



# Campus Improvement Plan 2019-2020

Secondary Campus: Irons JHS

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).*

### Distinction Designations Earned:

Postsecondary Readiness  
Accelerated Growth  
Math

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** Economically Disadvantaged Students

- 79% will score Approaching Grade Level Standards
- 22% will score Mastering Grade Level Standards

Focus Student Group: EL

- 68% will score Approaching Grade Level Standards
- 14% will score Mastering Grade Level Standards

Focus Student Group: SpEd

- 53% will score Approaching Grade Level Standards
- 13% will score Mastering Grade Level Standards



### STRATEGY DESCRIPTION(S):

- Provide support of Tier I Differentiated Instruction through modeling and training of these best practices
- Focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
- Maintain the vertical alignment of a Writer's Workshop approach to support the explicit teaching of writing.
- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.
- 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.
- Provide teachers with the tools and strategies to design and implement an inquiry-based learning environment.
- Lead teachers through the process of conducting a History Lab as a form of inquiry-based learning.
- Guide teachers through student centered instructional strategies based on History Alive!/Social Studies Alive!
- Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.
- 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.
- Provide support for teachers as they plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).

### READING/ELA

#### PERFORMANCE OBJECTIVE:

Economically Disadvantaged Students

- 75% will score Approaching Grade Level Standards
- 19% will score Mastering Grade Level Standards

Focus Student Group: EL

- 61% will score Approaching Grade Level Standards
- 12% will score Mastering Grade Level Standards

Focus Student Group: SpEd

- 47% will score Approaching Grade Level Standards
- 12% will score Mastering Grade Level Standards

### STRATEGY DESCRIPTION(S):

- Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.
- Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.
- Focus on higher levels of questioning and critical thinking.
- Support the organization and facilitation of small group instruction using more accessible of text to assist teaching reading to students who are reading below grade level.
- Provide support of Tier I Differentiated Instruction through modeling and training of these best practices.
- Focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
- Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.
- Instructional Coaches will provide campus-based trainings throughout the school year.
- Collaboration of professional development between SLA and Bilingual/ESL departments.

### WRITING

#### PERFORMANCE OBJECTIVE:

Economically Disadvantaged Students

- 60% will score Approaching Grade Level Standards
- 12% will score Mastering Grade Level Standards

Focus Student Group: EL

- 50% will score Approaching Grade Level Standards



- 9% will score Mastering Grade Level Standards

Focus Student Group: SpEd

- 35% will score Approaching Grade Level Standards
- 10% will score Mastering Grade Level Standards

#### **STRATEGY DESCRIPTION(S):**

- Maintain the vertical alignment of a Writer's Workshop approach to support the explicit teaching of writing.
- Incorporate strategies within the workshop approach to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic writing.
- Focus on the daily practice of writing in every classroom as a means of synthesizing learning.
- SLA staff members at both the junior high and high school level will attend a Writer's Workshop Homegrown institute to become better practitioners of the explicit teaching of writing.
- SLA staff members will participate in scope and sequence trainings and take back the trainings to their department for horizontal and vertical understandings of the new strategies and skills.
- The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Content Leadership Team meetings.
- SLA will provide campus based "customized" writing trainings throughout the school year.
- Collaboration of professional development between SLA and Bilingual/ESL departments.
- Professional learning opportunities will be provided to staff on the cross-curricular need of reading and writing in all content areas.

## MATH

#### **PERFORMANCE OBJECTIVE:**

Economically Disadvantaged Students

- 75% will score Approaching Grade Level Standards
- 26% will score Mastering Grade Level Standards

Focus Student Group: EL

- 72% will score Approaching Grade Level Standards
- 20% will score Mastering Grade Level Standards

Focus Student Group: SpEd

- 47% will score Approaching Grade Level Standards
- 15% will score Mastering Grade Level Standards

#### **STRATEGY DESCRIPTION(S):**

- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.
- 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.
- Utilize instructional strategies such as vocabulary strategies, graphic organizers, math centers for anchor activities, and technology to improve skills, fact fluency, and problem-solving strategies.
- Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.
- 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.
- Focus small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes, and the implementation of effective tutorial programs for teachers.
- Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
- Provide professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction.



## SOCIAL STUDIES

### PERFORMANCE OBJECTIVE:

Economically Disadvantaged Students

- 75% will score Approaching Grade Level Standards
- 35% will score Mastering Grade Level Standards

Focus Student Group: EL

- 50% will score Approaching Grade Level Standards
- 13% will score Mastering Grade Level Standards

Focus Student Group: SpEd

- 55% will score Approaching Grade Level Standards
- 18% will score Mastering Grade Level Standards

### STRATEGY DESCRIPTION(S):

- Provide teachers with the tools and strategies to design and implement an inquiry-based learning environment.
- Guide teachers through student centered instructional strategies based on History Alive!/Social Studies Alive!
- Provide classroom instruction utilizing, Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative Assessments.
- Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
- Emphasize writing and the analysis of primary sources through the DBQ Project.
- Social Studies will provide the opportunity for Advanced Placement teachers to collaborate with the intent of advancing their ability to meet the demands of AP.

## SCIENCE

### PERFORMANCE OBJECTIVE:

Economically Disadvantaged Students

- 75% will score Approaching Grade Level Standards
- 23% will score Mastering Grade Level Standards

Focus Student Group: EL

- 58% will score Approaching Grade Level Standards
- 11% will score Mastering Grade Level Standards

Focus Student Group: SpEd

- 50% will score Approaching Grade Level Standards
- 14% will score Mastering Grade Level Standards

### STRATEGY DESCRIPTION(S):

- Provide that teachers will plan and implement TEKS aligned science lessons using the 5-E Lesson Model (Engage, Explore, Explain, Elaborate, and Evaluate).
- Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.
- Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
- 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.
- Provide support for teachers as they plan and implement TEKS aligned science lessons using the 5-E lesson model (engage,



explore, explain, elaborate, and evaluate).

- Provide support for teachers as they improve vocabulary building in Science through Science Interactive Word Walls and the use of Marzano Words identified in the Scope and Sequences.
- Provide support for teachers as they implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
- Provide support for teachers as they implement CISD Science Success, an intervention strategy to help close achievement gaps between student groups through the review of science process skills and reinforcement of science concepts identified on assessments.

## HEALTH

### PERFORMANCE OBJECTIVE:

- **90%** of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

### STRATEGY DESCRIPTION(S):

- Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.
- Provide students with opportunities and activities that allow “choice.”
- Provide students with technology that promotes self-assessment.
- 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.
- Ensure students demonstrate responsible personal and social behavior that respects self and others.
- Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction.
- Assess student’s Health-Related fitness using the FitnessGram assessment, twice per year.
- Provide students with a safe and barrier free environment in which to learn and move.
- Ensure the teacher-student ratio does not exceed 45:1.
- Ensure students receive the appropriate number of state required minutes in physical education per week or 10 day period.
- Administrators and staff encourage students to participate in extracurricular fitness and sports related activities.
- Provide teachers with opportunities to earn state recognition as a result of exemplary physical education curriculum and instruction.
- Training will be provided to teachers to ensure safety and high level of engagement of students who participate in fitness and sports related activities.

## AT-RISK AND SPECIAL POPULATIONS

### STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Provide intensive, systematic tutoring for identified at-risk students during the day and after school.
- Provide mentors to targeted at-risk students.
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure ELL students receive appropriate English language acquisition and sheltered instruction.
- Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Provide visits to feeder campuses to ensure students experience a smooth transition.
- Provide new student registration for incoming students to ensure students and families have all the needed information.
- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.
- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
- Provide students increased practice turns and feedback during instruction.
- Provide identified students gifted services, which are challenging learning experiences with depth and complexity which result in the creation of advanced level products.



- Promote an understanding of Dyslexia and Related Disorders through training of multisensory instruction and classroom support.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.1% in 2018/19 to 97.5% in 2019/20.

DROPOUT PREVENTION PROGRAM

- Campus staff will seek assistance from the Office of Dropout Prevention, before assigning a dropout withdrawal code to an at-risk student.

ATTENDANCE

- Campus administration will utilize the District’s Attendance Specialist as a liaison between the campus and the court system.
- Campus staff will run attendance reports weekly, contact parents and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.
- Campus staff will utilize Dropout Prevention for attendance interventions designed to lower the number of unexcused absences.

**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
- Recommend candidates to CISD Educational Foundation by recruiting and screening bilingual and special education para-professionals who wish to pursue a degree in the field of education.
- Provide mentor support for beginning teachers.
- Improve qualifications of teachers by providing opportunities to attend high quality workshops and trainings.
- Provide opportunities for teachers to attend specialized training such as GT, ESL, working with students from poverty, etc.
- Encourage and provide opportunities for teachers to acquire ESL certification to strengthen language development knowledge of campus staff.

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III Additional Resources	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):**

- Provide communications, in a language parents can understand, regarding campus initiatives, programs, meetings, and activities through a variety of media sources.
- Provide opportunities at school for families to be engaged in academic and social events.
- Provide information about the Parent Resource Center for parents of students with disabilities.
- Actively engage families in curriculum activities to build knowledge of the content for families.
- Provide opportunities for families to participate in shared decision making to empower families.
- Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.
- Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.
- Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.
- Hold weekly team meetings to ensure teacher collaboration within each department/grade.

<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):**

- Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.
- Campus administration will conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. Irons JH teachers and administrators will implement a positive, proactive, instructional approach to classroom management through CHAMPS.
- Promote clubs and organizations in areas of interest to promote student involvement in school.
- Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at [http://www.conroeisd.net/Bullying/student\\_guide.asp](http://www.conroeisd.net/Bullying/student_guide.asp); campus programs and presentations.

<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 student opportunities for utilizing technology across the curriculum areas.
- Provide support for meeting the Technology Applications TEKS across content areas.
- Provide hands-on training in use of new technology hardware and software.
- Provide staff development on integration of technology across the curriculum.
- Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.
- Build teacher capacity to fully implement technology in instruction.
- Provide meaningful opportunities for students to access technology for learning.
- Relate technology staff development to specific instructional objectives.

**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
Additional allocations	Instructional Support for At-Risk Students	\$356,280.00	6.00
Edgenuity, iLearn	Instructional Materials for At-Risk Students	\$15,000.00	0.00
	<b>TOTAL SCE</b>	<b>\$371,280.00</b>	<b>6.00</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Tutorials At-Risk Strategy 1	Academic Tutorials	\$2,000.00	0.00
Technology Strategy 1, 3, 4	Technology	\$500.00	0.00
Books Strategy 1, 3, 4	Books	\$500.00	0.00
Materials Strategy 1, 3, 4	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,500.00</b>	<b>0.00</b>



# Data Summary Report 2019-2020

Secondary Campus: Irons JHS

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

87% scored Approaches Grade Level Standards  
59% scored Meets Grade Level Standards  
32% scored Masters Grade Level Standards

#### 2019-2020 Goals:

92% will score Approaches Grade Level Standards  
64% will score Meets Grade Level Standards  
40% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

80% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

85% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

#### ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
79% scored Approaches Grade Level Standards  
45% scored Meets Grade Level Standards  
20% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
45% scored Approaches Grade Level Standards  
23% scored Meets Grade Level Standards  
10% scored Masters Grade Level Standards  
**Focus Student Group: EL**  
74% scored Approaches Grade Level Standards  
37% scored Meets Grade Level Standards  
15% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
85% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
55% will score Approaches Grade Level Standards  
35% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards  
**Focus Student Group: EL**  
80% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

#### READING/ELA

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
80% scored Approaches Grade Level Standards  
46% scored Meets Grade Level Standards  
26% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
50% scored Approaches Grade Level Standards  
26% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards  
**Focus Student Group: EL**  
76% scored Approaches Grade Level Standards  
37% scored Meets Grade Level Standards  
17% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
85% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
35% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
60% will score Approaches Grade Level Standards  
38% will score Meets Grade Level Standards  
17% will score Masters Grade Level Standards  
**Focus Student Group: EL**  
82% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
27% will score Masters Grade Level Standards



## WRITING

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>67%</u> scored Approaches Grade Level Standards  <u>34%</u> scored Meets Grade Level Standards  <u>10%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>32%</u> scored Approaches Grade Level Standards  <u>18%</u> scored Meets Grade Level Standards  <u>11%</u> scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>63%</u> scored Approaches Grade Level Standards  <u>29%</u> scored Meets Grade Level Standards  <u>10%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>75%</u> will score Approaches Grade Level Standards  <u>40%</u> will score Meets Grade Level Standards  <u>15%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>42%</u> will score Approaches Grade Level Standards  <u>25%</u> will score Meets Grade Level Standards  <u>20%</u> will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>70%</u> will score Approaches Grade Level Standards  <u>40%</u> will score Meets Grade Level Standards  <u>20%</u> will score Masters Grade Level Standards</p>

## MATH

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>85%</u> scored Approaches Grade Level Standards  <u>55%</u> scored Meets Grade Level Standards  <u>22%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>52%</u> scored Approaches Grade Level Standards  <u>22%</u> scored Meets Grade Level Standards  <u>12%</u> scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>84%</u> scored Approaches Grade Level Standards  <u>50%</u> scored Meets Grade Level Standards  <u>16%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>90%</u> will score Approaches Grade Level Standards  <u>60%</u> will score Meets Grade Level Standards  <u>30%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>60%</u> will score Approaches Grade Level Standards  <u>30%</u> will score Meets Grade Level Standards  <u>18%</u> will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>90%</u> will score Approaches Grade Level Standards  <u>55%</u> will score Meets Grade Level Standards  <u>25%</u> will score Masters Grade Level Standards</p>

## SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>71%</u> scored Approaches Grade Level Standards  <u>34%</u> scored Meets Grade Level Standards  <u>17%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>34%</u> scored Approaches Grade Level Standards  <u>21%</u> scored Meets Grade Level Standards  <u>8%</u> scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>64%</u> scored Approaches Grade Level Standards  <u>25%</u> scored Meets Grade Level Standards  <u>14%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>77%</u> will score Approaches Grade Level Standards  <u>40%</u> will score Meets Grade Level Standards  <u>25%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>40%</u> will score Approaches Grade Level Standards  <u>27%</u> will score Meets Grade Level Standards  <u>13%</u> will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>70%</u> will score Approaches Grade Level Standards  <u>30%</u> will score Meets Grade Level Standards  <u>20%</u> will score Masters Grade Level Standards</p>



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>83%</u> scored Approaches Grade Level Standards  <u>46%</u> scored Meets Grade Level Standards  <u>19%</u> scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>49%</u> scored Approaches Grade Level Standards  <u>28%</u> scored Meets Grade Level Standards  <u>5%</u> scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>74%</u> scored Approaches Grade Level Standards  <u>31%</u> scored Meets Grade Level Standards  <u>14%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>90%</u> will score Approaches Grade Level Standards  <u>55%</u> will score Meets Grade Level Standards  <u>25%</u> will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>55%</u> will score Approaches Grade Level Standards  <u>35%</u> will score Meets Grade Level Standards  <u>10%</u> will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>80%</u> will score Approaches Grade Level Standards  <u>40%</u> will score Meets Grade Level Standards  <u>20%</u> will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		AA, Eco Dis, Sp. Ed., EL, Asian
Achievement Math		AA, Eco Dis, Sp. Ed., EL, Asian
Growth Reading		AA, Eco Dis, Sp. Ed., EL, Asian
Growth Math	American Indian, Economically Disadvantaged, Special Education	AA, Eco Dis, Sp. Ed., EL, Asian
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

**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