

**Campus Improvement Plan
2016-2017**

Secondary Campus : Hauke Academic Alternative High School Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Hauke Academic Alternative 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, 58% meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress:30
- *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): 30
- *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:100
- *Post-Secondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 58% of All students combined over all subject areas met Level II standard. In 2021-2022, 80% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be an increase of 7 % so that 65% meet Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • 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. • Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1. • Science will meet AADD indicators for performance and participation in ACT and AP. • Social Studies will meet AADD indicators for performance and participation in AP.
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 30. In 2016-2017, the Index 2 Score will be 35. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math. • Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.

READING Strategies	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Staff members are encouraged to attend CRISS trainings in order to further support student learning and thinking. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide staff development and follow through for all math teachers in grades K–12 on the implementation of the new mathematics TEKS. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–12.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • 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.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III). In 2015-2016, the Index 3 Score was 30 and included the student groups of Eco Dis, African American, and Hispanic. In 2016-2017, the Index 3 Score will be 35 and will include the student groups of Eco Dis, African American, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps.
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. • 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). • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG). • 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). • 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). • 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).
READING Performance Objective	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 35% of Eco Dis students, 11% of African American student group, and 31% of Hispanic student group met Level II standard. In addition, 0 % of Eco Dis students, 0% of African American student group, and 0 % of Hispanic student group met Level III standard. In 2016-17, 40% of Eco Dis students, 20% of African American student group, and 40% of Hispanic student group will meet Level II standard. In addition, 2 % of Eco Dis students, 2% of African American student group, and 2% of Hispanic student group will meet Level III standard. Target: Reporting Category: SE 5 Reading Comprehension</p>

	<p>Reading/ELA Performance Safeguard Target :60 Eco Dis, Hispanic, African American</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • ELA Participation Rates will be: <i>SAT 25%; ACT 25%; AP N/A%.</i> • ELA Performance Rates will be: <i>SAT 25%; ACT 25%; AP N/A%.</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • Maintain focus on higher levels of questioning and critical thinking. • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level. • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. • Provide intensive, systematic tutoring for identified at-risk students during the school day for Reading. Campus Safeguard (CSG) • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • 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) <p>Staff Development Strands</p> <ul style="list-style-type: none"> • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. • 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. • ELA staff members will attend district workshops focused on Close Reading, Poetry, Student Choice thru Readers’ Workshop, and Short Answer Response. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. <p>Recommended Resources</p> <ul style="list-style-type: none"> • <i>The Comprehension Toolkit</i> by Stephanie Harvey • <i>Texts and Lessons</i> by Harvey Daniels • <i>Deeper Reading, Reading Reasons, and Readicide</i> by Kelly Gallagher • <i>When Kids Can’t Read</i> by Kyleene Beers • <i>Less is More</i> by Kim Campbell • <i>Book Love</i> by Penny Kittle • <i>Falling in Love with Close Reading</i>
<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>For 2015-2016, Actual Data not available due to minimum size criteria.</p> <p>In 2016-17, 60% of Eco Dis students, 60% of African American student group, and 60% of Hispanic student group will meet Level II standard. In addition, 2% of Eco Dis students, 2% of African American student group, and 2% of Hispanic student group will meet Level III standard.</p> <p>Target Writing Reporting Category: SE 13 Writing Process</p> <p>Writing Performance Safeguard Target: Eco Dis, Hispanic, African American</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive, and analytical writing.

	<ul style="list-style-type: none"> • Maintain use of rubrics, such as those utilized in workshop models, AP courses, and by TEA for STAAR essays, and EOC short answer questions. • Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • ELA staff members at the junior high level will attend a Writer’s Workshop institute and take back to their department in the form of ongoing trainings on the implementation of the workshop approach. • 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. • ELA staff members will attend district writing workshops focused on expository, persuasion, and analytical writing to prepare students in writing toward these genres, and to assist peers in for the effective teaching and implementation of these genres of writing. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • ELA staff members will attend training on working with Struggling Boy Readers and Writers in order to facilitate this area of need. • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. <p>Recommended Resources</p> <ul style="list-style-type: none"> • <i>Write Like This and Teaching Adolescent Writers</i> by Kelly Gallagher • <i>10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined</i> by Jeff Anderson • <i>What a Writer Needs</i> by Ralph Fletcher • <i>Image Grammar</i> by Harry Noden • <i>Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School</i> by Don Killgallon • <i>Write Beside Them</i> by Penny Kittle • Grade Level Scope and Sequence Documents • <i>Units of Study in Argument, Information and Narrative Writing</i> by Lucy Calkins and colleagues.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 67% of Eco Dis students, 67% of African American student group, and 67% of Hispanic student group met Level II standard. In addition, 1% of Eco Dis students, 0% of African American student group, and 0% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 70% of Eco Dis students, 70 % of African American student group, and 70% of Hispanic student group will meet Level II standard. In addition, 2% of Eco Dis students, 2% of African American student group, and 2% of Hispanic student group will meet Level III standard.</p> <p>Target Math Reporting Category: SE 6 Quadratic Functions Math Performance Safeguard Target: Eco Dis, Hispanic, African American</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Math Participation Rates will be: <i>SAT 25%; ACT 25%; AP N/A%.</i> • Math Performance Rates will be: <i>SAT 25%; ACT 25%; AP N/A%.</i> • Math Participation Rates for Algebra 1 by Grade 8 will be <i>1% (JH only).</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes, and implementation of effective tutorial programs for teachers to ensure differentiation for all

	<p>learners.</p> <ul style="list-style-type: none"> • 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. • Provide staff development and follow through for all math teachers in grades K–12 on the implementation of the new mathematics TEKS. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–12. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math. <p>Staff Development Strands</p> <ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • New TEKS Training <p>Recommended Resources</p> <ul style="list-style-type: none"> • <i>Five Easy Steps to a Balanced Math Program</i> (Christinson) • <i>Teaching Student Centered Mathematics</i> (Van de Walle) • <i>Number Sense Routines</i> (Shumway) • <i>Math Work Stations</i> (Diller) • <i>Guided Math</i> (Sammons) • CISD Mathematics Canvas Courses • Engaging Mathematics – Region IV • Kim Sutton • <i>Developing Number Concepts</i> (Richardson) • Grade Level Scope and Sequence Documents • lead4ward Resources • Mistakes in the classroom and help students understand everyone can do math.
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 74% of Eco Dis students, 100% of African American student group, and 72% of Hispanic student group met Level II standard. In addition, 29% of Eco Dis students, 4% of African American student group, and 2 % of Hispanic student group met Level III standard.</p> <p>In 2016-17, 80% of Eco Dis students, 80% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students, 10% of African American student group, and 30% of Hispanic student group will meet Level III standard.</p> <p>Target Social Studies Reporting Category: SE 3 Analyze political and economic issues Social Studies Performance Safeguard Target: Eco Dis, Hispanic, African American</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Social Studies Performance Rates will be: AP N/A%. • Social Studies Participation Rates will be: AP N/A%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.

	<ul style="list-style-type: none"> • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project. <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017. <p>Recommended Resources</p> <ul style="list-style-type: none"> • <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> • Scholastic News • Brain Pop • United Streaming • National Geographic for Kids • Mastering the TEKS – Jarrett • Social Studies Model • Social Studies Strategy Manual • Grade Level Scope and Sequence Documents
<p>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 55% of Eco Dis students and 60% of Hispanic student group met Level II standard. In addition, 6% of Eco Dis students and 6% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 60% of Eco Dis students, and 65% of Hispanic student group will meet Level II standard. In addition, 1% of Eco Dis students, and 1% of Hispanic student group will meet Level III standard.</p> <p>Target Science Reporting Category: SE Biological Processes and Systems Science Performance Safeguard Target: Eco Dis, Hispanic, African American</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Science Performance Rates will be: ACT 25 %, AP N/A %. • Science Participation Rates will be: ACT 25 %, AP N/A%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • 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. <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during

	<p>the <i>Science Buffet for K-12th Grades</i>.</p> <ul style="list-style-type: none"> • 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. • Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres. • The Science Coordinator will provide trainings and state updates at fall and spring Cadres. <p>Recommended Resources</p> <ul style="list-style-type: none"> • Region 4 Educational Service Center- <i>Gateways to Science</i> - 1st – 8th grades • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • Rice STEM scopes for K – 4th Grade- • TEA Biology End-of Course Success Training and Resources • TEA Science Academies for Grades K-4 Training and Resources – Parts 1 and 2 • TEA Science Academies for Grades 5-8 Training and Resources • Page Keeley- <i>Science Formative Assessment</i> • Robert Marzano- <i>Building Background Knowledge</i> • Robert Marzano- <i>Classroom Instruction that Works</i> • <i>Writing in Science</i> by Betsy Rupp Fulwiler
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • Track and evaluate students’ level of health-related fitness by conducting two Fitness Gram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS In 2015-2016 19 % all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. In 2016-2017, 25% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments. Increase Attendance Rate from 96% to 97%</p> <p>4-Year/5-Year Longitudinal Graduation Rate 98.8% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan.</p> <p>4-Year/5-Year Longitudinal RHSP/DAP Rate 16.3% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan.</p> <p>Post-secondary Indicator Score (college-ready graduates) 20.7% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:</p> <ul style="list-style-type: none"> • meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or

	<p>ACT; or</p> <ul style="list-style-type: none"> • complete and earn credit on at least two advanced/dual credit enrollment courses; or • enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program). <p>Meet eligible Campus Academic Achievement Distinction Designations (AADD)</p> <ul style="list-style-type: none"> • 7-8 50% of indicators will be in top quartile at each campus • HS 33% of indicators will be in top quartile at each campus <p>Grade 7-12 Safeguard Indicators</p> <p>Safeguard Target for Participation Rate : N/A</p> <p>Safeguard Target for Federal Graduation Rate : Eco Dis, Hispanic, African American</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Provide new student registration for incoming students. • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. <p>Graduation Plans</p> <ul style="list-style-type: none"> • Continue to emphasize the state’s recommended graduation plan for all 12th grade students, and the Foundation Plan with Endorsements for 9th, 10th, and 11th graders. • Monitor ELL, Special Education, and CTE 4-year graduation plans. • Increase awareness of CTE Endorsements/Career Pathways for all students. <p>Higher Education Readiness</p> <ul style="list-style-type: none"> • Provide college readiness information and opportunities to all stakeholders. • Increase the percentage of 10th graders scoring at or above the ELA TSI standard (Writing score of 363 with a minimum of 4 on essay, Reading score of 351), and at or above the Math TSI standard (score of 350). <p>Recommended Resources</p> <ul style="list-style-type: none"> • Region 4 Educational Service Center: <i>Inclusive Strategies for Diverse Learners</i> • Texas Education Agency and Region 20 Educational Service Center: <i>Co-Teaching – A How-to Guide: Guidelines for Co-Teaching in Texas</i> • Texas Education Agency and Region 20 Educational Service Center: <i>Working with Paraprofessionals – A Resource for Teachers of Students with Disabilities</i> • N2yinc – <i>news-2-you and Unique Learning Systems</i> • Diane Heacox – <i>Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners</i> • Barbara Blackburn – <i>Rigor for Student with Special Needs</i> • Richard A Villa, Jacqueline S. Thousand – <i>Creating an Inclusive School</i> • Mitchell-Panter – <i>Expanding Horizons: Adult Transition Services</i>
<p>Financial Resources</p>	<p>Campus budget, SCE, Title III, HSA</p>
<p>Additional Resources</p>	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD</p>

	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
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain, and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification. • Provide stipends for critical staff for bilingual assessment and self-contained special education settings.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.
Indicator 1. Community and Parent Involvement	<p>Indicator 1 Focus Strategies</p> <ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • Expand the campus partnerships with local businesses to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students.
Indicator 2. 21st Century Workforce Development	<p>Indicator 2 Focus Strategies</p> <ul style="list-style-type: none"> • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students and

Indicator 3. Digital Learning Environment	<p>programs.</p> <ul style="list-style-type: none"> 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. <p>Indicator 3 Focus Strategies</p> <ul style="list-style-type: none"> Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities, and businesses. Develop plans for assisting students in transition to better adjust to the next educational level.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services. Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID, and wear visitor badges in the school. Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. Involve parents and community members in activities to support a safe school environment. Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance, and life/coping skills. Promote clubs and organizations in areas of interest to promote student involvement in school.
Financial Resources	Campus budget
Additional Resources	Emergency Operations Plan
Monitoring Timeline	Formative November, January Summative July

Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal Assistant Principal Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2016-2017 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Successful Completion of High School	Academic Tutorials Extra Duty	3,800	0.07
Successful Completion of High School	Instructional Support – Teachers for At-Risk Students	\$1,552,412	23.60
Close the Achievement Gap: ELA, Math, Science, SS	Instructional Materials for At-Risk Students	2,620	0.00
Post-Secondary Readiness	Technology Support for At-Risk Students	2,250	0.00
	TOTAL SCE	1,561,082	23.67

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Achievement Gap: ELA, Math, Science, SS	Extra Duty Tutorials	650	.00
	TOTAL Title III LEP	650	.00
Title III IMM			
Close the Achievement Gap: ELA, Math, Science, SS	Extra Duty Tutorials	1,790	.03
	TOTAL Title III IMM	1,790	.03