

**Campus Improvement Plan
2017-2018
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 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	
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 76% Approaching Grade Level Standards Goal for 2017-2018 – All students combined 85% Approaching 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, Writing, Math, Grade 8 Science, and Grade 8 Social Studies. • Math: will meet AADD indicators for performance and participation in Algebra 1.
<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 65% met Expected or Accelerated Growth measures 18% met Accelerated Growth measures only Goal for 2017-2018 75% will meet Expected or Accelerated Growth measures 25% 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. • Will meet indicator for Accelerated Growth in Reading/ELA and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts • Maintain focus on higher levels of questioning and critical thinking. (CSG) • 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

	<p>best practices (CSG)</p> <ul style="list-style-type: none"> • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. (CSG) • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • Utilize campus and district instructional coaches to present professional development on specific topics, offer in class support and facilitate the continuation of the PLC process. • 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. • <i>Reading Nonfiction</i> by Kyleene Beers and Robert Probst • <i>Notice and Note</i> by Kyleene Beers and Robert Probst • <i>Falling in Love with Close Reading</i> by Christopher Lehman and Kate Roberts • <i>Visible Learning for Literacy</i> by Fisher, Frey and Hattie • <i>The Comprehension Toolkit</i> by Stephanie Harvey • <i>Texts and Lessons</i> by Harvey Daniels • <i>Deeper Reading, Reading Reasons, and Readicide</i> by Kelly Gallagher • <i>When Kids Can't Read</i> by Kyleene Beers • <i>Less is More</i> by Kim Campbell • <i>Book Love</i> by Penny Kittle
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide professional learning opportunities for all Math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop Math strategies to modify for identified gifted Math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, Math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. (CSG) • Provide strategies and professional learning opportunities in the use of age appropriate Algebra readiness skills as part of CISD Solves Math Structure. (CSG) • 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. (CSG) • Continue the emphasis on small group Math instruction such as in Guided Math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. (CSG) • 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 strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily Math instruction for grades K-12. • 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. CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • Algebra 1 Leadership Team • <i>Five Easy Steps to a Balanced Math Program</i> (Christinson) • <i>Teaching Student Centered Mathematics</i> (Van de Walle) • <i>Number Sense Routines</i> (Shumway)

	<ul style="list-style-type: none"> • <i>Math Work Stations</i> (Diller) • <i>Guided Math</i> (Sammons) • CISD Mathematics Canvas Course • Supporting STAAR Achievement (Region 4) • Kim Sutton • <i>Developing Number Concepts</i> (Richardson) • Grade Level Scope and Sequence Documents
<p>SOCIAL STUDIES Strategies</p>	<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. (CSG) • 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. (CSG) • 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. (CSG) • Emphasize writing and the analysis of primary sources through the DBQ Project. • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional Strategy Manual. • 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 • <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> • Social Studies Weekly • Time for Kids • Scholastic News • Brain Pop • United Streaming • National Geographic for Kids • <i>Mastering the TEKS</i> – Jarrett • Social Studies Model • CISD Tier I Best Practices • Social Studies Instructional Strategy Manual • Grade Level Scope and Sequence Documents
<p>SCIENCE Strategies</p>	<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) (CSG)

	<ul style="list-style-type: none"> • Improve vocabulary building in Science through Science Interactive Word Walls in secondary classrooms, and the use of Marzano Words in the Scope and Sequences. (CSG) • Implement collaboratively developed Science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity (CSG) • Ensure that teachers require all students utilize a Science interactive notebook as part of their learning process. (CSG) • 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) • 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. • Professional learning opportunities on Science Interactive Word Walls to Science teachers by Dr. Julie Jackson, professor at Texas State University. • Professional learning opportunities will be provided on Science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool Professional learning opportunities. • Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings. • Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of common assessment writing during teacher planning meetings. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the Science classroom for Science teachers during the Science Leadership-Teams meetings. • The Science Coordinator and District Instructional Staff will provide training for Science teachers in the area of writing in the Science classroom during the Science Leadership Teams meetings. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> professional learning opportunities. • The Science Department Chair will attend safety trainings provided by the Science Coordinator and will provide campus safety trainings to all teachers in the department. • 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. • Region 4 Educational Service Center- <i>Gateways to Science</i>: 1st – 8th grades • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • TEA Biology End-of-Course Success Training and Resources • Page Keeley- <i>Science Formative Assessments</i> • Robert Marzano- <i>Building Background Knowledge</i> • Robert Marzano- <i>Classroom Instruction that Works</i>
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017:</p> <p>75% scored Approaching Grade Level Standards</p> <p>14% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:</p> <p>85% will score Approaching Grade Level Standards</p> <p>25% will score Mastering Grade Level Standards</p>

	<p>Racial/Ethnic group: African American Performance in 2016-2017: 62% scored Approaching Grade Level Standards 10% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 71% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 25% 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 on-going support and training for teachers with evidence based instructional strategies, universal design for learning, and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) (CSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Provide on-going support and training 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) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) (CSG) • Provide on-going support and training 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) (CSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) (CSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, explicit, 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 targeted and specific interventions to facilitate academic improvement for identified students. • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!”

Week, etc.

- Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.
- Provide new student registration for incoming students.
- Integrate Specially Designed Instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
- Provide for increased practice turns and feedback during instruction.
- Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps.
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities
- Training and onsite support will be offered to classroom teachers serving students with disabilities in the following areas:
 - Effective Accommodations
 - Technology to Support Learning
 - Positive Behavior Supports
 - Collaborative Teaching
 - Structured Teaching
 - Differentiating Instruction and High Yield Strategies
 - Specially Designed Instruction
 - Transition Planning
 - Writing Quality IEP's
 - Disability specific strategies
 - Data Collection and Progress Monitoring
 - Working with Paraprofessionals
 - Principles of Universal Design for Learning
- Training will be provided to support classroom teachers on the basics of dyslexia as well as reading characteristics often observed in students with dyslexia:
 - Dyslexia Identification in Grades 7-12
- Training will be offered to assist campuses in serving dyslexia students in Section 504 as well as discussions about accommodations.
 - Serving Dyslexia Students in Section 504
- Professional learning opportunities will be provided to support classroom teachers on the basics of dysgraphia as well as characteristics often observed in students with dysgraphia:
 - Dysgraphia in Secondary Classrooms
- Region 4 Educational Service Center: *Inclusive Strategies for Diverse Learners*
- Texas Education Agency and Region 20 Educational Service Center: *Co-Teaching – A How-to Guide: Guidelines for Co-Teaching in Texas*
- Texas Education Agency and Region 20 Educational Service Center: *Working with Paraprofessionals – A Resource for Teachers of Students with Disabilities*
- N2yinc – *news-2-you and Unique Learning Systems*
- Diane Heacox – *Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners*
- Barbara Blackburn – *Rigor for Student with Special Needs*
- Richard A Villa, Jacqueline S. Thousand – *Creating an Inclusive School*
- Mitchell-Panter – *Expanding Horizons: Adult Transition Services*
- Texas Education Agency (2014). *The Dyslexia Handbook*, Revised 2014: Procedures Concerning Dyslexia and Related Disorders.
- Sally Shaywitz – *Overcoming Dyslexia*
- Virginia Berninger and Beverly Wolf – *Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons*

	<i>from Science and Teaching.</i>
READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 73% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 68% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 74% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category:3 – The student will demonstrate and ability to understand and analyze informational texts. Reading/ELA Performance Safeguard Target (if applicable): Special Ed and English Language Learners</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. • Maintain focus on higher levels of questioning and critical thinking. • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level. • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • 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.
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 58% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 58% scored Approaching Grade Level Standards</p>

	<p>2% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 10% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 58% scored Approaching Grade Level Standards 4% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 10% will score Mastering Grade Level Standards</p> <p>Target Writing/ELA Reporting Category 1: 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. Writing/ELA Performance Safeguard Target (if applicable): African-American, Hispanic, Economically Disadvantaged, Special Ed and English Language Learners.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing. • 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 content leadership teams using current professional books on adolescent literacy. • 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. (CSG) • ELA staff members will attend district writing workshops focused on expository, persuasion and analytical writing to prepare students in writing toward these genres, and to assist peers in for the effective teaching and implementation of these genres of writing. (CSG) • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Content Leadership Team meetings. • Professional learning opportunities will be provided to the campus on the cross-curricular need of reading and writing in the content areas. • <i>Write Like This and Teaching Adolescent Writers</i> by Kelly Gallagher • <i>10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined</i> by Jeff Anderson • <i>What a Writer Needs</i> by Ralph Fletcher • <i>Image Grammar</i> by Harry Noden • <i>Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School</i> by Don Killgallon • <i>Write Beside Them</i> by Penny Kittle • Grade Level Scope and Sequence Documents • <i>Units of Study in Argument, Information and Narrative Writing</i> by Lucy Calkins and colleagues.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 76% scored Approaching Grade Level Standards</p>

	<p>17% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 65% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 79% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: Computations and Algebraic Relationships Math Performance Safeguard Target (if applicable) Economically Disadvantaged and Special Ed</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Math Participation Rates for Algebra 1 by Grade 8 will be 25%. (JH only) • Math Performance Rates for Algebra 1 by Grade 8 will be 25%. (JH only)
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 55% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 47% scored Approaching Grade Level Standards 12% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 55% scored Approaching Grade Level Standards 8% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target Social Studies Reporting Category: 2 The student understands location and characteristics of places and regions of the United States, past and present. The student understands the physical characteristics of North America and how humans adapted to and</p>

	<p>modified the environment through the mid-19th century.</p> <p>Social Studies Performance Safeguard Target, if applicable: Economically Disadvantaged and SpEd</p>
<p>Focus Strategies</p>	<p>SOCIAL STUDIES</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. • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional Strategy Manual. • 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. • <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> • Social Studies Weekly • Time for Kids • Scholastic News • Brain Pop • United Streaming
<p>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 73% scored Approaching Grade Level Standards 13% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 64% scored Approaching Grade Level Standards 14% scored Mastering Grade Level Standards</p>

	<p>Goal for 2017-2018: 75% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target Science Reporting Category 2: The student will demonstrate an understanding of force, motion, and energy and their relationships. Science Performance Safeguard Target, if applicable: Economically Disadvantaged and SpEd (Student Group)</p>
<p>HEALTH Performance Objective</p>	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 95% 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 week or 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 Jr. High Campuses</p> <ul style="list-style-type: none"> • Attendance rate will increase from 95.9% to 97% <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) in Reading, Math, Writing, Social Studies and Science <i>Jr. High Schools - 50% 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>Jr. High Schools - 50% of indicators will be in top quartile</i></p>

	<p>Grade 7-12 Safeguard Indicators</p> <p>Safeguard Target for Participation Rate (if applicable): Reading – Special Ed, ELL. Math – Special Ed Writing – AA, Hispanic, Economically Disadvantaged, Special Ed, English Language Learners Science – Special Ed, English Language Learners. SS – African American, Hispanic, Economically Disadvantaged, Special Ed, English Language Learners</p> <p>Safeguard Target for Federal Graduation Rate (if applicable): Reading – All students, African-American, Hispanic, White, Economically Disadvantaged, Special Ed, ELL Math - All students, African-American, Hispanic, White, Economically Disadvantaged, Special Ed, ELL Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): NA</p>
Focus Strategies	<p>Advanced Courses</p> <ul style="list-style-type: none"> • Ensure Pre-Advanced Placement course offerings for all students and student groups. <p>College Admissions and Readiness</p> <ul style="list-style-type: none"> • Incorporate small group tutorials in PSAT. • Build rapport with high schools to increase college readiness awareness. <p>Higher Education Readiness</p> <ul style="list-style-type: none"> • Provide college readiness information and opportunities to all stakeholders. • Build rapport with High schools to increase college readiness awareness.
Financial Resources	Campus budget, SCE, Title III, HSA
Additional Resources	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented</p> <p>Assessment: STAAR, 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>
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain, and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
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.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • Expand the campus partnerships with local community businesses to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education 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. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Develop plans for assisting students in transition to better adjust to the next educational level. • Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
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

	<p>Policy, etc.</p> <ul style="list-style-type: none"> • 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.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal

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

NON-DISCRIMINATION STATEMENT

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

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

**State Compensatory Education Program
2017-2018 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
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	501,780	9.00
Reading Strategy 1- LA Interventions	Instructional Support – Paraprofessionals	16,511	1.00
Math Strategy 7: IXL math interventions, Think Through Math Reading Strategy 2: LA interventions, Scope Magazine Subscriptions	Instructional Materials for At-Risk Students	10,100	0.00
Math Strategy 7: IXL math interventions, Think Through Math Reading Strategy2: LA interventions, Scope Magazine Subscriptions	Technology Support for At-Risk Students	8,000	0.00
	TOTAL SCE	546,291	10.18

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading/ELA Strategy 4&5	Extra Duty Tutorials	3,500	.06
Closing Performance Gaps Strategy 2	Technology	500	.00
Reading/ELA Strategy 7&10	Books	500	.00
Reading/ELA Strategy 8	Instructional Materials	1,000	.00
	TOTAL Title III LEP	5,500	.06