

**Campus Improvement Plan
2016-2017**

Secondary Campus: Irons Junior High

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Irons JH will maintain rigorous standards of achievement to prepare all students for graduation and postsecondary 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*

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, 88% of All students combined over all subject areas met Level II standard. In 2021-2022, 94% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 90% met 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, Algebra 1.
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 44. In 2016-2017, the Index 2 Score will be 60. <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.
ALL SUBJECTS Strategies	<p>ALL SUBJECTS CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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) Campus Safeguard (CSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG)

	<ul style="list-style-type: none"> • 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) • Provide intensive, systematic, research-based instruction to identified dyslexic and special education students. (CSG)
READING Strategies	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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 through Readers' Workshop, and Short Answer Response. • 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.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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 the <i>Science Buffet for K-12th Grades</i>. • 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

	<p>Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres.</p> <ul style="list-style-type: none"> • 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 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. • The Science Coordinator will provide trainings and state updates at fall and spring Cadres. • 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>
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<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 48 and included the student groups of Eco Dis, African American, and Hispanic. In 2016-2017, the Index 3 Score will be 60 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.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Continue evening credit recovery classes 4 nights per week for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students). • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Promote students as "Future CISD High School Students" through activities within feeder and district, including: football games, pep rallies, student visits, parades, "Education: Go Get It!" Week etc. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students. • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAPF) statement which corresponds to student data (CSG). • 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 (CSG). • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) (CSG). • Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities (CSG). • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level

	<p>of support students with disabilities need in order to access the general education curriculum (CSG).</p> <ul style="list-style-type: none"> • Ensure that strategies for implementation of Section 504 plans are monitored.
<p>READING Performance Objective</p>	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 82% of Eco Dis students, 76% of African American student group, and 84% of Hispanic student group met Level II standard. In addition, 22% of Eco Dis students, 11% of African American student group, and 22% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 85% of Eco Dis students, 78% of African American student group, and 86% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 13% of African American student group, and 25% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category:</p> <ul style="list-style-type: none"> • 8.4 Comprehension of Literary Text/Poetry. Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (i.e. epic poetry, lyric poetry). • 8.Fig19D Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (D) make complex inferences about text and use textual evidence to support understanding; • 8.Fig19F Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (F) make intertextual links among and across texts, including other media (i.e. film, play), and provide textual evidence. • 7.4 Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (i.e. capital letters, line length, word position) on the meaning of a poem. • 7.Fig19D Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (D) make complex inferences about text and use textual evidence to support understanding; • 7.Fig19F Reading comprehension skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to: (F) make connections between and across texts, including other media (i.e. film, play), and provide textual evidence. • Reading Performance Safeguard Target, if applicable: Special Ed Performance Safeguard (State & Federal).
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. • Maintain focus on higher levels of questioning and critical thinking. • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level. • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • 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.

<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 79% of Eco Dis students, 75% of African American student group, and 83% of Hispanic student group met Level II standard. In addition, 16% of Eco Dis students, 17% of African American student group, and 16% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 82% of Eco Dis students, 77% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 20% of African American student group, and 20% of Hispanic student group will meet Level III standard.</p> <p>Target Writing Reporting Category:</p> <ul style="list-style-type: none"> • 7.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to (A) write a multi-paragraph essay to convey information about a topic. • 7.14C Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to (C) revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound, and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed. • 7.19C Oral and Written Conventions/ Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (C) use a variety of complete sentences (i.e. simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses. • Writing Performance Safeguard Target, if applicable: Special Ed Performance Safeguard (State).
<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. • 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>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 85% of Eco Dis students, 80% of African American student group, and 86% of Hispanic student group met Level II standard. In addition, 17% of Eco Dis students, 20% of AA student group, and 15% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 90% of Eco Dis students, 85% of AA student group, and 88% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 22% of AA student group, and 17% of Hispanic student group will meet Level III standard.</p> <p>Target Math Reporting Category:</p> <ul style="list-style-type: none"> • 7.7A- Representing linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y=mx+b$. • 7.9C- Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semi-circles, and quarter circles. • 7.11A- Model and solve one-variable, two-step equations and inequalities. • 8.3C Proportionality: The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation. • 8.7B Expressions, equations, and relationships: The student applies mathematical process standards to use geometry to solve problems. The student is expected to use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.

	<ul style="list-style-type: none"> 8.8C Expressions, equations, and relationships: The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants. 8.10C Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation. <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> Math Participation Rates for Algebra 1 by Grade 8 will be 22%. Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be 92%. Math Performance Safeguard Target, if applicable: Special Ed Performance Safeguard.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. (CSG) Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. 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 learners. 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>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 64% of Eco Dis students, 69% of African American student group, and 70% of Hispanic student group met Level II standard. In addition, 17% of Eco Dis students, 14% of African American student group, and 22% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 70% of Eco Dis students, 72% of African American student group, and 73% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 17% of African American student group, and 25% of Hispanic student group will meet Level III standard.</p> <p>Target Social Studies Reporting Category:</p> <ul style="list-style-type: none"> 8.6 (A) Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.[6A] 8.9 (A) Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.[9A] 8.15 (A) Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings on the U.S. system of government. Focus Process Standards were: 29 A, B, C 7.5 A – Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

	<ul style="list-style-type: none"> • 7.6 D – Describe the importance of free speech and press in democratic society. • 7.14A – Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. • Social Studies Performance Safeguard Target, if applicable: Special Ed Performance Safeguard (State).
<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. • 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>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 83% of Eco Dis students, 75% of African American student group, and 83% of Hispanic student group met Level II standard. In addition, 20% of Eco Dis students, 19% of African American student group, and 20% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 87% of Eco Dis students, 80% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 23% of Eco Dis students, 22% of African American student group, and 23% of Hispanic student group will meet Level III standard.</p> <p>Target Science Reporting Category:</p> <ul style="list-style-type: none"> • 8.2D Construct tables and graphs using repeated trials and means to organize data and identify patterns. • 6.8 A Compare and contrast potential and kinetic energy. • 6.8C Calculate average speed using distance and measurement. • 6.8D Measure and graph changes in motion. • 6.9C Demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy. • 7.7A Contrast situations where work is done with different amounts of force to there no work is done such as moving a box with a ramp and without a ramp, or standing still. • 7.8C Model the effects of human activity on groundwater and surface water in a watershed. • 7.11A Examine organisms or their structures such as insects or leaves and use dichotomous keys for identification. • 7.12B Identify the main function of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive excretory, reproductive, integumentary, nervous, and endocrine. <p>8th Grade:</p> <ul style="list-style-type: none"> • 8.5A Describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud. • 8.5C Interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements. • 8.5D Recognize that chemical formulas are used to identify substances and determine the number of atoms in each element in chemical formulas containing subscripts. • 8.5E Investigate how evidence of chemical reactions indicate that a new substance is formed. • 8.5F recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass. • 8.6C Investigate and describe applications of Newton’s law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement

	<p>park rides, Earths tectonic activities, and rocket launches.</p> <ul style="list-style-type: none"> • 8.8A-Describe the components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung –Russel diagram for classification. • 8.11C Explore how short and long term environmental changes affect organisms and traits is subsequent populations. • Science Performance Safeguard Target, if applicable: Special Ed Performance Safeguard (State).
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • 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.
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 FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activities and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize 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 64% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. In 2016-2017, 67% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments. Increase Attendance Rate from 96% to 97% 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 <p>Grade 7-12 Safeguard Indicators Safeguard Target for Participation Rate: Met Safeguard Target for Federal Graduation Rate: N/A Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2: N/A</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • Provide college readiness information and opportunities to all stakeholders. • Build rapport with high schools to increase college readiness awareness.
Financial Resources	Campus budget, SCE, Title III, HSA
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, 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. <i>21st Century Workforce Development</i> Indicator 2. <i>Digital Learning</i> Indicator 3. <i>Community/Parent Involvement</i>	<p>Indicator 1 Focus Strategies</p> <ul style="list-style-type: none"> • Develop plans for assisting students in transition to better adjust to the next educational level. <p>Indicator 2 Focus Strategies</p> <ul style="list-style-type: none"> • 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. <p>Indicator 3 Focus Strategies</p> <ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.

	<ul style="list-style-type: none"> Expand the campus partnerships with local mentors to support the educational achievement of all students. Provide opportunities at school for parents to participate in academic and social events with students. Provide education and information sessions about the Parent Resource Center for parents of students with disabilities. Provide information nights, curriculum nights, and parent/teacher conferences, so parents fully understand the rigor and complexity of CISD curriculum and assessment. Provide opportunities to parents to give input regarding the academic needs of students and programs. 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. Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities, and businesses.
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, dating violence, and the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. Involve parents and community members in activities to support a safe school environment. Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to

	<p>Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.</p> <ul style="list-style-type: none"> • Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: http://ci.conroeisd.net/depts/counseling/page5 • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development, conflict resolution, drug, alcohol, and tobacco resistance, and life/coping skills. • Provide parent education in safe schools and personal safety/wellness through programs on students in crisis, conflict resolution, parenting skills, and life/coping skills. • Promote clubs and organizations in areas of interest to promote student involvement in school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff. Quarterly reports of police activity and safety drills for campus.
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal Counselors

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			
ELA Strategy 1 Math Strategy 1 Provide RTI Tier II & III interventions and enrichment classes to those students identified in the bottom 10% of our student population.	Instructional Support – Teachers for At-Risk Students	332,775	6.00
ELA Strategy 1, Math Strategy 1 Technology Strategies 3, 4, 6 Implement research-based intervention programs for at-risk students including “7 Steps to a Language Rich Classroom”, ILearn, Comp[ass Reading, Math, and Science	Technology Support for At-Risk Students	16,000	0.00
TOTAL SCE		394,593	6.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Performance Gap Strategy 5	Extra Duty Tutorials	1,000	0.00
Technology Strategy 6 Implement research-based intervention programs for at-risk students including “7 Steps to a Language Rich Classroom”, ILearn, Compass Reading, Math, Science	Technology	1,500	0.00
TOTAL Title III LEP		2,500	0.02