   |

|  |  |
|--|--|
|  | <p>student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</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 and after school staff developments.</li> <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 n/a and included the student groups of Eco Dis, n/a, and n/a.<br/> <b>In 2016-2017, the Index 3 Score will be n/a and will include the student groups of Eco Dis, n/a, and n/a.</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 school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to work with dyslexic at-risk students.</li> <li>• Work with the student’s Campus ARD Committee to determine the most appropriate test levels for students with disabilities taking the STAAR Alternate test.</li> <li>• Work with students with disabilities to increase time doing more independent practice during learning lab and work stations so that they may be eligible to be assessed at a higher level of STAAR Alt.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. (District Safeguard State)</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>• General education teachers provide differentiated instructional strategies to improve the achievement of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas and all at-risk students.</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 special education students in all content areas. District Safeguard (DSG).</li> <li>• Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> </ul>   |

|   |   |
|---|---|
| <p><b>READING Performance Objective</b></p> | <p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b><br/>         In 2015-2016, n/a of Eco Dis students, n/a of n/a student group, and n/a of n/a student group met Level II standard. In addition, n/a of Eco Dis students n/a student group, and n/a student group met Level III standard.<br/> <b>In 2016-17, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level III standard.</b><br/>         Target: Reporting Category:<br/>         Reading/ELA Performance Safeguard Target (if applicable):<br/> <i>Distinctions:</i></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 Rates 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><br/>         In 2015-2016, n/a of Eco Dis students, n/a student group, and n/a student group met Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group met Level III standard.<br/> <b>In 2016-17, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level III standard.</b><br/>         Target Writing Reporting Category:<br/>         Writing Performance Safeguard Target (if applicable):</p>  |
| <p><b>Focus Strategies</b></p>              | <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>   |
| <p><b>MATH Performance Objective</b></p>    | <p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b><br/>         In 2015-2016, n/a of Eco Dis students, n/a student group, and n/a student group met Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group met Level III standard.<br/> <b>In 2016-17, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level III standard.</b><br/>         Target Math Reporting Category:<br/>         Math Performance Safeguard Target (if applicable):<br/> <i>Distinctions:</i></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 Rates will be: SAT n/a; ACT n/a; AP n/a</li> <li>• Math Participation Rates for Algebra 1 by Grade 8 will be <i>(JH only)</i></li> <li>• Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be <i>n/a (JH only)</i></li> </ul> |
| <p><b>Focus Strategies</b></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 guided math, tracking individual progress through documentation (including AMI) using anecdotal notes, and</li> </ul>  |

|   |  |
|---|--|
|   | <p>implementation of effective tutorial programs for teachers.</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> </ul>  |
| <b>SOCIAL STUDIES Performance Objective</b> | <p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, n/a of Eco Dis students, n/a student group, and n/a student group met Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group met Level III standard.<br/> <b>In 2016-17, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level III standard.</b></p> <p>Target Social Studies Reporting Category n/a<br/> Social Studies Performance Safeguard Target, if applicable: _ n/a _ (Student Group)</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Social Studies Performance Rates will be: AP n/a</li> <li>• Social Studies Participation Rates 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>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</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> </ul>  |
| <b>SCIENCE Performance Objective</b>        | <p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, n/a of Eco Dis students, n/a student group, and n/a student group met Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group met Level III standard.<br/> <b>In 2016-17, n/a of Eco Dis students n/a student group, and n/a student group will meet Level II standard. In addition, n/a of Eco Dis students, n/a student group, and n/a student group will meet Level III standard.</b></p> <p>Target Science Reporting Category: n/a<br/> Science Performance Safeguard Target, if applicable: n/a (Student Group)</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Science Performance Rates will be: ACT N/A, AP N/A.</li> <li>• Science Participation Rates will be: ACT n/a, AP n/a.</li> </ul>                     |
| <b>Focus Strategies</b>                     | <ul style="list-style-type: none"> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Ensure that teachers require all students to 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>• Coordinate lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitness gram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks.</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as</li> </ul>  |

|  |   |
|--|---|
|  | games and activities.   |
| <b>1.1</b>   | <b>SUCCESSFUL COMPLETION OF HIGH SCHOOL<br/>POST-SECONDARY READINESS (Index 4)<br/>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>   |
| <b>INDEX 4:<br/>POSTSECONDARY<br/>READINESS<br/>OBJECTIVES</b> | <p><b>INDEX 4: POST-SECONDARY READINESS</b><br/>In 2015-2016 n/a all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.<br/><b>In 2016-2017, n/a all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b><br/><b>Increase Attendance Rate from n/a to n/a</b></p> <p><b>4-Year/5-Year Longitudinal Graduation Rate</b> n/a 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> n/a of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan</p> <p><b>Postsecondary Indicator Score (college-ready graduates)</b> ___% 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>• 7-8 50% of indicators will be in top quartile at each campus</li> <li>• HS 33% of indicators will be in top quartile at each campus</li> </ul> <p><b>Grade 7-12 Safeguard Indicators</b><br/>Safeguard Target for Participation Rate (if applicable): n/a<br/>Safeguard Target for Federal Graduation Rate (if applicable): n/a<br/>Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p> |
| <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<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   |

| <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 professionals 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.   |
| <b>Indicator 1.</b><br><i>Community &amp; Parent Involvement</i><br><br><b>Indicator 2.</b><br><i>21<sup>st</sup> Century Workforce Development</i><br><br><b>Indicator 3.</b><br><i>Digital Learning Environment</i> | <b>Indicator 1 Focus Strategies</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>Indicator 2 Focus Strategies</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> <b>Indicator 3 Focus Strategies</b> <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<br>Title ID   |
| <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>• 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<br>Summative July   |
| <b>Formative Evaluation</b> | Record of programs/presentations/trainings for students and staff.<br>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<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 STaR Report  |
| <b>Project Manager(s):</b>  | Principal  |

### **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         |
|--|---|----------------|--------------|
| <b>SCE</b>   |   |                |              |
| Close the Achievement Gap: Strategy 5, 6<br>Reading: Strategy 2<br>Math: Strategy 1<br>Writing: Strategy 1 | General Education Teachers for At-Risk Students | 766,909        | 14.00        |
| Close the Achievement Gap: Strategy 1, 3   | At-Risk Paraprofessionals                       | 15,866         | 1.00         |
|  | <b>TOTAL SCE</b>                                | <b>782,775</b> | <b>15.00</b> |

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

| Strategy   | Program/Service            | Funds Budgeted | FTEs        |
|--|----------------------------|----------------|-------------|
| <b>Title ID</b>  |                            |                |             |
| Close the Achievement Gap: Strategy 1<br>Reading: Strategy 1<br>Math: Strategy 2 | Instructional Support      | 55,931         | 0.00        |
| Close the Achievement Gap: Strategy 1<br>Reading: Strategy 1<br>Math: Strategy 2 | Software License/Renewal   | 10,700         | 0.00        |
| Writing: Strategy 1<br>Reading: Strategy 2                                       | Instructional Materials    | 12,000         | 0.00        |
| Technology: Strategy 2, 4  | Staff development          | 16,500         | 0.00        |
| Technology: Strategy 2, 4  | Technology                 | 30,000         | 0.00        |
|  | <b>TOTAL Title ID</b>      | <b>125,131</b> | <b>0.00</b> |
| <b>Title III LEP</b>   |                            |                |             |
| Reading: Strategy 2<br>Writing: Strategy 1                                       | Instructional Support      | 600            | 0.00        |
| Technology Strategy 6  | Technology                 | 500            | 0.00        |
| Reading/ELA Strategy 9   | Books                      | 200            | 0.00        |
| Reading: Strategy 2<br>Writing: Strategy 1                                       | Instructional Materials    | 490            | 0.00        |
|  | <b>TOTAL Title III LEP</b> | <b>1,790</b>   | <b>0.00</b> |