

**Campus Improvement Plan
2016-2017**

Secondary Campus: McCullough Junior High School

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

McCullough Junior High School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress.
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
- *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, 96% of All students combined over all subject areas met Level II standard. In 2021-2022, 98% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 97% 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, Grade 8 Social Studies, and Algebra EOC. • Reading and Math: will meet AADD indicators for performance and participation in 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 50. In 2016-2017, the Index 2 Score will be 52. <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), • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).

	<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).
READING Strategies	READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Maintain focus on higher levels of questioning and critical thinking. • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
MATH Strategies	MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <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.
SOCIAL STUDIES Strategies	SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Focus on engagement through student-centered activities based on Lead4ward instructional strategies.
SCIENCE Strategies	SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Increase formative assessment opportunities including interactive notebook reflections and increased writing opportunities.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	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 59 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> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	Special Populations <ul style="list-style-type: none"> • Students who do not pass an exam in science or social studies will be pulled from class for a small group reteach and opportunity for retest. • Word Walls will be used in classrooms to highlight academic language. • Offer after-school homework help four nights per week with teacher and high school student support.
READING Performance Objective	READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT In 2015-2016, 87% of Eco Dis students, 96% of African American student group, and 95% of Hispanic student group met Level II standard. In addition, 23% of Eco Dis students, 33% of African American student group, and 41% of Hispanic student group met Level III standard. In 2016-17, 88% of Eco Dis students, 96% of African American student group, and 96% of Hispanic student group will meet Level II standard. In addition, 24% of Eco Dis students, 34% of African American student group, and 42% of Hispanic student group will meet Level III standard. Target: Reporting Category: 3 Understanding/Analysis of Informational Texts <i>Distinctions:</i> <ul style="list-style-type: none"> • Q1 for Grade 7 Reading Performance (Level III) and Grade 8 Reading Performance (Level III).
Focus Strategies	<ul style="list-style-type: none"> • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • ELA staff members will attend district workshops focused on close reading, poetry, and student

	choice through Readers' Workshop and Short Answer Response.
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 83% of Eco Dis students and 91% of Hispanic student group met Level II standard. In addition, 16% of Eco Dis students and 29% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 84% of Eco Dis students, 90% of African American student group, and 92% of Hispanic student group will meet Level II standard. In addition, 17% of Eco Dis students, 24% of African American student group, and 30% of Hispanic student group will meet Level III standard.</p> <p>Target Writing Reporting Category: Editing</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive, and analytical writing. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. • 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.
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 87% of Eco Dis students, 93% of African American student group, and 96% of Hispanic student group met Level II standard. In addition, 17% of Eco Dis students, 33% of African American student group, and 48% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 89% of Eco Dis students, 94% of African American student group, and 97% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 35% of African American student group, and 50% of Hispanic student group will meet Level III standard.</p> <p>Target Math Reporting Category: 2: Computations and Algebraic Relationships</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Math Participation Rates for Algebra 1 by Grade 8 will be 52%. • Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be 95%. • Q1 for Greater Than Expected Student Growth in Mathematics and Grade 8 Mathematics Performance (Level III).
Focus Strategies	<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. • 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.
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>In 2015-2016, 78% of Eco Dis students, 86% of African American student group, and 91% of Hispanic student group met Level II standard. In addition, 10% of Eco Dis students, 29% of African American student group, and 42% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 84% of Eco Dis students, 92% of African American student group, and 95% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 35% of African American student group, and 55% of Hispanic student group will meet Level III standard.</p> <p>Target Social Studies Reporting Category: Government & Citizenship</p>
Focus Strategies	<ul style="list-style-type: none"> • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Emphasize writing and the analysis of primary sources through the DBQ Project.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 84% of Eco Dis students, 89% of African American student group, and 95% of Hispanic student group met Level II standard. In addition, 14% of Eco Dis students, 14% of African American student group, and 41% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 90% of Eco Dis students, 95% of African American student group, and 98% of Hispanic student group will meet Level II standard. In addition, 30% of Eco Dis students, 30% of African American student group, and 60% of Hispanic student group will meet Level III standard.</p> <p>Target Science Reporting Category: 2 Force, Motion and Energy, and 3 Earth and Space</p>
Focus Strategies	<ul style="list-style-type: none"> • Increase Level III performance in science to at least 60%. • Document TEKS in common assessments to break down test data in PLCs to be able to identify

	and reteach misconceptions.
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT 92% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • 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	INDEX 4: POST-SECONDARY READINESS In 2015-2016, 84% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. In 2016-2017, 86% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments. Increase Attendance Rate from 97% to 97.4%. Meet eligible Campus Academic Achievement Distinction Designations (AADD): <ul style="list-style-type: none"> • 7-8: 50% of indicators will be in top quartile at each campus.
Focus Strategies	<ul style="list-style-type: none"> • District coaches working with PLCs through continued implementation of Tier I strategies. • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Provide college readiness information and opportunities to students and teachers. • Communicate with parents regarding their student's attendance rate.
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"> • Utilize Professional Learning Community meeting time efficiently and productively. • Provide mentor support for beginning teachers. • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to acquire ESL certification.
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. Digital Learning Environment	Indicator 1 Focus Strategies <ul style="list-style-type: none"> Continue our progression of offering more access for both students and parents/guardians to assignments and materials on Canvas.
Indicator 2. Community and Parent Involvement	Indicator 2 Focus Strategies <ul style="list-style-type: none"> Explore additional ways to increase overall participation in our Parent Teacher Organization (PTO).
Indicator 3. 21st Century Workforce Development	Indicator 3 Focus Strategies <ul style="list-style-type: none"> Continue to expand use of Blackboard to ensure parents and guardians are aware of all academic and procedural items important to the success of their children.
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 fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. Ensure the safety of students by requiring all visitors to first be buzzed into the building, then sign in with a valid, government issued ID, and wear visitor badges in the school. Involve parents and community members in activities to support a safe school environment. Promote clubs and organizations in areas of interest to promote student involvement in school. Staff the full-time PTO office with community volunteers. Bullying prevention lessons provided through the counseling office's "Make A Difference" program during advisory once a month. The front office has been reconstructed with buzzer for entry into building.
Financial Resources	Campus budget
Additional Resources	Emergency Operations Plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs, presentations, and 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
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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"> • Collaborate with the PTO to obtain Chrome and iPad carts for innovative instruction and meaningful activities in the classrooms. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software.
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			
Program Focus Strategies 1 and 3	Academic Tutorials Extra Duty	9,000	0.16
Index 3 Reading 1, Math 1 and 2	Instructional Support – Teachers for At-Risk Students	159,665	3.00
	TOTAL SCE	168,665	3.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Need Strategy	Extra Duty Tutorials	1,000	0.02
Index 2 All Subjects Strategies 3,4,5	Technology	500	0.00
Index 2 All Subjects Strategies 3,4,5	Books	400	0.00
Index 2 All Subjects Strategies 3,4,5	Instructional Materials	600	0.00
	TOTAL Title III LEP	2,500	0.02