

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

Goal 1: Student Achievement and Post-Secondary Success

McCullough 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	
INDEX 1: <u>STUDENT ACHIEVEMENT</u> <u>OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 – All students/all subjects combined 95% Approaching Grade Level Standards 79% Meeting Grade Level Standards 48% Mastering Grade Level Standards Goal for 2017-2018 – All students combined 96% Approaching Grade Level Standards 80% Meeting Grade Level Standards 50% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science, and Grade 8 Social Studies. • Reading and Math: will meet AADD indicators for performance and participation in Algebra 1.
INDEX 2: <u>STUDENT PROGRESS</u> <u>OBJECTIVES</u>	<p>Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress Performance in 2016-2017 73% met Expected or Accelerated Growth measures. 31% met Accelerated Growth measures only. Goal for 2017-2018 75% will meet Expected or Accelerated Growth measures. 33% will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Earned top 25% Student Progress Distinction in Reading/ELA, Writing, and Math. • Will meet indicator for Accelerated Growth in Reading/ELA and Math.

ALL SUBJECTS Strategies	<ul style="list-style-type: none"> • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)
READING Strategies	READING CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Maintain focus on higher levels of questioning, critical thinking, and academic vocabulary in order to support College Readiness and Advanced Academics. • Increased emphasis on creating meaning in written communication through the revising and editing process.
MATH Strategies	MATH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <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 in PLC's when developing and reviewing common assessments.
SOCIAL STUDIES Strategies	SOCIAL STUDIES CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Use reports through Lead4Ward and Eduphoria in each unit to compare aggregated, longitudinal STAAR data and data from our Common Assessments to determine students who are approaching and mastering TEKS we have identified. • We will continue to teach students strategies for understanding and interpreting sources that are often written in language that is very dissimilar to what they are accustomed to reading. • Integrate Language Arts curriculum into our classroom through the use of history oriented poetry and document readings. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (CSG)
SCIENCE Strategies	SCIENCE CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT <ul style="list-style-type: none"> • 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. • Improve vocabulary building in Science through Science Interactive Word Walls in secondary classrooms, and the use of Marzano Words in the Scope and Sequence.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups. Economically Disadvantaged Students Performance in 2016-2017: 86% scored Approaching Grade Level Standards 41% scored Mastering Grade Level Standards Goal for 2017-2018: 87% will score Approaching Grade Level Standards 43% will score Mastering Grade Level Standards African American Performance in 2016-2017: 79% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 20% 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"> • Maintain focus on higher levels of questioning and critical thinking. • Emphasize classroom instruction utilizing Differentiated Instruction, Quality Questioning, and

	<p>Cooperative Learning.</p> <ul style="list-style-type: none"> • Offer after-school homework help four nights per week with teacher and high school student support. • 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) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • 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)
<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT</p> <p><i>Economically Disadvantaged Students</i> Performance in 2016-2017: 89% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 32% will score Mastering Grade Level Standards</p> <p><i>African American</i> Performance in 2016-2017: 76% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 77% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p><i>Hispanic</i> Performance in 2016-2017: 96% scored Approaching Grade Level Standards 45% scored Mastering Grade Level Standards Goal for 2017-2018: 97% will score Approaching Grade Level Standards 46% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category 2 - Understanding and Analysis of Literary Texts Distinctions:</p> <ul style="list-style-type: none"> • Will reach Q1 for 7th Grade Reading/Writing and 8th Reading.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts. • Continue support of Tier 1 Differentiated Instruction through modeling and training of these best practices. • Provide intensive, systematic tutoring for identified at-risk students during the school day for

	<p>both Math and Reading through enrichment classes. Campus Safeguard (CSG)</p> <ul style="list-style-type: none"> • Provide intensive, systematic, researched-based reading instruction to special education at-risk students. (CSG)
<p>WRITING Performance Objective</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p><i>Economically Disadvantaged Students</i> Performance in 2016-2017: 76% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards Goal for 2017-2018: 77% will score Approaching Grade Level Standards 13% will score Mastering Grade Level Standards</p> <p><i>African American</i> Performance in 2016-2017: 69% scored Approaching Grade Level Standards 6% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 8% will score Mastering Grade Level Standards</p> <p><i>Hispanic</i> Performance in 2016-2017: 89% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p>Target: Writing/ELA Reporting Category 1 - Composition</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Incorporate strategies to support teaching grammar in context and how to help students develop skill and craft in the revision process of writing. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive, and analytical writing. • Provide focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in writing. (CSG)
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p><i>Economically Disadvantaged Students</i> Performance in 2016-2017: 92% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p><i>African American</i> Performance in 2016-2017: 81% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards</p>

	<p>Hispanic Performance in 2016-2017: 97% scored Approaching Grade Level Standards 49% scored Mastering Grade Level Standards Goal for 2017-2018: 98% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Category: 2 - Computations & Algebraic Relationships Distinctions:</p> <ul style="list-style-type: none"> • Math Participation Rates for Algebra 1 by Grade 8 will be 58%. <i>(JH only)</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning Math including the use of manipulative models. • Ensure that we are building a growth mindset for all students in regards to Math learning.
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 80% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 26% will score Mastering Grade Level Standards</p> <p>African American Performance in 2016-2017: 87% scored Approaching Grade Level Standards 39% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Target Social Studies Reporting Categories:</p> <ul style="list-style-type: none"> • Category 1 History - 8B Causes of the Civil War • Category 4 Economics, Science, Technology, and Society -12D Causes/effects of economic differences among different regions of the United States.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Design units based on enduring understanding that answer provided essential questions. • Align instruction for Social Studies processing skills focusing on analyzing primary sources and interpreting information. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in Social Studies. (CSG)
<p>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 86% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 87% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>African American Performance in 2016-2017: 96% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 97% will score Approaching Grade Level Standards</p>

	32% will score Mastering Grade Level Standards Target Science Reporting Categories: <ul style="list-style-type: none"> • Category 1 Matter and Energy – 5A Structure of Atoms • Category 2 Force, Motion, and Energy– 6B Speed/Velocity/Acceleration
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.
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION, & STAFF DEVELOPMENT 92 % of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POSTSECONDARY READINESS OBJECTIVES	POSTSECONDARY READINESS <ul style="list-style-type: none"> • Earned distinction in Postsecondary Readiness • Attendance rate will increase from 97.4% to 97.5% 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> Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress.</i> Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps.</i> Meet eligible Postsecondary Readiness Distinction Designations <i>Jr. High Schools - 50% of indicators will be in top quartile</i>
Focus Strategies	<ul style="list-style-type: none"> • District Coaches working with PLCs through continued implementation of Tier 1 Strategies. • Provide college readiness information and opportunities to students and teachers. • 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. • Communicate with parents regarding their student’s attendance rate. • 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)
Financial Resources	Campus budget, SCE, Title III, HSA
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 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"> Utilize PLC meeting time efficiently and productively. Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. Improve knowledge of teachers by providing them with opportunities to attend professional development specific to their content. 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"> Offering access for both students and parents/guardians to assignments and materials on Canvas. Explore additional ways to increase overall participation in our Parent Teacher Organization. Continue to expand use of Blackboard to ensure parents and guardians are aware of all academic and procedural items important to the success of their children.
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 to be buzzed into the building, 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. Lessons provided through the counseling office's "Make a Difference" program that focus on various social and emotional issues.
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"> • Ensure the Technology Application TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software.
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

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**State Compensatory Education Program
2017-2018 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Program Focus Strategies 1 and 3	Academic Tutorials Extra Duty	10,000	0.18
Index 2 Focus Strategy 2	Instructional Support – Teachers for At-Risk Students	163,040	3.00
	TOTAL SCE	173,040	3.18

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Program Focus Strategy 1	Extra Duty Tutorials	2,500	0.04
Index 2 All Subjects/Strategies	Technology	500	0.00
	Books	500	0.00
Index 2 Strategy 1	Instructional Materials	500	0.00
	TOTAL Title III LEP	4,000	0.04