

**Campus Improvement Plan  
2016-2017  
Secondary Campus: Peet Junior High    Rating: Met Standard**

**Goal 1: Student Achievement and Post-Secondary Success**

**Peet Junior High School** 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: Postsecondary 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.
- *Postsecondary Readiness Distinction*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 77% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 84% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 8 Science, and Grade 8 Social Studies</li> <li>• Reading and Math: Will meet AADD indicators for performance and participation in Algebra 1.</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b> <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. <b>In 2016-2017, the Index 2 Score will be 55.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for Reading (CSG).</li> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain focus on higher levels of questioning and critical thinking.</li> <li>• Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level.</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics through word of the week.</li> <li>• Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.</li> <li>• Peer Teacher Observations.</li> <li>• Utilize Lead4ward data and provide intensive instruction to male students struggling in reading.</li> <li>• Utilize Book Love Program to increase the overall literacy levels.</li> </ul>
<b>MATH Strategies</b>	<b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Maintain focus on higher levels of questioning and critical thinking.</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics through Campus Word of the Week.</li> <li>• Peer Teacher Observations.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes, and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.</li> <li>• Create interactive notebooks to use a resource in class that helps empower students and creates self-motivation.</li> <li>• Additional time given so that teachers in the same grade level can push in to classes and help support their colleagues during class and teaching time.</li> <li>• Utilize district math coach to develop and provide new materials and teaching strategies.</li> <li>• Campus-Wide Writing initiative to help students develop a deeper understanding of concepts taught.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Maintain focus on higher levels of questioning and critical thinking.</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics through Campus Word of the Week.</li> <li>• Peer Teacher Observations.</li> <li>• Implementation of common assessments for classroom testing and benchmarks.</li> <li>• Utilize Thinking Maps to differentiate instruction of the subject content (CSG).</li> <li>• Detailed analysis of previous year's STAAR data to insure alignment of what is taught, how it is taught, and the rigor of the state assessment. (For example, analysis will include the SS standards from STAAR, heat mapping, and teacher subject content perception vs. student performance content data.)</li> <li>• Using Knezek data and Lead4ward reports to evaluate student weaknesses and strengths and teacher weaknesses and strengths.</li> <li>• Utilize re-teaching of concepts through warm-ups to assess student comprehension and ensure</li> </ul>

	<p>the long-term scaffolding of the concepts (CSG).</p> <ul style="list-style-type: none"> <li>• Use of tutoring strips after assessments to help students visually identify their areas of strength and areas of needed concentration. By doing this, the student becomes an active participant in their own educational process (CSG).</li> <li>• The use of Quizlet to interlock history and technology and thus captivate student interest in history (CSG).</li> <li>• Use of political cartoons and OPTICs for document and image analysis.</li> <li>• Include dual coded STAAR questions on common assessments.</li> <li>• Introduction of UIL maps, graphs, and charts competition to peek student interest in social studies skills.</li> <li>• Use of Pre AP Social Studies strategies for document and image analysis.</li> <li>• Use of Visual Vocabulary and Marzano's 6 step vocabulary approach to engage student learning</li> <li>• Campus wide word of the week to enrich academic vocabulary (CSG).</li> <li>• Target Tutorials for at risk students and students falling below classroom passing standards (CSG).</li> <li>• Campus-Wide Writing Initiative.</li> <li>• Focus on engagement through student-centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Emphasize writing and the analysis of primary sources through the DBQ Project.</li> <li>• Peer Teacher Observations.</li> </ul>
<p><b>SCIENCE Strategies</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on higher levels of questioning and critical thinking.</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics through Campus Word of the Week.</li> <li>• Peer Teacher Observations.</li> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary and science word walls.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> <li>• Implement CISD Science Success – an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> <li>• Utilize the Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings.</li> <li>• Attend training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres.</li> <li>• Attend training for science teachers in the area of writing in the science classroom during Science Cadres.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement campus wide writing initiative to help students develop a deeper understanding of concepts being taught.</li> </ul>
<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III)</b></p> <p>In 2015-2016, the Index 3 Score was 37 and included the student groups of Eco Dis, AA, and Hisp.  <b>In 2016-2017, the Index 3 Score will be 45 and will include the student groups of Eco Dis, AA, and Hispanic.</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps.</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG), Campus Safeguard (CSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG), (CSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG), (CSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG), (CSG).</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs (DSG), (CSG).</li> <li>• Provide monthly campus training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG), (CSG).</li> <li>• Provide consistent and timely data on LTELL's after common assessments and district benchmarks with a focus on lowest performing TEKS for all content areas (DSG), (CSG).</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs (DSG), (CSG).</li> <li>• Push in teacher to provide additional support for identified at risk, struggling, ELL, or LTELL students in core subject areas (DSG), (CSG).</li> <li>• 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 (DSG), (CSG).</li> <li>• 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 (DSG), (CSG).</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school (DSG), (CSG).</li> <li>• Provide mentors to targeted at-risk students (DSG), (CSG).</li> <li>• Provide intensive, systematic, and research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction (DSG), (CSG).</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students (DSG), (CSG).</li> </ul>

<p><b>READING Performance Objective</b></p>	<p><b>READING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 75% of Eco Dis students, 67% of AA student group, and 76% of Hispanic student group met Level II standard. In addition, 13% of Eco Dis students, 11% of AA student group, and 13% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 80% of Eco Dis students, 75% of AA student group, and 80% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 18% of AA student group, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: The student will demonstrate an ability to understand and analyze informational texts.</p> <p>Reading/ELA Performance Safeguard Target (if applicable):</p> <ul style="list-style-type: none"> <li>• <i>Special Education and ELL</i></li> </ul>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic, and researched-based reading instruction to identified dyslexic and special education at-risk students - Campus Safeguard (CSG), (DSG).</li> <li>• Provide monthly training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG), (CSG).</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for Reading (CSG).</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs (DSG), (CSG).</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with learning disabilities (DSG), (CSG).</li> <li>• Extended LA class time for more opportunity to integrate Reading and Writing curriculum.</li> </ul>
<p><b>WRITING Performance Objective</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 58% of Eco Dis students, 58% of AA student group, and 58% of Hispanic student group met Level II standard. In addition, 5% of Eco Dis students, 6% of AA student group, and 6% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 70% of Eco Dis students, 70% of AA student group, and 70% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 15% of AA student group, and 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Writing Reporting Category: The student will demonstrate an ability to compose a variety of written texts with a clear controlling idea, coherent organization, sufficient development, and effective use of language and conventions.</p> <p>Writing Performance Safeguard Target (if applicable):</p> <ul style="list-style-type: none"> <li>• <i>African American, Hispanic, Eco Dis, Sped, and ELL</i></li> </ul>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Implement Columbia University's Writing Workshop to foster writing proficiency through generation of ideas, choice, feedback, and sharing of compositions on a regular basis.</li> <li>• Use benchmark data to make data driven decisions (CSG).</li> <li>• Integrate CISD language arts curriculum with the TEKS with increased rigor in order to align with the expectations of STAAR (CSG).</li> <li>• Format common assessments and writing prompts to emulate the complexity of STAAR style questions and answer choices (CSG).</li> <li>• Build dictionary skills through instruction, practice, and use to enable students to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words (CSG).</li> <li>• Requiring students to verbally respond with complete sentences so that this will translate into their writing (CSG).</li> <li>• Target Tutorials for at-risk students and those falling below classroom passing standards (CSG).</li> <li>• 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 (CSG).</li> <li>• Continue staff development for teachers on the inclusion and teaching of expository, persuasive, and analytical writing (CSG).</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain use of rubrics, such as those utilized in workshop models and by TEA for STAAR essays (CSG).</li> <li>• Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy (CSG).</li> <li>• Focus on the daily practice of writing in every classroom as a means of synthesizing learning (CSG).</li> <li>• Provide monthly training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (CSG), (DSG).</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs (DSG), (CSG).</li> <li>• Peer Teacher Observations and Collaboration (CSG).</li> <li>• Extended LA class time for more opportunity to integrate Reading and Writing curriculum (CSG).</li> <li>• Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing (CSG).</li> <li>• 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 (CSG).</li> </ul>
<b>MATH Performance Objective</b>	<p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 77% of Eco Dis students, 67% of AA student group, and 79% of Hispanic student group met Level II standard. In addition, 15% of Eco Dis students, 9% of AA student group, and 15% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 85% of Eco Dis students, 75% of AA student group, and 85% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 15% of AA student group, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target Math Reporting Category: Geometry and Measurement</p> <p>Math Performance Safeguard Target (if applicable):</p> <ul style="list-style-type: none"> <li>• <i>Special Education and ELL</i></li> </ul> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Math Participation Rates for Algebra 1 by Grade 8 will be 20%. (JH only)</li> <li>• Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be 20%. (JH only)</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Attend staff developments 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 (DSG, CSG).</li> <li>• Provide campus monthly training and ongoing support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG), (CSG).</li> <li>• Additional support teacher to assist in instructing identified at-risk identified target student and LTELL students (DSG), (CSG).</li> <li>• Provide consistent and usable data that focuses specifically on LTELL students and their lowest performing TEKS for all content areas after campus common assessment and district benchmarks and provide teaching strategies from the ESL coordinator for reaching students in those lowest areas (DSG), (CSG).</li> <li>• Writing across all content areas as a means of synthesizing learning (DSG), (CSG).</li> <li>• Utilizing small group and student test analysis to tutor and reteach struggling learners (DSG), (CSG).</li> <li>• Math Marathon and Saturday targeted tutorials (DSG), (CSG).</li> </ul>
<b>SOCIAL STUDIES Performance Objective</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 52% of Eco Dis students 51 % of AA student group, and 53% of Hispanic student group met Level II standard. In addition, 4% of Eco Dis students, 2% of AA student group, and 3% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 70% of Eco Dis students, 70% of AA student group, and 70% of Hispanic student group will</b></p>

	<p><b>meet Level II standard. In addition, 15% of Eco Dis students, 15% of AA student group, and 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Social Studies Reporting Category: The student will demonstrate an understanding of the role on government and the civic process on historical issues and event.</p> <p>Social Studies Performance Safeguard Target, if applicable:</p> <ul style="list-style-type: none"> <li>• <i>African American, Hispanic, Eco Dis, Sped, and ELL</i></li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide consistent and usable data that focuses specifically on LTELL students and their lowest performing TEKS for all content areas after campus common assessment and district benchmarks and provide teaching strategies from the ESL coordinator for reaching students in those lowest areas (DSG), (CSG).</li> <li>• Provide monthly training and ongoing support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG), (CSG).</li> <li>• Writing across all content areas as a means of synthesizing learning (DSG), (CSG).</li> <li>• Provide mentoring programs for target students (DSG), (CSG).</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs (CSG).</li> </ul>
<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 74% of Eco Dis students, 67% of AA student group, and 73% of Hispanic student group met Level II standard. In addition, 12% of Eco Dis students, 6% of AA student group, and 13% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 80% of Eco Dis students, 75% of student group, and 80% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 15% of AA student group, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target Science Reporting Category: Force, Motion and Energy</p> <p>Science Performance Safeguard Target, if applicable:</p> <ul style="list-style-type: none"> <li>• <i>Special Education and ELL's</i></li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide consistent and usable data that focuses specifically on LTELL students and their lowest performing TEKS for all content areas after campus common assessment and district benchmarks and provide teaching strategies from the ESL coordinator for reaching students in those lowest areas (DSG), (CSG).</li> <li>• Provide monthly training and ongoing support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG), (CSG).</li> <li>• Writing across all content areas as a means of synthesizing learning (DSG), (CSG).</li> <li>• Provide mentoring programs for target students (DSG), (CSG.)</li> <li>• Implement CISD Science Success: An intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments (DSG), (CSG).</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics through Campus Word of the Week (DSG), (CSG).</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>95% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>• 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.</li> <li>• Provide students with information on a variety of physical activities and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students should be actively engaged in the lesson with adequate space and equipment to</li> </ul>

	maximize learning.
<b>1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016, 49% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.</p> <p><b>In 2016-2017, 55% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 95.6% to 97%</b></p> <p><b>Grade 7-12 Safeguard Indicators</b></p> <p>Safeguard Target for Participation Rate (if applicable): N/A</p> <p>Safeguard Target for Federal Graduation Rate (if applicable): N/A</p> <p>Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): N/A</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>Promote students as “Future CISD High School Students” through activities within feeder and district.</li> <li>Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups.</li> <li>Build rapport with junior high schools to increase college readiness awareness.</li> <li>Utilize PSAT results to identify students for Pre-AP courses as well as targeted interventions for those not meeting the PSAT Benchmark scores.</li> </ul>
<b>Financial Resources</b>	Campus budget, SCE, Title III, HSA
<b>Additional Resources</b>	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</p> <p>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</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain, and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses.</li> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>Provide mentor support for beginning teachers.</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>Provide opportunities for teachers to attend GT training.</li> <li>Provide opportunities for teachers to acquire ESL certification.</li> <li>Provide stipends for critical staff for bilingual assessment and self-contained special education settings.</li> </ul>

	<ul style="list-style-type: none"> <li>Monthly new teacher meetings to encourage collaboration and offer support.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR , HQ Report to TEA
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.
<b>Indicator 1.</b> <i>Digital Learning Environment</i>  <b>Indicator 2.</b> <i>Second Language Acquisition</i>	<ul style="list-style-type: none"> <li>Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.</li> <li>Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</li> <li>Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>Provide opportunities to parents to give input regarding the academic needs of students and programs.</li> <li>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.</li> <li>Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities, and businesses.</li> <li>Develop plans for assisting students in transition to better adjust to the next educational level.</li> </ul> <p><b>Indicator 1 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>Utilize data from the Tech Literacy yearly test to find gaps and raise student achievement in weak areas.</li> <li>Teachers in all areas of curriculum will incorporate technology TEKS.</li> <li>Utilize Canvas for classroom assignments with a focus on basic computer literacy</li> </ul> <p><b>Indicator 2 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>Provide parent information night for parents of ESL students.</li> <li>Feeder zone Heritage night.</li> <li>Utilize community members for assemblies directed at ELL students.</li> <li>Field trips to various local community venues to broaden and expand student knowledge of the community.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative        July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE

<b>Project Manager</b>	Principal
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<b>Goal 4 SAFE SCHOOLS</b>	
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<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services.</li> <li>• Ensure the safety of students by requiring all visitors sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• 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; <a href="http://www.acadv.org/dating.html">http://www.acadv.org/dating.html</a> ; <a href="http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens">http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens</a> ; <a href="http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs">http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs</a> ; CISD Policy, etc.</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at <a href="http://ci.conroeisd.net/depts/counseling/">http://ci.conroeisd.net/depts/counseling/</a> ; campus programs and presentations.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations.</li> <li>• Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: <a href="http://ci.conroeisd.net/depts/counseling/page5">http://ci.conroeisd.net/depts/counseling/page5</a></li> <li>• 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.</li> <li>• Provide parent education in safe schools and personal safety/wellness through programs on students in crisis, conflict resolution, parenting skills, and life/coping skills.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
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<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Relate technology staff development to specific instructional objectives.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Records of professional development in technology. Campus and District Technology Plans align with strategies.
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	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**

<b>Strategy</b>	<b>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Math Strategies 6&7, ELA strategy 3, 10, Social Studies Strategy 18, Science strategy 5 : target tutorials and interventions	Academic Tutorials Extra Duty	9,900	0.18
Math Strategy 10, ELA strategy 31: Enrichment teachers for Math and LA	Instructional Support – Teachers for At-Risk Students	493,200	9.00
Reading Strategy 1- LA Interventions	Instructional Support – Paraprofessionals	15, 866	1.00
Math Strategy 7: Ilearn math interventions, Think Through Math Reading Strategy 2: LA interventions, Scope Magazine Subscriptions	Instructional Materials for At-Risk Students	13,100	0.00
Math Strategy 7: Ilearn math interventions, Think Through Math Reading Strategy2: LA interventions, Scope Magazine Subscriptions	Technology Support for At-Risk Students	5,000	0.00
<b>TOTAL SCE</b>		<b>537,066</b>	<b>10.18</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Reading/ELA Strategy 4&5	Extra Duty Tutorials	1,500	0.03
Closing Performance Gaps Strategy 2	Technology	500	0.00
Reading/ELA Strategy 7&10	Books	500	0.00
Reading/ELA Strategy 8	Instructional Materials	500	0.00
<b>TOTAL Title III LEP</b>		<b>3,000</b>	<b>0.03</b>