

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

Goal 1: Student Achievement and Post-Secondary Success

Knox 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	
STUDENT ACHIEVEMENT OBJECTIVES	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 – All students/all subjects combined 89% Approaching Grade Level Standards Goal for 2017-2018 – All students combined 95% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering the Grade Level)) in Reading/ELA, Writing, Math, Grade 8 Science and 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.
STUDENT PROGRESS OBJECTIVES	<p>Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress Performance in 2016-2017 71% met Expected or Accelerated Growth measures. 26% met Accelerated Growth measures only. Goal for 2017-2018 85% will meet Expected or Accelerated Growth measures. 40% will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Met Top 25% Student Progress for 2016-2017. • Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math. • Will meet indicator for Accelerated Growth in Reading/ELA and Math.

READING Strategies	READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
MATH Strategies	MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • 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.
SOCIAL STUDIES Strategies	SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Focus on PEGS (Political, Economic, Geographic, and Social).
SCIENCE Strategies	SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups. Economically Disadvantaged Students Performance in 2016-2017: 78% scored Approaching Grade Level Standards 20% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards Racial/Ethnic group: Hispanic Performance in 2016-2017: 83% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards Racial/Ethnic group: African American Performance in 2016-2017: 85% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards Distinctions: <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	Special Populations <ul style="list-style-type: none"> • Provide mentors to targeted at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. • Review, revise, and implement daily attendance procedures to meet 97.3% average attendance. • Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.

	<ul style="list-style-type: none"> • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (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) • 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) • 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) • 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG) • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
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READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 79% scored Approaching Grade Level Standards 21% 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>Racial/Ethnic group: Hispanic Performance in 2016-2017: 85% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 92% scored Approaching Grade Level Standards 23% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p>
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	<p>Target: Reporting Category: 3 Understanding/Analysis of Informational Texts Reading/ELA Performance Safeguard Target: All Students (federal), Hispanic (federal), Econ Dis (federal), Special Education (state)</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts • Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity. • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG) • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 60% scored Approaching Grade Level Standards 8% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 73% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 78% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 73% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target Writing/ELA Reporting Category: 1 Composition Writing/ELA Performance Safeguard Target: Special Education (state), ELL (state)</p>
Focus Strategies	<ul style="list-style-type: none"> • Focus on the daily practice of writing in every classroom as a means of synthesizing learning • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 84% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards Goal for 2017-2018: 86% will score Approaching Grade Level Standards 24% will score Mastering Grade Level Standards</p>

	<p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 87% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 89% will score Approaching Grade Level Standards 32% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 92% scored Approaching Grade Level Standards 23% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: 3 Geometry and Measurement Math Performance Safeguard Target: Hispanic (federal), Econ Dis (federal), Special Education (state)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Met Academic Achievement in Mathematics for 2016-2017. • Math Participation Rates for Algebra 1 by Grade 8 will be 35%. • Math Performance Rates for Algebra 1 by Grade 8 will be 100%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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 intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG)
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 76% scored Approaching Grade Level Standards 23% 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: 82% scored Approaching Grade Level Standards 36% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 84% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Target Social Studies Reporting Category: 1 History</p>

	Social Studies Performance Safeguard Target: Special Education (state)
Focus Strategies	<ul style="list-style-type: none"> Design units based on enduring understandings that answer essential questions. 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)
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 80% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 21% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 83% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 21% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 80% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target Science Reporting Category: 1 Matter and Energy Science Performance Safeguard Target: Special Education (state)</p>
Focus Strategies	<ul style="list-style-type: none"> Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity 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)
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"> Provide students with opportunities and activities that allow “choice.” Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression, and social interaction.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
POSTSECONDARY READINESS OBJECTIVES	<p>POSTSECONDARY READINESS Jr. High and High School Campuses</p> <ul style="list-style-type: none"> Attendance rate will increase from 96.4% 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></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress.</i></p>

	<p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps.</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>Jr. High Schools - 50% of indicators will be in top quartile</i></p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • Review, revise, and implement daily attendance procedures to meet 97.4% average attendance.
Financial Resources	Campus budget, SCE, Title III, HSA
Additional Resources	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented</p> <p>Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain, and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships, and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • 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, and disaster/life threatening situations. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology

Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school. • Involve parents and community members in activities to support a safe school environment. • Promote clubs and organizations in areas of interest to promote student involvement in school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.
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			
CPG: 15, READING/ELA: 3, MATH: 2	Academic Tutorials Extra Duty	8,000	0.15
CPG: 1, 3, 5, 13, 15, MATH: 2	Instructional Support – Teachers for At-Risk Students	172,740	3.00
CPG: 14, MATH: 2, TECHNOLOGY 1, 2	Technology Support for At-Risk Students	2,000	0.00
	TOTAL SCE	182,740	3.15

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
CPG: 11	Extra Duty Tutorials	2,000	0.04
READING/ELA: 5, WRITING: 5	Technology	500	0.00
CPG: 2, 9, 10, 11, 17	Books	500	0.00
CPG: 2, 12	Instructional Materials	500	0.00
	TOTAL Title III LEP	3,500	0.04