

**Campus Improvement Plan
2017-2018
Secondary Campus: Oak Ridge High School
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

| GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS | |
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| MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS | |
| <u>STUDENT ACHIEVEMENT OBJECTIVES</u> | <p>Student Achievement - All Students/All Subjects Performance in 2016-2017 – All students/all subjects combined 89% Approaching Grade Level Standards 78% Meeting Grade Level Standards 27% Mastering Grade Level Standards Goal for 2017-2018 – All students combined 95% Approaching Grade Level Standards 85% Meeting Grade Level Standards 34% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering the Grade Level) in Reading/ELA, Math, and End of Course (EOC) Biology, 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. |
| <u>STUDENT PROGRESS OBJECTIVES</u> | <p>Student Progress Reading, Math, and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress Performance in 2016-2017 62% met Expected or Accelerated Growth measures. 13% met Accelerated Growth measures only. Goal for 2017-2018 68% will meet Expected or Accelerated Growth measures. 20% will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math. |

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| | <ul style="list-style-type: none"> • Will meet indicator for Accelerated Growth in Reading/ELA, and Math. |
| <p>ELA Strategies</p> | <p>ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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. • Campus staff development on use of Writing Center. • Staff development will be provided through the Fall and Spring on the use of the Writing Workshop format to support writing in all genres. • 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. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • 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 Strategies</p> | <p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • 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. • 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. |

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| | <ul style="list-style-type: none"> • 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. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. |
| SOCIAL STUDIES Strategies | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</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 classroom instruction utilizing Differentiated Instruction, Quality Questioning, and Cooperative Learning. • 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. |
| SCIENCE Strategies | <p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <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 vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • 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. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. |
| <u>CLOSING PERFORMANCE GAPS OBJECTIVES</u> | <p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 81% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 86% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 86% scored Approaching Grade Level Standards 23% scored Mastering Grade Level Standards Goal for 2017-2018: 91% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Two or More</p> |

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| | <p>Performance in 2016-2017: 86% scored Approaching Grade Level Standards 24% scored Mastering Grade Level Standards Goal for 2017-2018: 91% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math. |
| <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 for at-risk students (including LEP, ESL, migrant, homeless, and other at-risk students). • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data. • 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 collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). • Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities • 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. • Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps. • Identify Eco Dis, AA, and Hispanic students for enrichment and remediation groups based on formative assessment data. • Utilize Achieve 3000 for identified students. • Use Eduphoria to identify individual Eco Dis, AA, and Hispanic students who achieved Advanced Standard Reading Performance and Math Performance to identify strategies which led to Advanced performance. |
| <p>READING/ELA Performance Objective</p> | <p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 70% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards</p> |

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| | <p>12% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 76% scored Approaching Grade Level Standards 8% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Two or More Races Performance in 2016-2017: 73% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 78% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: __4 (English I and II) Reading/ELA Performance Safeguard Target: SpEd (50% approaches) – Campus Safeguard (CSG), District Safeguard (DSG), ELL (51% approaches) – (CSG) Distinctions:</p> <ul style="list-style-type: none"> • ELA Participation Rates will be: SAT 99%; ACT 99%; AP 26.5%. • ELA Performance Average Scores will be: SAT 1046_; ACT 24.4_; AP 77.1%. |
| <p>Focus Strategies</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, current and monitored ELLs, African American, and economically disadvantaged students in reading. Campus Safeguard (CSG), District Safeguard (DSG) • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. • Maintain focus on higher levels of questioning and implementation of CRISS strategies. Utilize CISD training opportunities for new teachers. (CSG, DSG) • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students below grade level. (CSG, DSG) • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices. (CSG, DSG) • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • Utilize Reading class for identified students. (CSG, DSG) • Utilize Eduphoria data for all common assessments to monitor student achievement and close gaps. Based on data, require EN and after-school tutorials as close as possible to initial instruction. • Continue focus on creating rigorous common assessments prior to starting unit and align instruction with rigor of test. • Identify potential interventions and enrichments before starting each unit. • Utilize Achieve 3000 to <i>improve</i> reading skills for ELL and Special Ed students. (CSG, DSG) • Actively recruit students into AP and advanced courses by utilizing parent information sessions and AP Ambassadors. • Increase percentage of students scoring at or above criterion on AP, SAT and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. (CSG) • Offer after-school tutorials and re-test opportunities for students failing common |

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| | <p>assessments.</p> <ul style="list-style-type: none"> Utilize the Writing Center for peer writing instruction and tutorials during EN, lunch, and after school. |
| WRITING Performance Objective | N/A |
| MATH Performance Objective | <p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 89% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 32% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 90% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 33% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Two or More Races Performance in 2016-2017: 94% scored Approaching Grade Level Standards 33% scored Mastering Grade Level Standards Goal for 2017-2018: 99% will score Approaching Grade Level Standards 38% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: 2 Math Performance Safeguard Target: SpEd (CSG and DSG)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> Math Participation Rates will be: SAT 99%; ACT 99%; AP 16.4%. Math Performance Average Scores will be: SAT 550; ACT 24.6; AP 82.8%. |
| Focus Strategies | <ul style="list-style-type: none"> Utilize Eduphoria (STAAR and campus common assessment) data to identify areas of weakness. Utilize targeted ENs for remediation based on formative assessments. (CSG, DSG) Actively recruit students into AP and advanced courses through parent information sessions. Utilize Khan Academy as a resource for flipped classrooms and student tutorials. Increase percentage of students scoring at or above criterion on AP, SAT, and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. Ensure that ELL students receive appropriate English language acquisition. Offer after-school tutorials and re-test opportunities for students failing common assessments. (CSG, DSG) Expect and encourage all students and all student groups to construct multiple representations of learning in Math including the use of manipulative models. (CSG, DSG) 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 |

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| | <p>activities, and use of technology to improve skills, fact fluency, and problem solving strategies. (CSG, DSG)</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 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 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. (CSG, DSG) • Training will be provided to the campus by a Special Education Instructional Coaches in the area of determining appropriate accommodations and modifications based on the student’s present levels of academic and functional performance. (CSG, DSG) • Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches. • The Special Education Coordinators and Special Education Instructional Coaches will provide training on implementing all levels of support along the continuum. (CSG, DSG) • 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 (CSG, DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (CSG, 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. • 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. • 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. |
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| <p>SOCIAL STUDIES Performance Objective</p> | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 96% scored Approaching Grade Level Standards 47% scored Mastering Grade Level Standards Goal for 2017-2018: 99% will score Approaching Grade Level Standards 52% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 96% scored Approaching Grade Level Standards 53% scored Mastering Grade Level Standards Goal for 2017-2018: 99% will score Approaching Grade Level Standards 59% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Two or More Races</p> |
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| | <p>N/A for Social Studies</p> <p>Target Social Studies Reporting Category: 3 Social Studies Performance Safeguard Target, if applicable: SpED (CSG and DSG) and ELL (DSG)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Social Studies Participation Rates will be: <i>AP_30.4%</i>. • Social Studies Performance Average Scores will be: <i>AP_75.5%</i>. |
| <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 • Identify and focus on process standards in World Geography and World History. • Utilize common assessments throughout year to determine weaknesses prior to EOC test. • Utilize AP writing strategies (DBQs) to increase percentage of students meeting the advanced performance level. • Utilize Eagles’ Nest tutorials for targeted interventions based on campus common assessment data. • The Special Education Coordinators and Special Education Instructional Coaches will provide training on Differentiating Instruction and Formative Assessments for students with disabilities during the Resource/In Class Support Cadres. (CSG and DSG) • Train teachers to utilize higher level questioning strategies in class and on assessments. • Actively recruit students into AP and advanced courses by utilizing parent information sessions. • Increase percentage of students scoring at or above criterion on AP tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Offer after-school tutorials and re-test opportunities for students failing common assessments. • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Implement the Interactive Student Notebook K-12. (CSG and DSG) • 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. • 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 (CSG and DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (CSG and 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) |

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| | <ul style="list-style-type: none"> • 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) |
| SCIENCE Performance Objective | <p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 91% scored Approaching Grade Level Standards 24% scored Mastering Grade Level Standards Goal for 2017-2018: 96% will score Approaching Grade Level Standards 29% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 93% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 98% will score Approaching Grade Level Standards 36% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Two or More Races Performance in 2016-2017: 91% scored Approaching Grade Level Standards 43% scored Mastering Grade Level Standards Goal for 2017-2018: 96% will score Approaching Grade Level Standards 48% will score Mastering Grade Level Standards</p> <p>Target Science Reporting Category: 1 Science Performance Safeguard Target: SpEd (CSG) (DSG)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Science Participation Rates will be: ACT 99%, AP_20.1%. • Science Performance Average Scores will be: ACT 24.2, AP 70.7%. |
| Focus Strategies | <ul style="list-style-type: none"> • Utilize Eagles’ Nest tutorials for targeted interventions based on campus common assessment data. • Utilize assessment data to determine individual student strengths and weaknesses and target interventions and enrichment activities to meet their needs. • Utilize AP instructional strategies in all courses. • Increase percentage of students scoring at or above criterion on AP and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Offer after-school tutorials and re-test opportunities for students failing common assessments. • Teachers will plan and implement TEKS aligned Science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). (CSG and DSG) • The Special Education Coordinators and Special Education Instructional Coaches will provide training on Differentiating Instruction and Formative Assessments for students with disabilities during the Resource/In Class Support Cadres. (CSG and DSG) • Ensure that teachers require all students utilize a Science Interactive Notebook as part of their learning process • Improve Science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and Science word walls in classrooms. (CSG and DSG) • Implement collaboratively developed Science common assessments with TEKS |

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| | <p>aligned questions that assess at a high level of cognitive complexity</p> <ul style="list-style-type: none"> • 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. (CSG and DSG) • 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. (CSG and DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (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. • 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. |
| <p>HEALTH Performance Objective</p> | <p>HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time. • Provide students with opportunities and activities that allow “choice.” • Provide students with technology that promotes self-assessment. • Provide students with relevant information that encourages healthy nutrition choices. • Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns. • Ensure students demonstrate responsible personal and social behavior that respects self and others. • Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression, and social interaction. • Assess student’s Health-Related fitness using the <i>FitnessGram</i> assessment, twice per year. • Provide instruction that incorporates a high percentage of engaged time. • Provide students with a safe and barrier free environment in which to learn and move. • Ensure that the teacher-student ratio does not exceed 45:1. • Ensure that students receive the appropriate number of state required minutes in physical education per 10-day period. • Ensure that teachers are receiving <i>up-to-date</i> curriculum and instruction opportunities needed for growth. • Ensure that students have adequate amounts of space to move and play safely. • Provide teachers with leadership opportunities. • Provide teachers with opportunities to earn state recognition as a result of exemplary curriculum and instruction. • Provide students with opportunities to participate in extracurricular fitness/sport activities. |
| <p>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p> | |
| <p><u>POSTSECONDARY READINESS OBJECTIVES</u></p> | <p>POSTSECONDARY READINESS</p> <p>Jr. High and High School Campuses</p> <ul style="list-style-type: none"> • Attendance rate will increase from 95.5% to 96.5% <p>High School Campuses</p> <ul style="list-style-type: none"> • Graduation Rate Score for all students and 7 race/ethnic groups, special education, and ELL will increase from 95.1% to 97.9%. • Graduation Plan Rate for all students and 7 race/ethnic groups, special education, and ELL will increase from 90.7% to 94.8% . • Postsecondary Readiness <ul style="list-style-type: none"> ○ Percent of graduates who meet College and Career Readiness standards by completing |

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| | <p>at least one of the following will increase from 57.2% to 66.5%:</p> <ul style="list-style-type: none"> ○ Completed a coherent sequence of CTE courses ○ Earned credit for at least 2 advanced/dual enrollment courses ○ Satisfied the TSI requirement on TSIA, ACT, or ACT in both ELA and Math <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) in Reading, Math, Writing, Social Studies and Science <i>33% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress.</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps.</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>33% of indicators will be in top quartile</i></p> <p>Grade 7-12 Safeguard Indicators Safeguard Target for Federal Graduation Rate: SpEd (CSG) (4 yr. rate = 87.9%: Goal = 91%)</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Utilize additional resources (online resources, conferences, field trips, AP textbooks) for enrichment in advanced courses. • Increase percentage of students scoring at or above criterion on AP, SAT, and ACT tests by sending teachers of pre-AP (feeder schools and campus) and AP courses to College Board AP training. • Examine attendance reports weekly and meet with students and parents to identify cause of absences. (CSG) • Administrators and counselors will meet with all students (with parents) who are on track to exceed or have exceeded five absences in previous years. • Conduct monthly dropout meetings with administrators to review withdrawals. • Utilize home visits to encourage students to attend school. (CSG) • Utilize Edgeunity for credit recovery to help students graduate with cohort. (CSG) • Utilize after-school tutorials and retest room for grade recovery. (CSG) • Increase course offerings and availability of CTE courses to increase student engagement and retention. • Utilize district and county services (MCYS) to prevent and recover dropouts. (CSG) • Utilize AP, SAT, and ACT data to identify academic strengths and weaknesses in senior level courses. • Expand availability of dual credit courses through a collaborative agreement with Lone Star College Montgomery. • Increase number and type of certifications earned on campus through CTE courses. • Utilize HSA funds to reduce cost on AP tests and summer school for at risk students. • Increase graduation rate and plans by utilizing college and career center resources, college visits, and parent information nights. • Continue to utilize common planning periods for all four cores plus LOTE and train new staff in PLC structure to ensure consistent delivery of content. • Increase the number of students taking AP Exams (requiring that all GT students enrolled in an AP Course take the corresponding AP Exam and the number of AP exams taken for all students and all student groups). • Increase number of campus-sponsored college visits for underclassmen (focus on first generation and all sub-pops). |
| <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,</p> |

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| | CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, Universal Screeners, 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 passing rate, Campus Common Assessments, STAAR Scores |
| Summative Evaluation | TEA Accountability Summary TAPR |
| Project Manager(s): | Principal Assistant Principals |

| Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF | |
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| Objective | To recruit, retain, and develop highly qualified teachers and staff for all students. |
| Focus Strategies | <ul style="list-style-type: none"> • Provide opportunities for all new hires to observe master teachers through Knight's Instructional Coaching model. • Provide opportunities for teachers to attend Advanced Placement and GT training. • Utilize Professional Learning Communities to enable all teachers to grow professionally. • Provide on-going, campus-based staff development to support teacher growth. • Create open-door offices to encourage constant communication between teachers and administrators. • Utilize Google-Doc surveys to encourage staff input on campus issues and staff development. • Create a culture of kindness using CISD training and Safe Schools training to ensure that all staff members feel safe at work. • Review OHI with staff to determine areas where change is needed. • Celebrate staff/department accomplishments by supporting the CPE. • Continue to utilize common planning periods for all four cores plus LOTE and train new staff in PLC structure. • Provide technology staff to support teachers with hardware, software, and training. • Provide opportunities for teachers to attend GT training. • 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 | |
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| Objective | To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose. |
| Focus Strategies | <ul style="list-style-type: none"> • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Provide education sessions and information 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. • Develop and maintain a campus communication plan that addresses procedures and |

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| | <p>practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</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. |
| 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 |
| 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 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 Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. 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. Train employees and students and implement Safe & Civil standards. |
| Financial Resources | Campus budget |
| Additional Resources | Emergency operations plan |

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| 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
2017-2018 School Year**

| Strategy | SCE Program/Service | Funds Budgeted | FTEs |
|--|---|-----------------------|-------------|
| SCE | | | |
| Close the Performance Gap Strategy 1, ELA Strategy 15, Math Strategy 7, Science Strategy 5, Successful Completion Strategy 8 | Academic Tutorials Extra Duty | 11,905. | 0.22 |
| Closing the Performance Gaps Strategy 1, 2, 5; ELA Strategy 14, 16 | Instructional Support – Teachers for At-Risk Students | 563,380 | 7.00 |
| Successful Completion Strategy 6 | Instructional Support – Paraprofessionals | 17,417 | 1.00 |
| Closing the Performance Gap Strategy 3, 16; ELA Strategy 6,7,11 | Instructional Materials for At-Risk Students | 2,795 | 0.00 |
| Closing the Performance Gap Strategy 3, 6; ELA Strategy 11, Math Strategy 4 | Technology Support for At-Risk Students | 18,000 | 0.00 |
| | TOTAL SCE | 613,497 | 8.22 |

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

| Strategy | Program/Service | Funds Budgeted | FTEs |
|--|----------------------------|-----------------------|-------------|
| Title III LEP | | | |
| Close the Performance Gap Strategy 1; ELA Strategy 15, Math Strategy 7 | Extra Duty Tutorials | 2,500 | 0.04 |
| Close the Performance Gap Strategy 15, ELA Strategy 11 | Technology | 500 | 0.00 |
| Close the Performance Gap: ELA Strategy 4, 6, 7, | Books | 400 | 0.00 |
| Close the Performance Gap Strategy 4; ELA Strategy 6, 7 | Instructional Materials | 600 | 0.00 |
| | TOTAL Title III LEP | 4,000 | 0.04 |