

**Campus Improvement Plan
2017-2018
Secondary Campus: York Junior High School
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

York 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 88% Approaching Grade Level Standards 61% Meeting Grade Level Standards 33% Mastering Grade Level Standards Goal for 2017-2018 – All students combined 90% Approaching Grade Level Standards 65% Meeting Grade Level Standards 40% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering the Grade Level) in Reading/ELA, Writing, Math, Grade 8 Science and End of Course (EOC) Biology, and Grade 8 Social Studies and EOC US History. • Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1. • Science will meet AADD indicators for performance and participation in ACT, and AP. • Social Studies will meet AADD indicators for performance and participation in AP.
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress Performance in 2016-2017 68% met Expected or Accelerated Growth measures 23% met Accelerated Growth measures only Goal for 2017-2018 75% will meet Expected or Accelerated Growth measures 30% 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.
<p>READING Strategies</p>	<p>READING and WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas- District Safeguard. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG) • Provide intensive, systematic tutoring for identified at-risk students, African American students, Hispanic Students, and Eco Dis students during the school day for Reading Campus Safeguard. (CSG) • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. (CSG) • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. (CSG) • Focus on evidence based best practices specifically for serving students with disabilities. (CSG) • 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. • 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.
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas. (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 on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide intensive, systematic tutoring for identified at-risk students, African American students, Hispanic Students, and Eco Dis students during the school day for Math. (CSG) • Provide intensive, systematic one-on-one pull-outs during the school day for students with disabilities that are struggling in their Math classes. (CSG) • Continue the emphasis on small group Math instruction such as guided Math, hands on problem solving, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers to ensure academic progress in Mathematics for students with disabilities. (CSG) • Provide leadership, training, and follow-through on the implementation of the CISD Solves

	<p>Math Structure.</p> <ul style="list-style-type: none"> • Provide staff development for all Math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop Math strategies to modify for identified gifted Math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, Math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (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 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) • Design units and activities for students with disabilities based on enduring understandings that answer essential questions. (CSG) • 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 needs of students with disabilities. (CSG) • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Implement the Interactive Student Notebook. • 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.
<p>SCIENCE Strategies</p>	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas. (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 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) • Science teachers will attend staff development on meeting the needs of reluctant learners and meeting the needs of students with disabilities and implement these intervention strategies into their instructional practices. (CSG) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities. (CSG) • Ensure that teachers plan and implement TEKS aligned Science lessons using the 5-E lesson

	<p>model (engage, explore, explain, elaborate, and evaluate).</p> <ul style="list-style-type: none"> • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary and science word walls in classrooms. • 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.
<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 Performance in 2016-2017: 79% scored Approaching Grade Level Standards 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: 77% scored Approaching Grade Level Standards 21% 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: 85% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students, African American students, Hispanic Students, and Eco Dis students during the school day for Reading and Mathematics. (CSG) • The Special Education support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group setting with special education students. • Monitor the progress of all students and all student groups, identify individual students needing intervention, and provide targeted students the appropriate instructional intervention/adjustment, schedule change, or additional support needed to ensure academic success. • Data meetings will be scheduled with each team to determine progress within each student group. • Ensure that English Language Learners 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.

	<ul style="list-style-type: none"> • Provide mentors to targeted at-risk students through the Student Mentor program.
READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 82% scored Approaching Grade Level Standards 20% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 78% scored Approaching Grade Level Standards 24% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 89% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: R2 – The student will demonstrate an ability to understand and analyze literary texts. Reading/ELA Performance Safeguard Target: Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, African American, Hispanic, and economically disadvantaged students in reading (CSR).</p> <p>Distinctions: N/A</p>
Focus Strategies	<ul style="list-style-type: none"> • Place greater emphasis on close reading and critical analysis and using textual evidence to support answers. • 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. • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Reinforce and develop lower level students’ reading and writing skills through the identification of their reading Lexile and the implementation of online reading assistance programs.
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 68% scored Approaching Grade Level Standards 6% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 62% scored Approaching Grade Level Standards</p>

	<p>9% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 73% scored Approaching Grade Level Standards 8% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Target Writing/ELA Reporting Category: NA Writing/ELA Performance Safeguard Target (if applicable): NA</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Emphasize and improve students' writing skills through the use of Writer's Workshop utilizing <i>Units of Study in Argument, Information, and Narrative Writing</i>. • Incorporate strategies to support teaching grammar in context, develop skills in the revision process of writing, and move students from formulaic to authentic in all modes of writing. • Maintain use of rubrics, such as those utilized in the AP courses, TEA for STAAR essays, and EOC short answer questions.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 81% 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>Racial/Ethnic group: African American Performance in 2016-2017: 80% scored Approaching Grade Level Standards 22% 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: 85% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: 4 – Data Analysis and Personal Financial Literacy. The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts. Math Performance Safeguard Target: Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education, African American, Hispanic, and economically disadvantaged students in mathematics. (CSR)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Math Participation Rates for Algebra 1 by Grade 8 will be 40%.

<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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 using anecdotal notes, and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • 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. • Support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group setting with students. • Math review will be used to reinforce “gap” coverage.
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% 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>Racial/Ethnic group: African American Performance in 2016-2017: 74% scored Approaching Grade Level Standards 21% 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: 80% scored Approaching Grade Level Standards 29% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Target Social Studies Reporting Category: NA Social Studies Performance Safeguard Target, if applicable: NA</p> <p>Distinctions: NA</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implementing student-centered lessons and activities (Talk, Read, Talk, Write, primary source analysis, OPTIC, etc.) that correctly align with the TEKS. • Incorporate strategies that will enable students to identify, comprehend, and analyze primary and secondary sources such as APPARTS, SOAPSTONE, OPTIC, and others. • Providing both summative and formative assessments to students and readdressing/re-

	<p>teaching standards that did not meet expectations.</p> <ul style="list-style-type: none"> • Use of district provided scope and sequence and CISD Remembers to serve as a guide for lessons and units.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 88% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 85% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 94% scored Approaching Grade Level Standards 34% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Target Science Reporting Category: NA Science Performance Safeguard Target, if applicable: NA</p> <p>Distinctions: NA</p>
Focus Strategies	<ul style="list-style-type: none"> • Use vocabulary strategies and techniques, such as Marzano's 6 step, along with McGraw Hill resources, picture vocabulary, and word walls to increase and build students' vocabulary. • Implement collaboratively developed science common and formative assessments including using writing formative assessments such as RERUN, CER, and POE and probes from Paige Keeley, along with implementing more Kagen Cooperative Learning such as Timed Pair Share, Rally Coach and Stand Up, Hand Up, and Pair Up. Questions will be more rigorous and aligned to the TEKS. The data will be reviewed during data meetings and weak TEKS will be addressed through Science Success daily warm-ups to reinforce weak concepts. • The Special Education support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group sitting with special education students.
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time in PE and Athletics. • Track and evaluate students' level of health-related fitness by conducting the FitnessGram assessment throughout the school year and develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activities and good nutrition practices that can be utilized for a lifetime. • All students will be actively engaged in the lesson with adequate space and equipment to maximize learning. • Increase the involvement of the number of students participating in PE through

	<p>encouragement, praise, and rewards.</p> <ul style="list-style-type: none"> • Helping students evaluate their personal level of health related fitness through the use of personal devices of technology. • Teaching students about criterion referenced health standards and the types of activity needed to reach them.
<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 and High School Campuses</p> <ul style="list-style-type: none"> • Attendance rate will increase from 97.0% to 97.3% <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> <i>High Schools - 33% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress.</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps.</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>Jr. High Schools - 50% of indicators will be in top quartile</i> <i>High Schools – 33% of indicators will be in top quartile</i></p> <p>Grade 7-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): NA Safeguard Target for Federal Graduation Rate (if applicable): NA Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable):NA</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Utilize campus procedures to identify, intervene, and monitor the progress of at-risk students (i.e., iLearn, Student Mentor Program, York Ladies, and Regulators Mentor Groups). • Ensure students are appropriately placed in courses based on readiness levels for all students and student groups. • Review, revise, and implement daily attendance procedures to meet 97.3% average attendance. • Communicate the attendance laws to parents annually. • Utilize auto-dialing phone system for contacting parents of student’s absence. • Support vertical efforts to increase the percentage of students completing high school in four years. • Identify and report potential students that are at-risk for dropping out before the completion of high school. • Ensure basic Pre-AP placement course offerings by distribution of parent Pre-AP information and recommendation letter to incoming students. • Increase the number of students taking Pre-AP courses and the number of Pre-AP courses taken for all students and student groups. • Provide parents and staff with information about the importance of participation in the Pre-AP program and the benefits of participating in more challenging courses. • Expand Pre-AP course awareness and master schedule in order to reflect the needs of students, and offer more in-depth, meaningful extension activities for the GT student population, such as York Learning Teams, The Science and Technology Academy visit, The Academy for Careers in Engineering and Science visit, and monthly GT Seminars. • Encourage college readiness awareness through Generation Texas Week, Duke Talent Search, and Future Focus. • Continue to emphasize Conroe ISD’s recommended graduation plan for all students.

	<ul style="list-style-type: none"> • Monitor LEP, Special Education, and CTE 4-year graduation plans. • Increase awareness of Endorsements for all students (grades 7-12). • Maintain a rigorous curriculum that is aligned with PSAT, SAT, and ACT examinations. • Provide college readiness information and opportunities to students and teachers. • Use student's PSAT 8/9 scores as a tool to identify potential Pre-AP, GT, as well as low performing students. • Differentiate the academic curriculum and common exams between level and Pre-AP for the four core courses.
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, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
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 all professional staff. • Participate in the Conroe ISD Job Fair and other District recruitment efforts to support the employment of highly qualified teachers and staff to encourage employment in CISD. • Host student teachers on campus and participate in the Student Teacher Receptions held each semester to encourage employment in CISD. • Provide mentor support for novice teachers and teachers new to CISD. • Invite entire Academic Teams to interview potential teacher candidates. • Hold monthly meetings with all new teachers to provide extra administrative support. • Implement Instructional Rounds for teachers to observe the teaching conducted by their colleagues. • A needs assessment, based on teacher input and administrative observations, will be conducted to determine staff development opportunities. • Improve teachers' knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers. • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. • Encourage opportunities for teachers to gain ESL certification. • Hold PLC Reflection Meetings at the end of the school year to summarize strength and weaknesses and make plans for the following school year for purchase of additional resources and professional development.
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	<p>Indicator 1 – Physical Education Focus Strategies</p> <ul style="list-style-type: none"> • Increase healthy food options at meetings and special events. • Increase the variety of activities, including life time fitness, for students. • Increase the physical activity opportunities available to students in the daily curriculum. <p>Indicator 2 – Gifted and Talented Focus Strategies</p> <ul style="list-style-type: none"> • Increase the opportunities for GT students to participate in Robotics, DI, Duke, UIL Competitions, etc. • Hold monthly meetings with all GT students working on understanding GT characteristics and applying them successfully in their daily academic lives. <p>Indicator 3 – Community and Parent Involvement Focus Strategies</p> <ul style="list-style-type: none"> • Increase communication through social media – Twitter, Facebook, etc. • Create new business partnerships within the community. • Increase the number of academic parent information meetings held on campus.
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 SafeSchools training on safety, hazardous materials, blood-borne pathogens, sexual harassment, and integrated pest management to all staff members. • Provide programs for student/staff awareness of sexual abuse and the dangers of drugs, alcohol, tobacco, and bullying, such as Safe School Ambassadors, York Guidance Plan and Red Ribbon Week. • Conduct fire, disaster, lockdown, shelter-in-place, evacuation, and weather emergency drills to ensure the effectiveness of Emergency Operation Plan at the district and campus level. • Maintain a safe schools committee to review, revise, and oversee the implementation of the Safe School Plan and Bullying Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services. • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development, conflict resolution, drug/alcohol awareness, tobacco resistance, and life/coping skills. • Promote clubs and organizations in areas of interest to promote student involvement in school. Utilize Safe School Ambassadors as part of Oak Ridge Feeder Vertical Collaboration. • Inform students, parents, and staff about 1-888-Kid-Chat: The district’s police department 24-hour phone line to receive and react to information relating to drugs, weapons, fighting, bullying, and other crimes or fears of possible crimes occurring on campus. • Use Blackboard Connect to inform students, parents, and staff of any emergencies or need for immediate information. • Implement daily character messages on student announcements through Project Wisdom.
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"> • Use technology to differentiate the content, process, and product and to maximize the learning of all students while integrating the Technology TEKS in all content areas. • Utilize technology as a tool for information management, problem solving, communication, and learning assessments. • Provide hands-on training in the use of new technology hardware and software as well as the integration of technology across the curriculum. • Provide classroom support for integration of technology across the curriculum, including but not limited to the use of Google Docs and Canvas school wide. • Build teacher capacity to fully implement technology instruction through professional development opportunities and classroom support in addition to providing and promoting online learning and professional development. • Plan with Professional Learning Communities to develop, facilitate, and support the use of technologies to enhance instructional methods that develop higher-level thinking, decision making, and problem solving skills. • Use a variety of media formats including telecommunications, school website, email, and social media to communicate, interact, and collaborate with all education stakeholders. • Continued emphasis on utilization of all available resources to refurbish/upgrade or replace technologies to ensure the most robust learning environment at all times. • Use technology to help students make their learning visible to their peers and others. • Further refine the York Technology Team/Committee as a point of contact for quick response for maintenance and repair, as well as decision making, and planning for York's technology needs.
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			
Reading and Math CSG Strategies	Academic Tutorials Extra Duty	1,035	0.02
Reading and Math Enrichment Staffing	Instructional Support – Teachers for At-Risk Students	229,380	4.00
Reading and Math CSG Strategies	Instructional Materials for At-Risk Students	965	0.00
iLearn and Reading Software Licenses	Technology Support for At-Risk Students	8,000	0.00
	TOTAL SCE	239,380	4.02

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Gap Strategies 3 & 5	Extra Duty Tutorials	1,000	0.02
Reading Strategies 3, 4, 13	Technology	500	0.00
Reading Strategies 4, 8 & Goal 2 Strategy 11	Books	500	0.00
Reading Strategies 3-5, 8, 12, 13	Instructional Materials	500	0.00
	TOTAL Title III LEP	2,500	0.02