



# Campus Improvement Plan 2019-2020

Secondary Campus: Caney Creek HS

Rating: C

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

**DOMAIN II: SCHOOL PROGRESS** - *Measures district and campus outcomes in two areas:*

**Part A: Academic Progress** – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

**Part B: Relative Performance** – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned: Social Studies



## ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** Scores for all student groups will increase in all areas including STAAR EOC and College, Career, and Military Readiness.

### STRATEGY DESCRIPTION(S):

- Increase enrollment in College Prep Math and College Prep English courses.
- Provide support staff, substitutes, and materials for Design Lab days twice a year for PLC teams in all core areas.
- Provide campus-based Staff Development and implementation support for Lesson Framing.
- Provide support and monitor implementation for Kagan Strategies in all classrooms.

## READING/ELA

**PERFORMANCE OBJECTIVE:** Scores for all student groups will increase on STAAR EOC and SAT/ACT/TSI.

### STRATEGY DESCRIPTION(S):

- Provide support and monitor implementation of Reader’s Workshop in all English classrooms.
- Provide support and monitor implementation of Writer’s Workshop in all English classrooms.
- Provide additional Staff Development for all English teachers on Conferring within the workshop model.
- Provide common-planning period for Pre-AP and AP English Vertical team.
- Provide personnel and materials for implementation of interventions via pull-outs and push-ins for STAAR re-testers in the fall and “Meets-to-Masters” in the spring.

## WRITING

**PERFORMANCE OBJECTIVE:** n/a

**STRATEGY DESCRIPTION(S):** n/a

## MATH

**PERFORMANCE OBJECTIVE:** Scores for all student groups will increase on STAAR EOC and SAT/ACT/TSI.

### STRATEGY DESCRIPTION(S):

- Provide campus based Staff Development on vocabulary development for ELLs.
- Incorporate entry tickets for vocabulary/term development.
- Increase utilization of Daily Math Review and Algebra Tiles in all Algebra I classrooms.
- Provide personnel and materials for implementation of interventions via pull-outs and push-ins for STAAR re-testers in the fall and “Meets-to-Masters” in the spring.
- Utilize AP resources from College Board, including Progress Checks and Student Feedback.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** Percentage of students scoring at Meets Grade Level and Masters Grade Level will increase for all student groups on STAAR EOC, and the percentage of students scoring a 3 or better on AP exams will increase.

### STRATEGY DESCRIPTION(S):

- Utilize AP resources from College Board, including Progress Checks and Student Feedback.
- Incorporate STAAR-type questions at the end of each lesson, using a variety of stimuli, to analyze test-taking strategies and identifying common errors made on STAAR EOC exams.
- Send several Social Studies teachers to the Digital Redesign Staff Development and have them present to their department.
- Provide Quality Questioning training to all Social Studies teachers in November.



## SCIENCE

**PERFORMANCE OBJECTIVE:** Percentage of students scoring at the Meets Grade Level and Masters Grade Level will increase for all student groups on STAAR EOC, and the percentage of students scoring a 3 or better on AP exams will increase.

### STRATEGY DESCRIPTION(S):

- All science teachers will attend 5-E Lesson Planning training.
- All PLC teams will utilize the 5-E Lesson Plan format.
- Utilize Interactive Word Walls to increase effective Vocabulary Development.
- Provide personnel and materials for implementation of interventions via pull-outs and push-ins for STAAR re-testers in the fall and “Meets-to-Masters” in the spring.

## HEALTH

**PERFORMANCE OBJECTIVE:** 95 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

### STRATEGY DESCRIPTION(S):

- Ensure the teacher-student ratio does not exceed 35:1.
- Provide students with opportunities and activities that allow “choice.”
- Provide students with relevant information that encourages healthy nutrition choices.
- Provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.

## AT-RISK AND SPECIAL POPULATIONS

**STRATEGY DESCRIPTION(S)** – (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Provide personnel and materials for implementation of interventions via pull-outs and push-ins for STAAR re-testers in the fall and “Meets-to-Masters” in the spring.
- Provide support for Special Education department to develop Performance-Based Modified Curriculum with each core content area, beginning with Biology.
- Create co-teach sections for all sections of Principles of Technology.
- Schedule one support facilitator to provide in-class support for all supported sections of a subject-area/grade-level team.
- Schedule the support facilitator to have common planning and PLC period with the team he/she supports.
- Provide additional training on Transition Planning for all Special Education Teachers.

## SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

### POSTSECONDARY READINESS INDICATORS

#### POST-SECONDARY READINESS

Attendance rate will increase from 94.2% in 2018/19 to 95% in 2019/20.

#### **Meet eligible campus Academic Achievement Distinction Designations (AADD)**

*50% of indicators will be in top quartile*

#### **Meet Top 25% in Student Progress Distinction Designations**

*Top quartile of campus comparison group in performance for student progress*

#### **Meet Top 25% in Closing Performance Gaps Distinction Designations**

*Top quartile of campus comparison group in performance for closing performance gaps*

#### **Meet eligible Postsecondary Readiness Distinction Designations**

*50% of indicators will be in top quartile*



**PERFORMANCE OBJECTIVE:**

- 50% of all graduates will meet TSI criteria in both ELA and Mathematics.
- 75% of all graduates will earn one CCMR point.
- Graduation rate will increase to 93%.

**STRATEGY DESCRIPTION(S):**

- Increase enrollment in College Prep Math and College Prep English courses.
- Increase enrollment in VLL courses for students who are behind their cohort in credits.
- Identify potential Hauke enrollees early.
- Provide SAT prep classes all year for free after school in conjunction with the Student Success Center.

**FINANCIAL RESOURCES**

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds



## ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.

## FORMATIVE EVALUATIONS

### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

## SUMMATIVE EVALUATIONS

### JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

Principal, Assistant Principal

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** To recruit, retain and develop highly qualified teachers and staff for all students.

### STRATEGY DESCRIPTION(S):

- Assign mentors for all new teachers.
- Increase teacher-lead Professional Development during In-service days and monthly faculty meetings.
- Teachers will share effective Kagan strategies and lessons at department meetings.
- Increase availability of campus instructional coaches by re-assigning non-instructional duties to other personnel.

<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 Managers</b>	Principal, Assistant Principal



### Goal 3: PARENTS AND COMMUNITY

**PERFORMANCE OBJECTIVE:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

**STRATEGY DESCRIPTION(S):**

- Create and distribute monthly newsletters via SMORE to all parents and staff.
- Create parent-information nights for each grade level.
- Increase use of Social Media platforms (Facebook, Instagram, Twitter) to disseminate important information to the community and positive, student-centered celebrations.

<b>Financial Resources</b>	Campus budget, Title Funds
<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

### Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE:** To provide a safe and orderly school environment conducive to learning for all students and staff.

**STRATEGY DESCRIPTION(S):**

- Conduct regular meetings of the campus Safety Committee to complete needs assessments, revise campus plans, and debrief following drills.
- Safe and Civil Schools committee reviews, revises, and implements morning and hallway duty expectations and training.
- Conduct regular tabletop drills for possible emergencies.

<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, Assistant Principal

### Goal 5: TECHNOLOGY

**PERFORMANCE OBJECTIVE:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

**STRATEGY DESCRIPTION(S):**

- Increase teacher access to technology resources through purchases of equipment.
- Increase teacher capacity through regular trainings on campus offered by the district instructional coach.
- Send ten teachers to the Digital Redesign training and have them present to staff upon their return.
- Offer “Lunch and Learn” sessions for new teachers to introduce district technology resources.

<b>Financial Resources</b>	Campus budget, Title Funds
<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, Assistant Principal, Technology Liaison



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

## SCE

Strategy	Activity	Funds Budgeted	FTE
Reading 5, Math 5, Science 4	Academic Tutorials	\$527,205.00	9.00
Reading 5, Math 5, Science 4	Instructional Materials for At-Risk Students	\$41,000.00	0.00
	<b>TOTAL SCE</b>	<b>\$568,205.00</b>	<b>9.00</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading 5, Math 5, Science 4	Academic Tutorials	\$3,500.00	0.06
At-Risk 1	Technology	\$500.00	0.00
At-Risk 1	Books	\$500.00	0.00
Reading 5, Math 5, Science 4	Instructional Materials	\$1,500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$6,000.00</b>	<b>0.06</b>



# Data Summary Report 2019-2020

Secondary Campus: Caney Creek HS

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

73% scored Approaches Grade Level Standards  
45% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

#### 2019-2020 Goals:

78% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

60% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

65% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

#### ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

71% scored Approaches Grade Level Standards  
42% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

##### *Focus Student Group: Special Education*

37% scored Approaches Grade Level Standards  
15% scored Meets Grade Level Standards  
4% scored Masters Grade Level Standards

##### *Focus Student Group: Two or More Races*

56% scored Approaches Grade Level Standards  
34% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

76% will score Approaches Grade Level Standards  
47% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

##### *Focus Student Group: Special Education*

42% will score Approaches Grade Level Standards  
20% will score Meets Grade Level Standards  
10% will score Masters Grade Level Standards

##### *Focus Student Group: Two or More Races*

61% will score Approaches Grade Level Standards  
39% will score Meets Grade Level Standards  
17% will score Masters Grade Level Standards

#### READING/ELA

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

58% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
3% scored Masters Grade Level Standards

##### *Focus Student Group: Special Education*

26% scored Approaches Grade Level Standards  
12% scored Meets Grade Level Standards  
3% scored Masters Grade Level Standards

##### *Focus Student Group: Two or More Races*

42% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
0% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

63% will score Approaches Grade Level Standards  
37% will score Meets Grade Level Standards  
8% will score Masters Grade Level Standards

##### *Focus Student Group: Special Education*

31% will score Approaches Grade Level Standards  
17% will score Meets Grade Level Standards  
8% will score Masters Grade Level Standards

##### *Focus Student Group: Two or More Races*

47% will score Approaches Grade Level Standards  
37% will score Meets Grade Level Standards  
5% will score Masters Grade Level Standards





WRITING

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b>	<b>Economically Disadvantaged Students</b>
<u>n/a</u> % scored Approaches Grade Level Standards	<u>n/a</u> % will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	<u>n/a</u> % will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	<u>n/a</u> % will score Masters Grade Level Standards
<b>Focus Student Group: n/a</b>	<b>Focus Student Group: n/a</b>
<u>n/a</u> % scored Approaches Grade Level Standards	<u>n/a</u> % will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	<u>n/a</u> % will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	<u>n/a</u> % will score Masters Grade Level Standards
<b>Focus Student Group: n/a</b>	<b>Focus Student Group: n/a</b>
<u>n/a</u> % scored Approaches Grade Level Standards	<u>n/a</u> % will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	<u>n/a</u> % will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	<u>n/a</u> % will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b>	<b>Economically Disadvantaged Students</b>
<u>70</u> % scored Approaches Grade Level Standards	<u>75</u> % will score Approaches Grade Level Standards
<u>36</u> % scored Meets Grade Level Standards	<u>41</u> % will score Meets Grade Level Standards
<u>15</u> % scored Masters Grade Level Standards	<u>20</u> % will score Masters Grade Level Standards
<b>Focus Student Group: Special Education</b>	<b>Focus Student Group: Special Education</b>
<u>31</u> % scored Approaches Grade Level Standards	<u>46</u> % will score Approaches Grade Level Standards
<u>12</u> % scored Meets Grade Level Standards	<u>17</u> % will score Meets Grade Level Standards
<u>1</u> % scored Masters Grade Level Standards	<u>6</u> % will score Masters Grade Level Standards
<b>Focus Student Group: Two or More Races</b>	<b>Focus Student Group: Two or More Races</b>
<u>50</u> % scored Approaches Grade Level Standards	<u>55</u> % will score Approaches Grade Level Standards
<u>13</u> % scored Meets Grade Level Standards	<u>18</u> % will score Meets Grade Level Standards
<u>0</u> % scored Masters Grade Level Standards	<u>5</u> % will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b>	<b>Economically Disadvantaged Students</b>
<u>93</u> % scored Approaches Grade Level Standards	<u>95</u> % will score Approaches Grade Level Standards
<u>74</u> % scored Meets Grade Level Standards	<u>79</u> % will score Meets Grade Level Standards
<u>44</u> % scored Masters Grade Level Standards	<u>49</u> % will score Masters Grade Level Standards
<b>Focus Student Group: Special Education</b>	<b>Focus Student Group: Special Education</b>
<u>74</u> % scored Approaches Grade Level Standards	<u>79</u> % will score Approaches Grade Level Standards
<u>41</u> % scored Meets Grade Level Standards	<u>46</u> % will score Meets Grade Level Standards
<u>21</u> % scored Masters Grade Level Standards	<u>26</u> % will score Masters Grade Level Standards
<b>Focus Student Group: Two or More Races</b>	<b>Focus Student Group: Two or More Races</b>
<u>100</u> % scored Approaches Grade Level Standards	<u>100</u> % will score Approaches Grade Level Standards
<u>83</u> % scored Meets Grade Level Standards	<u>88</u> % will score Meets Grade Level Standards
<u>67</u> % scored Masters Grade Level Standards	<u>72</u> % will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b></p> <p>85% scored Approaches Grade Level Standards</p> <p>47% scored Meets Grade Level Standards</p> <p>13% scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p>52% scored Approaches Grade Level Standards</p> <p>13% scored Meets Grade Level Standards</p> <p>1% scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Two or More Races</b></p> <p>63% scored Approaches Grade Level Standards</p> <p>25% scored Meets Grade Level Standards</p> <p>13% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b></p> <p>90% will score Approaches Grade Level Standards</p> <p>52% will score Meets Grade Level Standards</p> <p>18% will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p>57% will score Approaches Grade Level Standards</p> <p>18% will score Meets Grade Level Standards</p> <p>6% will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Two or More Races</b></p> <p>68% will score Approaches Grade Level Standards</p> <p>30% will score Meets Grade Level Standards</p> <p>18% will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education
Achievement Math		All, Hispanic, White, English Learners (Current/Monitored), Special Education
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	All, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education
School Quality		White
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

**NON-DISCRIMINATION STATEMENT**

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