Campus Improvement Plan
2016-2017
Secondary Campus: Washington Jr. High   Rating: Met Standard

Goal 1:   Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- *Index 1: Student Achievement   All subjects; all students meet STAAR satisfactory standard.*
- *Index 2: Student Progress   Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress.*
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
- *K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures.*
- *Greater than Expected Growth (AADD Indicator) in Reading, Math, and Writing*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2.*

Close the Performance Gap

- *Index 3: Closing Performance Gaps   All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III).*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3.*

Successful Completion of High School

- *Index 4: Post-Secondary Readiness* **Attendance Rate;** *STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Postsecondary Indicator Score.*
- *Postsecondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS	

INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	**Index 1: Student Achievement**
	In 2015-2016, 72% of All students combined over all subject areas met Level II standard.
	In 2019-2020, 85% of All students combined over all subject areas will meet Level II performance standard on STAAR.
	The 2016-17 incremental progress will be 3%.
	Distinctions:
	    ● Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 8 Science, and Grade 8 Social Studies.
	    ● Will meet AADD indicators for performance and participation Algebra 1.

INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress**
	Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
	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.
	In 2015-2016, the Index 2 Score was 39.
	In 2016-2017, the Index 2 Score will be 40.
	
	Distinctions:
	    ● *Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.*
	    ● *Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.*

INDEX 3: **CLOSING PERFORMANCE GAPS** **OBJECTIVES**	**Index 3: Closing Performance Gaps** **All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III).** In 2015-2016, the Index 3 Score was **41** and included the student groups of Eco Dis, <u>AA</u>, and <u>His</u>. **In 2016-2017, the Index 3 Score will be 43 and will include the student groups of Eco Dis, <u>AA</u>, and <u>HIS</u>.** *Distinctions:* ● Will meet Top 25% Closing Performance Gaps
Program Focus	**Special Populations** ● AA; His; & Eco Dis

READING
Performance Objective
	READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT
	In 2015-2016, 74% of Eco Dis students, 74% of His student group, and 79% of AA student group met Level II standard. In addition, 13% of Eco Dis students, 13% of His student group, and 14% of AA student group met Level III standard.
	In 2016-17, 76% of Eco Dis students, 76% of His student group, and 80% of AA student group will meet Level II standard. In addition, 15% of Eco Dis students, 15% of His student group, and 15% of AA student group will meet Level III standard.
	
	Target Reading Reporting Categories:
	    ● **Reporting Category 2**: Understanding and Analysis of Literary Texts. Grade 7 All Student Groups; Grade 8 All Student Groups.
	    ● **Reporting Category 3**: Understanding and Analysis of Informational Texts. Grade 7 All Student Groups; Grade 8 All Student Groups.
	    ● Reading/ELA Performance Safeguard Target):
	    ● **ELL Current & Monitored- Campus Safeguard (CSG); Special Education- District Safeguard (CSG & DSG)**
	
	Distinctions:
	    ● Will meet Top 25% Greater than Expected Growth in English Language Arts (ELA).
	    ● Will meet Top 25% Grade 7 Reading Performance Level III.
	    ● Will meet Top 25% Grade 8 Reading Performance Level III.

Focus Strategies	● 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 the Traits 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. ● 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.

	- Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students 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. - ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills. - The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. - Cadre members will attend trainings provided by the district to improve instruction. - Continue Planning cross-curricular activities and resources with other content areas.
Campus Missed Safeguard Strategies	- Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading (CSG). - Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG). - Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the 7 Steps to a Language-Rich Interactive Classroom for ELLS (CSG).
District Missed Safeguard Strategies	- 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 (DSG). - Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (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 ongoing support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG). - Provide ongoing 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).
Resources	*Book Love* by Penny Kittle *The Comprehension Toolkit* by Stephanie Harvey *Texts and Lessons* by Harvey Daniels *Deeper Reading, Reading Reasons*, and *Readicide* by Kelly Gallagher *When Kids Can't Read* by Kylene Beers *Less is More* by Kim Campbell - Vocabulary.com
WRITING Performance Objective	**WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** In 2015-2016, 63% of Eco Dis students, 64% of His student group, and 64% of AA student group met Level II standard. In addition, 8% of Eco Dis students, 9% of His student group, and *12%* of AA student group met Level III standard. **In 2016-17, 65% of Eco Dis students, 67% of His student group, and 67% of AA student group will meet Level II standard. In addition, 10% of Eco Dis students, 11% of His student group, and 14% of AA student group will meet Level III standard.**

	Target Writing Reporting Categories: - **Reporting Category 1**: Composition. Grade 7 All Student Groups - **Reporting Category 2**: Revision. Grade 7 All Student Groups - **Reporting Category 3:** Editing. Grade 7 All Student Groups **Writing Performance Safeguard Target:** - **ELL Current & Monitored(CSG & DSG); Special Education (CSG & DSG)** *Distinctions:* - Will meet Top 25% Greater than Expected Growth in English Language Arts (ELA). - Will meet Top 25% Grade 7 Reading Performance Level III. - Will meet Top 25% Grade 8 Reading Performance Level III.
Focus Strategies	- Maintain the vertical alignment Writer's Workshop approach to the explicit teaching or 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 writing in all modes. - 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 the Traits 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.
Campus Missed Safeguard Strategies	- Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG). - Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the 7 Steps to a Language-Rich Interactive Classroom for ELLS (CSG).
District Missed Safeguards	- 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 (DSG). - Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (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 ongoing support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG). - Provide ongoing 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).
Resources	- *Write Like This and Teaching Adolescent Writers* by Kelly Gallagher - *10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined* by Jeff Anderson

	● *Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School* by Don Killgallon ● Grade Level Scope and Sequence Documents ● Units of Study in Argument, Information, and Narrative Writing by Lucy Calkins and colleagues. ● Vocabulary.com
MATH Performance Objective	**MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** In 2015-2016, 74% of Eco Dis students, 65% of AA students, and 75% of His students met Level II standard. In addition, 10% of Eco Dis students, 11% of AA students, and 11% of His students met Level III standard. **In 2016-17 79% of Eco Dis students, 70% of AA students, and 79% of His students will meet Level II standard. In addition, 12% of Eco Dis students, 13% of AA students, and 13% of His students will meet Level III standard.** **Target Math Reporting Categories:** ● **Reporting Category 2:** Computations and Algebraic Relationships. Grade 7 All Student Groups; Grade 8 All Student Groups. ● **Reporting Category 3:** Geometry and Measurement. Grade 7 All Student groups; Grade 8 All Student Groups. **Math Performance Safeguard Target:** ● **ELL Current and Monitored (CSG); Special Education (CSG & DSG)** *Distinctions:* ● Will meet Top 25% Greater Than Expected Growth in Math. ● Will meet Top 25% Grade 8 Algebra I Participation. ● Will meet Top 25% Grade 8 Algebra 1 Performance Level III. ● Math Participation Rates for Algebra 1 by Grade 8 will be 10% *(JH only).* ● Math Performance Rates for EOC Algebra 1 – Level III – by Grade 8 will be *75% (JH only)*.
Focus Strategies	● Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. ● Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. ● Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. ● Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. ● Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. ● 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–8 on the implementation of the new mathematics TEKS. - 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.
Campus Missed Safeguard Strategies	- Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG) - Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) - Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the 7 Steps to a Language-Rich Interactive Classroom for ELLS. (CSG)
District Missed Safeguard Strategies	- 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 (DSG). - Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (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 ongoing support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG). - Provide ongoing 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).
Resources	*Five Easy Steps to a Balanced Math Program* (Christinson) *7 Steps to a Language-Rich Interactive Classroom* (Seidlitz) *Teaching Student Centered Mathematics* (Van de Walle) *Guided Math* (Sammons) - Supporting STAAR Achievement (Region 4) - CISD Mathematics Canvas Courses *Digits Realize*(Pearson) - Grade Level Scope and Sequence Documents - Lead4ward Resources
SOCIAL STUDIES Performance Objective	**SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** In 2015-2016, 64% of Eco Dis students, 63% of His student group, and 68% of AA student group met Level II standard. In addition, 9 % of Eco Dis students, 8% of His student group, and 19% of AA student group met Level III standard. **In 2016-17, 72% of Eco Dis students, 65% of His student group, and 70 % of AA student group will meet Level II standard. In addition, 12% of Eco Dis students, 9% of His student group, and 20% of AA student group will meet Level III standard.** **Target Social Studies Reporting Category:** **Reporting Category 1:** History. Grade 8 All Student Groups **Reporting Category 2:** Geography and Culture. Grade 8 All Student Groups **Reporting Category 3:** Government and Citizenship. Grade 8 All Student Groups **Reporting Category 4:** Economics, Science, Technology, and Society. Grade 8 All Student Groups

	Social Studies Performance Safeguard Target: ● **ELL Current & Monitored (CSG & DSG); Special Education (CSG & DSG)** *Distinctions:* ● Will meet Top 25% Grade 8 Social Studies Performance Level III.
Focus Strategies	● Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!* ● 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. ● Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. ● Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. ● 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. ● Emphasize writing and the analysis of primary sources. ● Incorporate Vocabulary.com into lesson plans to help improve student's vocabulary acquisition.
Campus Safeguard Strategies	● Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG). ● Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the 7 Steps to a Language-Rich Interactive Classroom for ELLS (CSG).
District Missed Safeguard Strategies	● Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (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 ongoing support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG). ● Provide ongoing 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).
Resources	● Collaborate with the ESL teacher to provide tutorials and additional help with content. ● Vocabulary.com ● *Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!* ● Social Studies Weekly Time for Kids ● Scholastic News ● Brain Pop ● United Streaming ● National Geographic for Kids ● Mastering the TEKS – Jarrett ● Social Studies Model ● Social Studies Strategy Manual

SCIENCE Performance Objective	**SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** In 2015-2016, 75% of Eco Dis students, 76% of AA students, and 75% of His students met Level II standard. In addition, 14% of Eco Dis students, 16% of AA students, and 15% of His students met Level III standard. **In 2016-17 78% of Eco Dis students, 76% of AA students, and 78% of His students will meet Level II standard. In addition, 17% of Eco Dis students, 16% of AA students, and 18% of His students will meet Level III standard.** **Target Science Reporting Category:** ● **Reporting Category 1:** Matter and Energy. Grade 8 All Student Groups. ● **Reporting Category 2:** Force, Motion, and Energy. Grade 8 All Student Groups. ● **Reporting Category 3**: Earth and Space. Grade 8 All Student Groups. **Science Performance Safeguard Target:** ● **ELL Current & Monitored (CSG & DSG); Special Education (CSG & DSG)** *Distinctions:* ● Will meet Top 25% Grade 8 Science Performance Level III.
Focus Strategies	● 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 Vocabulary.com, Science word walls in the 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. ● Implement the 7 Steps to a Language-Rich Interactive Classroom.
Campus Safeguard Strategies	● Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students (CSG). ● Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the 7 Steps to a Language-Rich Interactive Classroom for ELLS (CSG).
District Missed Safeguard Strategies	● 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 (DSG). ● Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (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 ongoing support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG). ● Provide ongoing 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).

Resources	- Region 4 Educational Service Center- *Gateways to Science* - 1st – 8th grades - Science Lessons in Moodle under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks. - TEA Science Academies for Grades 5-8 Training and Resources - Page Keeley- *Science Formative Assessment* - Robert Marzano- *Building Background Knowledge* *Writing in Science* by Betsy Rupp Fulwiler
HEALTH Performance Objective	**HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT** **85**% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	- Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. - Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. - Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. - All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL **POST-SECONDARY READINESS (Index 4)** **CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**	
INDEX 4: **POST-SECONDARY READINESS OBJECTIVES**	**INDEX 4: POST-SECONDARY READINESS** In 2015-2016 41% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. **In 2016-2017, 43% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.** **Increase Attendance Rate from 96.3% to 97%** **Meet eligible Campus Academic Achievement Distinction Designations (AADD)** *7-8 50% of indicators will be in top quartile at each campus.*
Focus Strategies	- 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. - Review, revise, and implement daily attendance procedures to meet 97% 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.

Financial Resources	Campus budget, SCE, Title III, HSA
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain, and develop highly qualified teachers and staff for all students.
Focus Strategies	- Ensure the appropriate certification and highly qualified requirements for professionals 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 training sessions. - Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. - Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus Budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.
Indicator 1 (select from CaSE Ratings)	**Indicator 1 Focus Strategies** **Physical Education** - Healthy food options are provided at meetings and special events. - Use of technology is evident in physical education - Physical Education teacher(s) attend(s) 2 professional development trainings beyond the school day.

Indicator 2
(select from CaSE Ratings)
	Indicator 2 Focus Strategies
	● **Gifted and Talented Programs**
	   ○ Campus administrators obtain 6 hours of GT update each year.
	   ○ Students are referred for GT screening by parents, teachers or through self-referral.
	   ○ The % of identified GT students is within 2% of the district's identification rate.

Indicator 3
(select from CaSE Ratings)
	Indicator 3 Focus Strategies
	● **Digital Learning Environment**
	   ○ Teachers use technology to support content area objectives.
	   ○ Students are able to self-select technology activities (i.e., choice boards) in library and classroom.
	   ○ Students use technology in class to access, communicate, and present information.

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, and website information is current and accurate.
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	● 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 visitor to 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.
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. CASE: Will achieve a CASE rating of Exemplary in Technology.
Focus Strategies	● 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. ● Increase students opportunities for utilizing Canvas and Vocabulary.com.
Financial Resources	Campus budget
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology. Campus and District Technology Plans align with strategies.
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal Assistant Principal Technology Liaison

NON-DISCRIMINATION STATEMENT
The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies,

or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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

State Compensatory Education Program
2016-2017 School Year

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Master Rigorous Academic Standards Strategies 1 & 4	Academic Tutorials Extra Duty	44,000	0.80
Reading/ELA Strategies 6 & 10 Writing Strategies 1 & 4 Math Strategy 5 Science Strategies 2 & 5 Social Strategies 1 & 5	Instructional Support – Teachers for At-Risk Students	497,885	9.00
Master Rigorous Academic Standards Strategy 4	Instructional Support – Paraprofessionals	31,938	2.00
Reading/ELA Strategy 3 Writing Strategy 1 Math Strategy 6 Science Strategy 4 Social Studies Strategy4	Instructional Materials for At-Risk Students	6,000	0.00
	TOTAL SCE	**579,823**	**11.80**

Resources Allocated for Title III
2016-2017 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Achievement Gap Strategy 1 & 6	Extra Duty Tutorials	1,500	0.02
Technology Strategy 7	Technology	1,000	0.00
Close the Achievement Gap Strategy 4	Books	500	0.00
Close the Achievement Gap Strategy 4	Instructional Materials	500	0.00
	TOTAL Title III LEP	**3,500**	**0.02**