

**Campus Improvement Plan  
2017-2018  
Secondary Campus: Hauke Academic Alternative High School  
Rating: Met Standard**

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

*Hauke Academic Alternative 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: 61
- **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 : 21
- **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: 35
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate: 100

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS</b>	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b> Performance in 2016-2017 – All students/all subjects combined 61 % Approaching Grade Level Standards 40 % Meeting Grade Level Standards 5% Mastering Grade Level Standards Goal for 2017-2018 – All students combined 66 % Approaching Grade Level Standards 45 % Meeting Grade Level Standards 10 % Mastering Grade Level Standards</p>
<b><u>STUDENT PROGRESS OBJECTIVES</u></b>	<p><b>Student Progress</b> <b>Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b> Performance in 2016-2017 35 % met Expected Goal for 2017-2018 40 % will meet Expected</p>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.</li> <li>• Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.</li> <li>• Continue support of Tier I Differentiated Instruction through modeling and training of these best practices</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning opportunities for all Math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop Math strategies to modify for identified gifted Math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, Math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> <li>• Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades 8-12.</li> </ul>

<b>SOCIAL STUDIES Strategies</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <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>The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the Science classroom during the Science Leadership Teams meetings.</li> <li>The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> professional learning opportunities.</li> <li>The Science Department Chair will attend safety trainings provided by the Science Coordinator and will provide campus safety trainings to all teachers in the department.</li> </ul>
<u><b>CLOSING PERFORMANCE GAPS OBJECTIVES</b></u>	<b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b> <b>Economically Disadvantaged Students</b> Performance in 2016-2017: 35 % scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 40% will score Approaching Grade Level Standards 10 % will score Mastering Grade Level Standards  <b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 40 % scored Approaching Grade Level Standards 0% scored Mastering Grade Level Standards Goal for 2017-2018: 45 % will score Approaching Grade Level Standards 5% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 57 % scored Approaching Grade Level Standards 1 % scored Mastering Grade Level Standards Goal for 2017-2018: 60 % will score Approaching Grade Level Standards 5 % will score Mastering Grade Level Standards
<b>Program Focus Strategies</b>	<b>Special Populations</b> <ul style="list-style-type: none"> <li>Provide intensive, systematic tutoring for identified at-risk students during the day and before school.</li> <li>Provide mentors to targeted at-risk students.</li> <li>Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>Ensure that ELL 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 targeted and specific interventions to facilitate academic improvement for identified students.</li> <li>Continue credit recovery classes using Edgeunity (including LEP, ESL, migrant, homeless, and other at- risk students).</li> <li>Provide differentiated instructional strategies to improve the achievement of all at-risk students.</li> <li>Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>Integrate Specially Designed Instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments, and projects.</li> </ul>

- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
- Provide for increased practice turns and feedback during instruction.
- Provide explicit and embedded vocabulary instruction, effective behavioral systems, and prioritized, relevant core instruction to fill in the gaps.
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities
- Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. District Safe Guard (DSG)
- Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG)

#### **Recommended Professional Learning Opportunity Strands**

- Training and onsite support will be offered to classroom teachers serving students with disabilities in the following areas:
  - Effective Accommodations
  - Technology to Support Learning
  - Positive Behavior Supports
  - Collaborative Teaching
  - Structured Teaching
  - Differentiating Instruction and High Yield Strategies
  - Specially Designed Instruction
  - Transition Planning
  - Writing Quality IEP's
  - Disability specific strategies
  - Data Collection and Progress Monitoring
  - Working with Paraprofessionals
  - Principles of Universal Design for Learning
- Training will be provided to support classroom teachers on the basics of dyslexia as well as reading characteristics often observed in students with dyslexia:
  - Dyslexia Identification in Grades 7-12
- Training will be offered to assist campuses in serving dyslexia students in Section 504 as well as discussions about accommodations.
  - Serving Dyslexia Students in Section 504
- Professional learning opportunities will be provided to support classroom teachers on the basics of dysgraphia as well as characteristics often observed in students with dysgraphia:
  - Dysgraphia in Secondary Classrooms

#### **Recommended Resources**

- Region 4 Educational Service Center: *Inclusive Strategies for Diverse Learners*
- Texas Education Agency and Region 20 Educational Service Center: *Co-Teaching – A How-to Guide: Guidelines for Co-Teaching in Texas*
- Texas Education Agency and Region 20 Educational Service Center: *Working with Paraprofessionals – A Resource for Teachers of Students with Disabilities*
- N2yinc – *news-2-you and Unique Learning Systems*
- Diane Heacox – *Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners*
- Barbara Blackburn – *Rigor for Student with Special Needs*
- Richard A Villa, Jacqueline S. Thousand – *Creating an Inclusive School*
- Mitchell-Panter – *Expanding Horizons: Adult Transition Services*
- Texas Education Agency (2014). *The Dyslexia Handbook*, Revised 2014: Procedures Concerning Dyslexia and Related Disorders.

	<ul style="list-style-type: none"> <li>• Sally Shaywitz – <i>Overcoming Dyslexia</i></li> <li>• Virginia Berninger and Beverly Wolf – <i>Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching</i></li> </ul>
<p><b>READING/ELA Performance Objective</b></p>	<p><b>READING/ELA CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  36 % scored Approaching Grade Level Standards  2% scored Mastering Grade Level Standards  Goal for 2017-2018:  40% will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  22% scored Approaching Grade Level Standards  0 % scored Mastering Grade Level Standards  Goal for 2017-2018:  25 % will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  40% scored Approaching Grade Level Standards  2% scored Mastering Grade Level Standards  Goal for 2017-2018:  45% will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards  Target: Reporting Category: Student Achievement  Reading/ELA Performance Safeguard Target : Hispanic, White, Eco Dis</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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>• Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.</li> <li>• Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.</li> <li>• Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> <li>• Provide for increased practice turns and feedback during instruction.</li> <li>• Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> <li>• Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> <li>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for Reading. Campus Safeguard (CSG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> <li>• <b>Recommended Resources</b></li> <li>• <i>Reading Nonfiction</i> by Kyleen Beers and Robert Probst</li> <li>• <i>Notice and Note</i> by Kyleen Beers and Robert Probst</li> <li>• <i>Falling in Love with Close Reading</i> by Christopher Lehman and Kate Roberts</li> <li>• <i>Visible Learning for Literacy</i> by Fisher, Frey, and Hattie</li> <li>• <i>The Comprehension Toolkit</i> by Stephanie Harvey</li> <li>• <i>Texts and Lessons</i> by Harvey Daniels</li> <li>• <i>Deeper Reading, Reading Reasons, and Readicide</i> by Kelly Gallagher</li> <li>• <i>When Kids Can't Read</i> by Kyleen Beers</li> <li>• <i>Less is More</i> by Kim Campbell</li> <li>• <i>Book Love</i> by Penny Kittle</li> </ul>
<p><b>WRITING Performance Objective</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  <b>Economically Disadvantaged Students, African American, &amp; Hispanic</b>  Performance in 2016-2017:  Student groups did not meet minimum size criteria.  N/A % scored Approaching Grade Level Standards  N/A % scored Mastering Grade Level Standards  Goal for 2017-2018:  25 % will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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> <li>• Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing</li> <li>• Maintain use of rubrics, such as those utilized in workshop models, and by TEA for STAAR essays and EOC short answer questions.</li> <li>• Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy.</li> <li>• Focus on the daily practice of writing in every classroom as a means of synthesizing learning</li> </ul> <p><b>Recommended Professional Learning Opportunity Strands</b></p> <ul style="list-style-type: none"> <li>• ELA staff members at the junior high level will attend a Writer's Workshop institute and take back to their department in the form of ongoing trainings on the implementation of the workshop approach.</li> <li>• 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.</li> <li>• ELA staff members will attend district writing workshops focused on expository, persuasion and analytical writing to prepare students in writing toward these genres, and to assist peers in for the effective teaching and implementation of these genres of writing.</li> <li>• The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Content Leadership Team meetings.</li> <li>• ELA staff members will attend training on working with Struggling Boy Readers and Writers in order to facilitate this area of need.</li> <li>• Professional learning opportunities will be provided to the campus on the cross-curricular need of reading and writing in the content areas.</li> </ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Write Like This and Teaching Adolescent Writers</i> by Kelly Gallagher</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined</i> by Jeff Anderson</li> <li>• <i>What a Writer Needs</i> by Ralph Fletcher</li> <li>• <i>Image Grammar</i> by Harry Noden</li> <li>• <i>Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School</i> by Don Killgallon</li> <li>• <i>Write Beside Them</i> by Penny Kittle</li> <li>• Grade Level Scope and Sequence Documents</li> <li>• <i>Units of Study in Argument, Information and Narrative Writing</i> by Lucy Calkins and colleagues.</li> </ul>
<p><b>MATH Performance Objective</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  71% scored Approaching Grade Level Standards  6% scored Mastering Grade Level Standards  Goal for 2017-2018:  75% will score Approaching Grade Level Standards  10% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  100% scored Approaching Grade Level Standards  0 % scored Mastering Grade Level Standards  Goal for 2017-2018:  100% will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  73% scored Approaching Grade Level Standards  0% scored Mastering Grade Level Standards  Goal for 2017-2018:  75% will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: Hispanic, Eco Dis</p>
<p><b>Focus Strategies</b></p>	<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 strategies and professional learning opportunities 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.</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>• Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> </ul> <p><b>Recommended Professional Learning Opportunity Strands</b></p> <ul style="list-style-type: none"> <li>• CISD Solves Math Review/Mental Math</li> <li>• CISD Solves Poster Method</li> </ul>

	<ul style="list-style-type: none"> <li>• CISD Solves Math Fluency</li> <li>• Algebra Tiles</li> <li>• Guided Math</li> <li>• Grade Level Team Meetings</li> <li>• Process Standards</li> <li>• Algebra 1 Leadership Team</li> </ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Five Easy Steps to a Balanced Math Program</i> (Christinson)</li> <li>• <i>Teaching Student Centered Mathematics</i> (Van de Walle)</li> <li>• <i>Number Sense Routines</i> (Shumway)</li> <li>• <i>Math Work Stations</i> (Diller)</li> <li>• <i>Guided Math</i> (Sammons)</li> <li>• CISD Mathematics Canvas Course</li> <li>• Supporting STAAR Achievement (Region 4)</li> <li>• Kim Sutton</li> <li>• <i>Developing Number Concepts</i> (Richardson)</li> <li>• Grade Level Scope and Sequence Documents</li> </ul>
<p><b>SOCIAL STUDIES</b> Performance Objective</p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b> Performance in 2016-2017: 95% scored Approaching Grade Level Standards 14% scored Mastering Grade Level Standards Goal for 2017-2018: 96% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 100% scored Approaching Grade Level Standards 0% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 5% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 95% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook 8-12. •</li> <li>• Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement Social Studies lessons based on the District Scope and Sequence CISD Remembers.</li> <li>• Emphasize writing and the analysis of primary sources through the DBQ Project.</li> </ul>

	<p><b>Recommended Professional Learning Opportunity Strands</b></p> <ul style="list-style-type: none"> <li>Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i></li> <li>Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i></li> <li>Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.</li> <li>Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers.</li> <li>The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.</li> <li>The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional Strategy Manual.</li> <li>Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> </ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"> <li><i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i></li> <li>Social Studies Weekly</li> <li>Time for Kids</li> <li>Scholastic News</li> <li>Brain Pop</li> <li>United Streaming</li> <li>National Geographic for Kids</li> <li><i>Mastering the TEKS – Jarrett</i></li> <li>Social Studies Model</li> <li>CISD Tier I Best Practices</li> <li>Social Studies Instructional Strategy Manual</li> <li>Grade Level Scope and Sequence Documents</li> </ul>
<p><b>SCIENCE Performance Objective</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  55% scored Approaching Grade Level Standards  0% scored Mastering Grade Level Standards  Goal for 2017-2018:  60% will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  33% scored Approaching Grade Level Standards  0% scored Mastering Grade Level Standards  Goal for 2017-2018:  38% will score Approaching Grade Level Standards  5% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  71% scored Approaching Grade Level Standards</p>

	<p>0% scored Mastering Grade Level Standards          Goal for 2017-2018:          75% will score Approaching Grade Level Standards          5% will score Mastering Grade Level Standards</p> <p>Target Science Reporting Category: Hispanic, Eco Dis</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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 vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed Science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity</li> <li>• Ensure that teachers require all students utilize a Science interactive notebook as part of their learning process</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of Science process skills and reinforcement of Science concepts identified on assessments</li> <li>• Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> </ul> <p><b>Recommended Professional Learning Opportunity Strands</b></p> <ul style="list-style-type: none"> <li>• Professional learning opportunities on Science Interactive Word Walls to Science teachers by Dr. Julie Jackson, professor at Texas State University.</li> <li>• Professional learning opportunities will be provided on Science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction.</li> <li>• The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool Professional learning opportunities.</li> <li>• Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings.</li> <li>• Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of common assessment writing during teacher planning meetings.</li> <li>• The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the Science classroom for Science teachers during the Science Leadership-Teams meetings.</li> <li>• Campuses will learn how to begin a robotics program at their school by attending the afterschool staff development - <i>Robotics-I've Got My Robotics Team-Now What?</i></li> <li>• Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> </ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"> <li>• Region 4 Educational Service Center- <i>Gateways to Science</i> - 1<sup>st</sup> – 8<sup>th</sup> grades</li> <li>• Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks</li> <li>• TEA Biology End-of Course Success Training and Resources</li> <li>• Page Keeley- <i>Science Formative Assessments</i></li> <li>• Robert Marzano- <i>Building Background Knowledge</i></li> <li>• Robert Marzano- <i>Classroom Instruction that Works</i></li> </ul>
<p><b>HEALTH Performance Objective</b></p>	<p><b>HEALTH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>          90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA)</li> </ul>

	<p>65% of class time.</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities and activities that allow “choice.”</li> <li>• Provide students with technology that promotes self-assessment.</li> <li>• Provide students with relevant information that encourages healthy nutrition choices.</li> <li>• Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.</li> <li>• Ensure students demonstrate responsible personal and social behavior that respects self and others.</li> <li>• Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression, and social interaction.</li> <li>• Assess student’s Health-Related fitness using the <i>FitnessGram</i> assessment, twice per year.</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<p><b><u>POSTSECONDARY READINESS OBJECTIVES</u></b></p>	<p><b>POSTSECONDARY READINESS</b></p> <p>Jr. High and High School Campuses</p> <ul style="list-style-type: none"> <li>• Attendance rate will increase from 92% to 96%.</li> </ul> <p>High School Campuses</p> <ul style="list-style-type: none"> <li>• Graduation Rate Score for all students and 7 race/ethnic groups, special education, and ELL will increase from 99% to 100%.</li> <li>• Graduation Plan Rate for all students and 7 race/ethnic groups, special education, and ELL will increase from 14% to 25%.</li> <li>• Postsecondary Readiness <ul style="list-style-type: none"> <li>○ Percent of graduates who meet College and Career Readiness standards by completing at least one of the following will increase from 29% to 40%: <ul style="list-style-type: none"> <li>- Completed a coherent sequence of CTE courses.</li> <li>- Earned credit for at least 2 advanced/dual enrollment courses.</li> <li>- Satisfied the TSI requirement on TSIA, ACT, or ACT in both ELA and Math.</li> </ul> </li> </ul> </li> </ul> <p><b>Grade 7-12 Safeguard Indicators</b></p> <p>Safeguard Target for Participation Rate N/A</p> <p>Safeguard Target for Federal Graduation Rate: Hispanic, White, Eco Dis</p>
<p><b>Focus Strategies</b></p>	<p><b>CURRICULUM, INSTRUCTION, AND PROFESSIONAL LEARNING: FOCUS, CLARITY, and DEPTH</b></p> <ul style="list-style-type: none"> <li>• Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery.</li> <li>• Continue to emphasize the Foundation Plan with Endorsements.</li> <li>• Monitor ELL, Special Education, and CTE 4-year graduation plans.</li> <li>• Promote awareness of CTE Endorsements/Career Pathways for all students. Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)</li> <li>• Increase the percentage of 11<sup>th</sup> graders scoring at or above the TSI College readiness standards (writing score of 363 with a minimum of 4 on essay, a minimum Reading score of 351, and minimum Math TSI standard score of 350).</li> <li>• Require all students to take the TSI and to apply to college.</li> <li>• Provide college readiness information and opportunities to all stakeholders.</li> <li>• Increase the percentage of 11<sup>th</sup> graders scoring at or above the ELA TSI standard (Writing score of 363 with a minimum of 4 on essay, Reading score of 351), and at or above the Math TSI standard (score of 350).</li> <li>• Provide field trips to colleges for students.</li> <li>• Assist student in completing the FAFSA application.</li> </ul>
<p><b>Financial Resources</b></p>	<p>Campus budget, SCE, Title III, HSA</p>
<p><b>Additional Resources</b></p>	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</p>

	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 passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR
<b>Project Manager(s):</b>	Principal Student Success Teacher

<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 professional and paraprofessionals.</li> <li>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>• Provide opportunities for teachers to attend GT training.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> <li>• Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.</li> <li>• Expand the campus partnerships with local businesses and agencies to support the educational achievement of all students.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• Provide opportunities to parents to give input regarding the academic needs of students and programs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> <li>• Develop plans for assisting students in transition to better adjust to the next educational level.</li> <li>• Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> <li>• Hold weekly team meetings to ensure teacher collaboration within each department/grade.</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
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; <a href="http://www.acadv.org/dating.html">http://www.acadv.org/dating.html</a> ; <a href="http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens">http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens</a> ; <a href="http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs">http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs</a> ; CISD Policy, etc.</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at <a href="http://ci.conroeisd.net/depts/counseling/">http://ci.conroeisd.net/depts/counseling/</a>; campus programs and presentations.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations.</li> <li>• Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: <a href="http://ci.conroeisd.net/depts/counseling/page5">http://ci.conroeisd.net/depts/counseling/page5</a></li> <li>• Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</li> <li>• Provide parent education in safe schools and personal safety/wellness through programs on</li> </ul>

	<p>students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <ul style="list-style-type: none"> <li>Promote clubs and organizations in areas of interest to promote student involvement in school.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff. Quarterly reports of police activity and safety drills for campus.
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal

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

<b>Strategy</b>	<b>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Successful Completion of High School	Instructional Support – Teachers for At-Risk Students	1,587,060	28.85
Successful Completion of High School	Instructional Materials for At-Risk Students	2,550	0.00
Successful Completion of High School	Technology Support for At-Risk Students	2,500	0.00
Successful Completion of High School	Extra Duty Tutorials	4,950	0.09
	<b>TOTAL SCE</b>	<b>1,597,060</b>	<b>28.94</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III IMM</b>			
Successful Completion of High School	Instructional Support – Teacher for At-Risk Students	57,520	1.04
	<b>TOTAL Title III IMM</b>	<b>57,520</b>	<b>1.04</b>

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Close the Achievement Gap: ELA, Math, Sci, SS	Extra Duty tutorials	500	.00
Close the Achievement Gap: ELA, Math, Sci, SS	Technology	500	.00
Close the Achievement Gap: ELA, Math, Sci, SS	Books	500	.00
Close the Achievement Gap: ELA, Math, Sci, SS	Instructional Materials	500	.00
	<b>TOTAL Title III LEP</b>	<b>2,000</b>	<b>.00</b>