



Campus Improvement Plan 2019-2020

Secondary Campus: Conroe HS

Rating: B

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).*

DOMAIN III OBJECTIVES: Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, Eco Dis, SpEd, former SpEd, Current and monitored ELLs (through year 4), Continuously and Non-Continuously enrolled.

Distinction Designations Earned:

Social Studies, Science



ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 85% of all students will meet Approaches GL Standard or Above.

- **STRATEGY DESCRIPTION(S):**
- All students will have access to peer tutoring with AP students.
- Targeted students will receive remediation specific to gaps in performance with teacher assistance.
- Teachers specializing in Targeted concepts with the targeted students two weeks prior to testing.
- Administrative walk through feedback to student learning of concepts.
- Campus Instructional Coaches are leading Learning Walks throughout the campus for teachers to gain effective instructional strategies for their classrooms.
- Instructional Coaches are providing individual coaching to teachers to grow instructional practices in the classroom.

READING/ELA

PERFORMANCE OBJECTIVE: 73% of all students will meet Approaches GL Standard or Above.

STRATEGY DESCRIPTION(S):

- Writer's Workshop has been implemented in specific grade levels to assist in student's writing competency.
- Teachers received high interest inventory of books to engage student's in high interest reading once a week.
- Talking before writing - Talk/Read/Talk/Write.
- Scaffolding Language - sentence stems/outlines.
- Using Rubrics and examples of finished products - showing students how to use these.
- Group work before having students do individual work. Using targeted grading and feedback from rubrics.
- Teaching crucial testing strategies that help students understand assessment question.
- Reading/ELA Curriculum, Instruction, and Staff Development.
- Working with ELLs - scaffolding, fostering independence in the classroom to complete assignments, especially with writing -- need this when the classroom has ALL levels of ELLs.
- Utilizing teacher share out and finding what is successful in other classrooms on campus and across the district.
- SIOP strategies that are targeted and tangible.

WRITING

PERFORMANCE OBJECTIVE:

- N/A

MATH

PERFORMANCE OBJECTIVE: 86% of all students will meet Approaches GL Standard or Above.

STRATEGY DESCRIPTION(S):

- Students retesting receive targeted individual instruction to ensure understanding.
- Work collaboratively with the support of a district coach to implement a curriculum that is both rigorous and supportive.
- Create formative assessments that are as rigorous as the STAAR exam.
- Build in days for remediation and enrichment.
- Regularly discuss the results of common assessments and develop an action plan from the results.
- Implement the CISD Solve framework into our classrooms daily (math review, mental math, poster method).
- Focus on differentiated instruction through guided math, small group instruction, and scaffolding.
- Support students who have continually struggled on the state assessments with an RTI course.
- Provide academic tutorials after school, during lunch, and before school.
- Design and facilitate STAAR Boot camp and STAAR Master Camp to push students into the next progress level.
- Focus on the integration of literacy into the math classroom through vocabulary instruction, writing prompts, and written justification.



- Support ELLs through SIOP strategies.
- Implement technology where appropriate (Ex: Desmos, TI-84 calculators)
- Focus on process standards through our SLO goals.
- Support the development of staff members through professional development (ex: Math in Action, Math Leadership Team, and CAMT).

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: 96% of all students will meet Approaches GL Standard or Above.

STRATEGY DESCRIPTION(S):

- Using prior data, teachers are adjusting instructional practices to improve student understanding of concepts.

SCIENCE

PERFORMANCE OBJECTIVE: 95% of all students will meet Approaches GL Standard or Above

STRATEGY DESCRIPTION(S):

- Students retesting receive targeted individual instruction to ensure understanding.
- Implement the use of interactive word walls in which the student notes template will mimic the word walls.
- This will help all Focus groups interact and learn vocabulary (Marzano words from Scope & Sequence).
- Structure lessons around 5E with a focus on the engagement component. Create engaging and common experiences so that students can reference a common experience throughout the unit/year.
- Presenting material in a way that reaches all learning types (tactile, auditory, visual, etc.) while explaining material (notes, stations, labs, etc.).
- Common Summative and Formative assessments including questions that are at high level of cognitive complexity focused on the TEKS incorporating quality questioning strategies to improve academic performance on science common assessments.
- Consistently meet as a PLC to discuss, collaborate and model effective teaching strategies that will enhance the rigor and relevance of students learning process.

HEALTH

PERFORMANCE OBJECTIVE:

- 100% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Teachers will 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 mentors to targeted at-risk students.
- Training and onsite support is offered to classroom teachers serving students with disabilities.
- Teacher documentation is provided to help manage accommodations/modifications in the classroom.
- Pullouts for students who continue to struggle with targeted strategies.
- Provide specialized classes for students with Dyslexia as well as ELL and SPED.
- Community in Schools is available for all students.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

- Attendance rate will increase from 96.43% in 2018/19 to 96.5% 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: Increase student College Readiness Performance on SAT/ACT/TSI.

STRATEGY DESCRIPTION(S):

- Campus is offering SAT/ACT/TSI school day once in the Fall Semester and once in the Spring Semester.
- Campus is offering after school test prep twice a week.
- In Advanced Math and Science classes, students are receiving scores on performance-based concepts to allow students individual feedback on performance.

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 and Assistant Principals



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):

- Development and retention of staff using Campus Instructional Coaches and Campus and District Staff Development opportunities.
- Attend and recruit from the CISD Teacher Job Fair as well as university job fairs.
- Recommend and market the CISD “Grown Our Own” initiative to increase the pool of applicants.

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 Managers	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):

- Hold vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.
- Hold monthly PTO meetings to increase parent involvement.
- Provide parent information nights to communicate campus happenings.
- Inform families weekly via parent newsletters.
- Utilize social media to expand communication sources to families and community members.

Financial Resources	Campus budget, Title Funds
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

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

STRATEGY DESCRIPTION(S):

- Campus will conduct fire, disaster, lock-downs, evacuation and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level.
- Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.
- Implement the bullying prevention and intervention strategies.
- Ensure the safety of students by requiring all visitors to sign in with a valid government issued ID and wear visitor badges in the school.
- Exterior doors are locked during school hours.

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

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):

- Provide hands-on training in use of new technology hardware and software.
- Provide staff development on integration of technology across the curriculum.
- Monthly faculty technology newsletter is provided by our Instructional Technologist.
- Campus Instructional Technologist provides training to faculty on latest instructional strategies utilizing technology.

Financial Resources	Campus budget, Title Funds
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



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 2, 5, 6	Academic Tutorials	\$32,967.00	0.60
Math Strategy 13	Technology for At-Risk Students	\$5,000.00	0.00
Reading Strategy 1, 2, 7	Instructional Materials for At-Risk Students	\$22,033.00	0.00
Reading Strategy 2, 10 Math Strategy 7 At-Risk and Special Population Strategy 4, 5	Instructional Support for At-Risk Students	\$866,648.00	15.00
	TOTAL SCE	\$926,648.00	15.60

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading Strategy 9 Math Strategy 12	Academic Tutorials	\$7,500.00	0.14
Technology Strategy 1	Technology	\$1,000.00	0.00
Reading Strategy 2, 8	Books	\$1,000.00	0.00
Reading Strategy 2 Math Strategy 7, 11	Instructional Materials	\$3,000.00	0.00
	TOTAL Title III EL	\$12,500.00	0.14



Data Summary Report 2019-2020

Secondary Campus: Conroe HS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

79% scored Approaches Grade Level Standards
57% scored Meets Grade Level Standards
20% scored Masters Grade Level Standards

2019-2020 Goals:

84% will score Approaches Grade Level Standards
62% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

65% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

70% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards
50% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards

Focus Student Group: Special Education

46% scored Approaches Grade Level Standards
23% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

Focus Student Group: EL

63% scored Approaches Grade Level Standards
31% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
21% will score Masters Grade Level Standards

Focus Student Group: Special Education

51% will score Approaches Grade Level Standards
28% will score Meets Grade Level Standards
14% will score Masters Grade Level Standards

Focus Student Group: ELL

68% will score Approaches Grade Level Standards
36% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

63% scored Approaches Grade Level Standards
39% scored Meets Grade Level Standards
4% scored Masters Grade Level Standards

Focus Student Group: Special Education

28% scored Approaches Grade Level Standards
15% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards

Focus Student Group: EL

46% scored Approaches Grade Level Standards
19% scored Meets Grade Level Standards
1% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

68% will score Approaches Grade Level Standards
44% will score Meets Grade Level Standards
9% will score Masters Grade Level Standards

Focus Student Group: Special Education

33% will score Approaches Grade Level Standards
20% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

Focus Student Group: ELL

51% will score Approaches Grade Level Standards
24% will score Meets Grade Level Standards
6% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards <i>Focus Student Group: Type Group Here</i> <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards <i>Focus Student Group: Type Group Here</i> <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>79%</u> scored Approaches Grade Level Standards <u>45%</u> scored Meets Grade Level Standards <u>21%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>44%</u> scored Approaches Grade Level Standards <u>21%</u> scored Meets Grade Level Standards <u>8%</u> scored Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>78%</u> scored Approaches Grade Level Standards <u>39%</u> scored Meets Grade Level Standards <u>17%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>84%</u> will score Approaches Grade Level Standards <u>50%</u> will score Meets Grade Level Standards <u>26%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>49%</u> will score Approaches Grade Level Standards <u>26%</u> will score Meets Grade Level Standards <u>13%</u> will score Masters Grade Level Standards <i>Focus Student Group: ELL</i> <u>83%</u> will score Approaches Grade Level Standards <u>44%</u> will score Meets Grade Level Standards <u>22%</u> will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>94%</u> scored Approaches Grade Level Standards <u>77%</u> scored Meets Grade Level Standards <u>45%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>70%</u> scored Approaches Grade Level Standards <u>44%</u> scored Meets Grade Level Standards <u>18%</u> scored Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>82%</u> scored Approaches Grade Level Standards <u>52%</u> scored Meets Grade Level Standards <u>18%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>99%</u> will score Approaches Grade Level Standards <u>82%</u> will score Meets Grade Level Standards <u>50%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>75%</u> will score Approaches Grade Level Standards <u>49%</u> will score Meets Grade Level Standards <u>23%</u> will score Masters Grade Level Standards <i>Focus Student Group: ELL</i> <u>87%</u> will score Approaches Grade Level Standards <u>57%</u> will score Meets Grade Level Standards <u>23%</u> will score Masters Grade Level Standards</p>



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students</p> <p>88% scored Approaches Grade Level Standards</p> <p>61% scored Meets Grade Level Standards</p> <p>17% scored Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p>68% scored Approaches Grade Level Standards</p> <p>27% scored Meets Grade Level Standards</p> <p>7% scored Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p>81% scored Approaches Grade Level Standards</p> <p>44% scored Meets Grade Level Standards</p> <p>7% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students</p> <p>93% will score Approaches Grade Level Standards</p> <p>66% will score Meets Grade Level Standards</p> <p>22% will score Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p>73% will score Approaches Grade Level Standards</p> <p>32% will score Meets Grade Level Standards</p> <p>12% will score Masters Grade Level Standards</p> <p>Focus Student Group: ELL</p> <p>86% will score Approaches Grade Level Standards</p> <p>49% will score Meets Grade Level Standards</p> <p>12% will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		AA, A, TMR, EL, SE, NCE
Achievement Math		AA, W, EL, SE, CE, NCE
Growth Reading		EL, SE
Growth Math	American Indian, Economically Disadvantaged, Special Education	AA, H, W, ED, EL, SE, CE, NCE
Student Success		A, EL, SE
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	AA, H, W, ED, EL, SE
School Quality		AA, EL, SE
STAAR Only		AA, EL, SE
English Language Proficient	English Learners (Current/Monitored)	EL, SE

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.

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