

**Campus Improvement Plan  
2016-2017**

**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 postsecondary success.

**Master Rigorous Academic Standards**

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

**Close the Performance Gap**

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

**Successful Completion of High School**

- *Index 4: Post-secondary Readiness* 4-year/5-year Graduation Rate (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, Sp Ed; RHSP/DAP annual rate, all students, 7 racial/ethnic groups; SAT/ACT, AP Algebra 1; STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.
- *Postsecondary Readiness Distinction*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b>            In 2015-2016, 86% of All students combined over all subject areas met Level II standard.            In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR.  <b>The 2016-17 incremental progress will be 89% met Level II standard.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 8 Science, End of Course Biology, Grade 8 Social Studies, and EOC US History.</li> <li>• Reading and Math: Will meet AADD indicators for performance and participation in SAT, ACT, AP, and Algebra 1.</li> <li>• Science will meet AADD indicators for performance and participation in ACT and AP.</li> <li>• Social Studies will meet AADD indicators for performance and participation in AP.</li> <li>• Community and School Engagement (CaSE) will achieve a rating of Exemplary in Fine Arts, 21<sup>st</sup> Century Workforce Development, and Second Language Acquisition.</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b>  <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i>            In 2015-2016, the Index 2 Score was 43.  <b>In 2016-2017, the Index 2 Score will be 46.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading, Writing, and Math.</li> </ul>

<p><b>READING and WRITING Strategies</b></p>	<p><b>READING and WRITING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas- District Safeguard (DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs (DSG).</li> <li>• Provide intensive, systematic tutoring for identified at-risk students, African American students, and Eco Dis students during the school day for Reading. Campus Safeguard (CSG).</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities (CSG).</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education (CSG).</li> <li>• Focus on evidence based best practices specifically for serving students with disabilities (CSG).</li> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.</li> <li>• Maintain focus on higher levels of questioning and critical thinking.</li> <li>• Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing.</li> <li>• Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing.</li> </ul>
<p><b>MATH Strategies</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas (DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Provide intensive, systematic tutoring for identified at-risk students, African American students, and Eco Dis students during the school day for Math (CSG).</li> <li>• Provide intensive, systematic one-on-one pull-outs during the school day for students with disabilities that are struggling in their math classes (CSG).</li> <li>• 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).</li> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas (DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• Design units and activities for students with disabilities based on enduring understandings that answer essential questions (CSG).</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the needs of students with disabilities (CSG).</li> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Implement the Interactive Student Notebook.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> </ul>
<b>SCIENCE Strategies</b>	<b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students in all content areas (DSG).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• 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).</li> <li>• Two certified science teachers will co-teach targeted students with disabilities in order to provide more one-on-one instructional opportunities during the class period (CSG).</li> <li>• Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities (CSG).</li> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary and science word walls in classrooms.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> </ul>

	<ul style="list-style-type: none"> <li>Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> </ul>
<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III)</b></p> <p>In 2015-2016, the Index 3 Score was 49 and included the student groups of Eco Dis, Two or More Races, and African American.  <b>In 2016-2017, the Index 3 Score will be 53 and will include the student groups of Eco Dis, African American, and Hispanic.</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Will meet Top 25% Closing Performance Gaps.</li> </ul>
<b>Program Focus Strategies</b>	<p>Special Populations</p> <ul style="list-style-type: none"> <li>Provide intensive, systematic tutoring for identified at-risk students, African American students, and Eco Dis students during the school day for Reading and Mathematics (CSG).</li> <li>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.</li> <li>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.</li> <li>Data meetings will be scheduled with each team to determine progress within each student group.</li> <li>Ensure that English Language Learners students receive appropriate English Language acquisition and sheltered instruction.</li> <li>Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>Provide mentors to targeted at-risk students through the Student Mentor program.</li> </ul>
<b>READING Performance Objective</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 82% of Eco Dis students, 93% of Two or More Races student group, and 80% of African American student group met Level II standard. In addition, 11% of Eco Dis students, 34% of Two or More Races student group, and 24% of African American student group met Level III standard.  <b>In 2016-17, 89% of Eco Dis students, 89% of African American student group, and 89% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students, 35% of African American student group, and 35% of Hispanic student group will meet Level III standard.</b></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, and economically disadvantaged students in reading (CSR).</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Grade 7 Reading Performance Level III will be: 42%.</li> <li>Grade 8 Reading Performance Level III will be: 38%.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Place greater emphasis on close reading and critical analysis and using textual evidence to support answers.</li> <li>Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.</li> <li>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.</li> </ul>
<b>WRITING Performance Objective</b>	<p><b>WRITING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 60% of Eco Dis students, 86% of Two or More Races student group, and 62% of African American student group met Level II standard. In addition, 4% of Eco Dis students, 4% of Two or More</p>

	<p>Races student group, and 5% of African American student group met Level III standard.  <b>In 2016-17, 89% of Eco Dis students, 80% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 15% of African American student group, and 15% of Hispanic student group will meet Level III standard.</b>  Target Writing Reporting Category: RC W1 – The student will, within a given context, produce an effective composition for a specific purpose.  Writing Performance Safeguard Target: NA  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Grade 7 Writing Performance Level III will be: 32%.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>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>.</li> <li>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.</li> <li>Maintain use of rubrics, such as those utilized in the AP courses, TEA for STAAR essays, and EOC short answer questions.</li> </ul>
<b>MATH Performance Objective</b>	<p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 82% of Eco Dis students, 91% of Two or More Races student group, and 79% of African American student group met Level II standard. In addition, 15% of Eco Dis students, 41% of Two or More Races student group, and 21% of African American student group met Level III standard.  <b>In 2016-17, 89% of Eco Dis students, 89% of African American student group, and 89% of Hispanic student group will meet Level II standard. In addition, 40% of Eco Dis students, 40% of African American student group, and 40% of Hispanic student group will meet Level III standard.</b>  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, and economically disadvantaged students in mathematics. (CSR)  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Grade 8 Mathematics Performance Level III will be: 25%.</li> <li>Math Participation Rates for Algebra 1 by Grade 8 will be 40%.</li> <li>Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be 95%.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>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.</li> <li>Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</li> <li>Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes, and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</li> <li>Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>Support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group setting with students.</li> <li>Math review will be used to reinforce “gap” coverage.</li> </ul>
<b>SOCIAL STUDIES Performance</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 68% of Eco Dis students, 74% of Two or More Races student group, and 69% of African</p>

<b>Objective</b>	<p>American student group met Level II standard. In addition, 15% of Eco Dis students, 39% of Two or More Races student group, and 26% of African American student group met Level III standard.</p> <p><b>In 2016-17, 80% of Eco Dis students, 80% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students, 35% of African American student group, and 35% of Hispanic student group will meet Level III standard.</b></p> <p>Target Social Studies Reporting Category: SS 17 – Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. SS 19 – Citizenship. The student understands the rights and responsibilities of citizens of the United States.</p> <p>Social Studies Performance Safeguard Target: NA</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Grade 8 Social Studies Performance Level III will be: 39%.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implementing student-centered lessons and activities (Talk, Read, Talk, Write, primary source analysis, OPTIC, etc.) that correctly align with the TEKS.</li> <li>• Incorporate strategies that will enable students to identify, comprehend, and analyze primary and secondary sources such as APPARTS, SOAPSTONE, OPTIC, and others.</li> <li>• Providing both summative and formative assessments to students and readdressing/re-teaching standards that did not meet expectations.</li> <li>• Use of district provided scope and sequence and CISD Remembers to serve as a guide for lessons and units.</li> </ul>
<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 81% of Eco Dis students, 91% of Two or More Races student group, and 72% of African American student group met Level II standard. In addition, 20% of Eco Dis students, 35% of Two or More Races student group, and 32% of African American student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students, 85% of African American student group, and 95% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students, 40% of African American student group, and 40% of Hispanic student group will meet Level III standard.</b></p> <p>Target Science Reporting Category: 3 – Earth and Space (the student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.</p> <p>Science Performance Safeguard Target: NA</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Grade 8 Science Performance Level III will be: 41%.</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time in PE and Athletics.</li> <li>• Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.</li> <li>• Provide students with information on a variety of physical activities and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students will be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> <li>• Increase the involvement of the number of students participating in PE through encouragement, praise, and rewards. Students will be able to use their earbuds while walking and running.</li> <li>• Helping students evaluate their personal level of health related fitness through the use of personal devices of technology.</li> </ul>

	<ul style="list-style-type: none"> <li>Teaching students about criterion referenced health standards and the types of activity needed to reach them.</li> </ul>
<b>1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016, 61% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. <b>In 2016-2017, 70 % all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 96.7% to 97.2%</b></p> <p><b>4-Year/5-Year Longitudinal Graduation Rate</b> 95% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan.</p> <p><b>4-Year/5-Year Longitudinal RHSP/DAP Rate</b> 95% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan.</p> <p><b>Post-secondary Indicator Score (college-ready graduates)</b> 70% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:</p> <ul style="list-style-type: none"> <li>meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or</li> <li>complete and earn credit on at least two advanced/dual credit enrollment courses; or</li> <li>enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program).</li> </ul> <p><b>Meet eligible Campus Academic Achievement Distinction Designations (AADD)</b></p> <ul style="list-style-type: none"> <li>7-8 50% of indicators will be in top quartile at each campus</li> <li>HS 33% of indicators will be in top quartile at each campus</li> </ul> <p><b>Grade 7-12 Safeguard Indicators</b> 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>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Utilize campus procedures to identify, intervene, and monitor the progress of at-risk students (i.e.: iLearn, Student Mentor Program, and York Ladies, and Regulators Mentor Groups).</li> <li>Ensure students are appropriately placed in courses based on readiness levels for all students and student groups.</li> <li>Review, revise, and implement daily attendance procedures to meet 97.2% average attendance.</li> <li>Communicate the attendance laws to parents annually.</li> <li>Utilize auto-dialing phone system for contacting parents of students' absence.</li> <li>Support vertical efforts to Increase the percentage of students completing high school in four years.</li> <li>Identify and report potential students that are at-risk for dropping out before the completion of high school.</li> <li>Ensure basic Pre-AP placement course offerings by distribution of parent Pre-AP information and recommendation letter to incoming students.</li> <li>Increase the number of students taking Pre-AP courses and the number of Pre-AP courses taken for all students and student groups.</li> <li>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.</li> <li>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</li> <li>Learning Teams, The Science and Technology Academy visit, and GT Seminar.</li> <li>Encourage college readiness awareness through Generation Texas Week, Duke Talent Search, and Future Focus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to emphasize Conroe ISD’s recommended graduation plan for all students.</li> <li>• Monitor LEP, Special Education, and CTE 4-year graduation plans.</li> <li>• Increase awareness of Endorsements for all students (grade 7-12).</li> <li>• Maintain a rigorous curriculum that is aligned with PSAT, SAT, and ACT examinations.</li> <li>• Provide college readiness information and opportunities to students and teachers.</li> <li>• Use student’s PSAT 8/9 scores as a tool to identify potential Pre-AP, GT, as well as low performing students.</li> </ul>
<b>Financial Resources</b>	Campus budget, SCE, Title III
<b>Additional Resources</b>	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
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	Principal: Chris Povich Assistant Principals: Josh Algaze, Tien Koehnle

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain, and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification and highly qualified requirements for all professional staff.</li> <li>• 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.</li> <li>• Host student teachers on campus and participate in the Student Teacher Receptions held each semester to encourage employment in CISD.</li> <li>• Provide mentor support for novice teachers and teachers new to CISD.</li> <li>• Invite entire Academic Teams to interview potential teacher candidates.</li> <li>• Hold monthly meetings with all new teachers to provide extra administrative support.</li> <li>• Implement Instructional Rounds for teachers to observe the teaching conducted by their colleagues.</li> <li>• A needs assessment, based on teacher input and administrative observations, will be conducted to determine staff development opportunities.</li> <li>• Improve teachers’ knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers (such as Eagle shorts and cadre meetings).</li> <li>• Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>• Encourage opportunities for teachers to gain ESL certification.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR , HQ Report to TEA
<b>Project Manager(s):</b>	Principal: Chris Povich Assistant Principals: Josh Algaze, Tien Koehnle



Goal 3 PARENTS AND COMMUNITY	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.
<b>Indicator 1.</b> <i>Fine Arts</i>  <b>Indicator 2.</b> <i>21<sup>st</sup> Century Workforce Development</i>  <b>Indicator 3.</b> <i>Second Language Acquisition</i>	<b>Indicator 1 Focus Strategies</b> <ul style="list-style-type: none"> <li>• Increase the number of performances/exhibits in the public (non-school related) in fine arts average to at least three per semester for each fine arts program.</li> <li>• Increase the number of students in fine arts that are participating in pre-UIL and UIL contests in all fine arts programs.</li> </ul> <b>Indicator 2 Focus Strategies</b> <ul style="list-style-type: none"> <li>• Provide more Junior Achievement opportunities and future career information presentations for students.</li> <li>• Provide more opportunities for students to participate in job shadowing/internships.</li> </ul> <b>Indicator 3 Focus Strategies</b> <ul style="list-style-type: none"> <li>• Increase the percentage of core content area teachers of ELLs with obtained ESL certifications to at least 35%.</li> <li>• Train new Teachers on the 7 Steps to a Language Rich Classroom framework.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal: Chris Povich

Goal 4 SAFE SCHOOLS	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct SafeSchools training on safety, hazardous materials, blood-borne pathogens, sexual harassment, and integrated pest management to all staff members.</li> <li>• 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.</li> <li>• 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.</li> <li>• Maintain a safe schools committee to review, revise, and oversee the implementation of the Safe School Plan and Bullying Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use Blackboard Connect to inform students, parents, and staff of any emergencies or need for immediate information.</li> </ul>
<b>Financial Resources</b>	Campus budget

<b>Additional Resources</b>	Emergency Operations plan
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal: Chris Povich Assistant Principals: Josh Algaze, Tien Koehnle

Goal 5 TECHNOLOGY	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Utilize technology as a tool for information management, problem solving, communication, and learning assessments.</li> <li>• Provide hands-on training in the use of new technology hardware and software as well as the integration of technology across the curriculum.</li> <li>• Provide classroom support for integration of technology across the curriculum, including but not limited to the use of Google Docs and Canvas school wide.</li> <li>• Build teacher capacity to fully implement technology instruction through professional development opportunities (Eagle Shorts) and classroom support in addition to providing and promoting online learning and professional development.</li> <li>• 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.</li> <li>• Use a variety of media formats including telecommunications, school website, email, and social media to communicate, interact, and collaborate with all education stakeholders.</li> <li>• Continued emphasis on utilization of all available resources to refurbish/upgrade or replace technologies to ensure the most robust learning environment at all times.</li> <li>• Use technology to help students make their learning visible to their peers and others.</li> <li>• 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.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Records of professional development in technology Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	Principal: Chris Povich Assistant Principals: Josh Algaze, Tien Koehnle Technology Liaison: Jackie Goddard

### **NON-DISCRIMINATION STATEMENT**

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

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

**State Compensatory Education Program  
2016-2017 School Year**

<b>Strategy</b>	<b>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Reading and Math CSG Strategies	Academic Tutorials Extra Duty	2,200	0.04
Enrichment Classes, iLearn, & Achieve Staffing	Instructional Support – Teachers for At-Risk Students	224,880	4.00
Reading Strategy 1	Instructional Materials for At-Risk Students	1,800	0.00
iLearn and Achieve Licenses	Technology Support for At-Risk Students	6,000	0.00
	<b>TOTAL SCE</b>	<b>234,880</b>	<b>4.04</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Closing the Gap Strategies 3 & 5	Extra Duty Tutorials	1,000	.02
Reading Strategy 4	Technology	500	.00
Goal 2 Strategy 6	Books	200	.00
Reading Strategies 1-4	Instructional Materials	550	.00
	<b>TOTAL Title III LEP</b>	<b>2,250</b>	<b>.02</b>