Campus Improvement Plan
2019-2020

Secondary Campus: JDC, JJAEP, and DAEP

Rating: Not Rated

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 DAEP, JDC, and JJAEP students remain on campus for a short period of time during the school year. Students' Standardized scores for DAEP, JDC, and JJAEP are not rated by the state. Regardless of a student's At Risk status, socio-economic status, or reason for being at DAEP, JDC, and JJAEP, each staff member's goal is for all students to demonstrate sustained growth in student academic, and behavioral areas. The Disciple Alternatives programs (DAEP, JDC, and JJAEP) are used as district wide programs, which provide academic services to students across the entire district. The programs do not receive any state assessment scores in any academic area. The best approach is for the Discipline Alternative programs to use the overall District State Assessment scores to develop their plan of accountability in the development of the Campus Improvement Plan.

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.*

2019-2019 Performance	2019-2020 Goals *(All students combined)*
85% Approaching Grade Level Standards	90% Approaching Grade Level Standards
62% Meeting Grade Level Standards	67% Meeting Grade Level Standards
35% Mastering Grade Level Standards	40% Mastering Grade Level Standards

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

2018-2019 Performance			
	All Students	*Reading*	*Math*
Met Expected or Accelerated Growth measure	73%	71%	74%
2019-2020 Goals			
	All Students	*Reading*	*Math*
Will meet Expected or Accelerated Growth measure	78%	76%	79%

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).*

ALL STUDENT POPULATIONS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
74% scored Approaching Grade Level Standards	79% will score Approaching Grade Level Standards
17% scored Mastering Grade Level Standards	22% will score Mastering Grade Level Standards
Focus Student Group: EL Current	***Focus Student Group: EL Current***
63% scored Approaching Grade Level Standards	68% will score Approaching Grade Level Standards
9% scored Mastering Grade Level Standards	14% will score Mastering Grade Level Standards
Focus Student Group: SpEd Current	***Focus Student Group: SpEd Current***
47% scored Approaching Grade Level Standards	52% will score Approaching Grade Level Standards
8% scored Mastering Grade Level Standards	13% will score Mastering Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
70% scored Approaching Grade Level Standards	75% will score Approaching Grade Level Standards
14% scored Mastering Grade Level Standards	19% will score Mastering Grade Level Standards
Focus Student Group: EL Current	***Focus Student Group: EL Current***
56% scored Approaching Grade Level Standards	61% will score Approaching Grade Level Standards
7% scored Mastering Grade Level Standards	12% will score Mastering Grade Level Standards
Focus Student Group: SpEd Current	***Focus Student Group: SpEd Current***
42% scored Approaching Grade Level Standards	47% will score Approaching Grade Level Standards
7% scored Mastering Grade Level Standards	12% will score Mastering Grade Level Standards

PERFORMANCE OBJECTIVE:
- 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.
- Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.

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.
- Collaboration of professional development between SLA and Bilingual/ESL departments.

WRITING

2019-2020 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
61% scored Approaching Grade Level Standards	66% will score Approaching Grade Level Standards
7% scored Mastering Grade Level Standards	12% will score Mastering Grade Level Standards
Focus Student Group: EL Current	***Focus Student Group: EL Current***
51% scored Approaching Grade Level Standards	56% will score Approaching Grade Level Standards
4% scored Mastering Grade Level Standards	9% will score Mastering Grade Level Standards
Focus Student Group: SpEd Current	***Focus Student Group: SpEd Current***
34% scored Approaching Grade Level Standards	39% will score Approaching Grade Level Standards
5% scored Mastering Grade Level Standards	10% will score Mastering Grade Level Standards

PERFORMANCE OBJECTIVE:

- 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.
- Maintain the vertical alignment of a Writer's Workshop approach to support the explicit teaching of writing.

STRATEGY DESCRIPTION(S):

- 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.
- 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

2019-2020 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
8% scored Approaching Grade Level Standards	85% will score Approaching Grade Level Standards
21% scored Mastering Grade Level Standards	26% will score Mastering Grade Level Standards
Focus Student Group: EL Current	***Focus Student Group: EL Current***
77% scored Approaching Grade Level Standards	82% will score Approaching Grade Level Standards
15% scored Mastering Grade Level Standards	20% will score Mastering Grade Level Standards
Focus Student Group: SpEd Current	***Focus Student Group: SpEd Current***
52% scored Approaching Grade Level Standards	57% will score Approaching Grade Level Standards
10% scored Mastering Grade Level Standards	15% will score Mastering Grade Level Standards

PERFORMANCE OBJECTIVE:
- 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.

STRATEGY DESCRIPTION(S):
- CISD Solves Math Review/Mental Math
- CISD Solves Poster Method
- CISD Solves Math Fluency
- Algebra Tiles
- Guided Math
- Process Standards

SOCIAL STUDIES

2019-2020 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
78% scored Approaching Grade Level Standards	83% will score Approaching Grade Level Standards
30% scored Mastering Grade Level Standards	35% will score Mastering Grade Level Standards
Focus Student Group: EL Current	*Focus Student Group: EL Current*
52% scored Approaching Grade Level Standards	57% will score Approaching Grade Level Standards
8% scored Mastering Grade Level Standards	13% will score Mastering Grade Level Standards
Focus Student Group: SpEd Current	*Focus Student Group: SpEd Current*
57% scored Approaching Grade Level Standards	62% will score Approaching Grade Level Standards
13% scored Mastering Grade Level Standards	18% will score Mastering Grade Level Standards

PERFORMANCE OBJECTIVE:
- Provide teachers with the tools and strategies to design and implement an inquiry-based learning environment.
- Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
- Assist teachers in designing units based on enduring understandings that answer essential questions.
- Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.

STRATEGY DESCRIPTION(S):
- Professional learning opportunities will be provided for teachers to develop their understanding of inquiry-based learning.
- Training will be provided in engagement from the Social Studies Model by attending Social Studies Alive!
- Professional learning opportunities will be provided in engagement from the Social Studies Model by attending History Alive!
- Social Studies will provide strategies for teaching the literacy strand of the Social Studies Processing Standards at the Content Literacy Training.
- Social Studies will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional

SCIENCE

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
80% scored Approaching Grade Level Standards	85% will score Approaching Grade Level Standards
19% scored Mastering Grade Level Standards	23% will score Mastering Grade Level Standards
Focus Student Group: EL Current	*Focus Student Group: EL Current*
63% scored Approaching Grade Level Standards	68% will score Approaching Grade Level Standards
6% scored Mastering Grade Level Standards	11% will score Mastering Grade Level Standards
Focus Student Group: SpEd Current	*Focus Student Group: SpEd Current*
55% scored Approaching Grade Level Standards	60% will score Approaching Grade Level Standards
8% scored Mastering Grade Level Standards	14% will score Mastering Grade Level Standards

PERFORMANCE OBJECTIVE:

- 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.
- Provide that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model (Engage, Explore, Explain, Elaborate, and Evaluate).
- Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive

STRATEGY DESCRIPTION(S):

- Science Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool professional learning opportunities.
- Training will be provided on Differentiating Instruction and Formative Assessments in the science classroom during the Science Leadership Teams meetings.
- Training will be provided in the area of writing during the Science Leadership Teams meetings.
- Training will be provided on Differentiating Instruction and Formative Assessments in the science classroom during the Science Leadership Teams meetings.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment

STRATEGY DESCRIPTION(S):

- Assess student's Health-Related fitness using the Fitness Gram assessment, twice per year.
- Provide students with opportunities and activities that allow "choice."
- Ensure students demonstrate responsible personal and social behavior that respects self and others.
- Provide instruction that incorporates a high percentage of engaged time.
- Provide students with a safe and barrier free environment in which to learn and move.

AT-RISK AND SPECIAL POPULATIONS

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

- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.
- Training will be offered to assist campuses in serving dyslexia students in Section 504 as well as discussions about accommodations.
- Training and onsite support will be offered to classroom teachers serving students with disabilities.
- Provide explicit and embedded vocabulary instruction, effective behavioral systems, and relevant core instruction to fill in the gaps.
- Provide students increased practice turns and feedback during instruction.
- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Integrate specially designed instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
- Provide new student registration for incoming students to ensure students and families have all the needed information.
- Ensure students are in attendance during the assessment windows.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Ensure ELL students receive appropriate English language acquisition and sheltered instruction.
- Provide mentors to targeted at-risk students
- Provide intensive, systematic tutoring for identified at-risk students during the day and after school.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.32% in 2018/19 to 97.4% 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:

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

- The best of the 4-year, 5-year or 6-year State Graduation rates is used for Domain I: All students, 7 race/ethnic groups, SpEd, and EL. The best of these graduation rates for the 2019 graduates was the 5-year rate at 97.3%.
- Goal for 2019 graduates: The best of the 3 rates will increase from 97.3% to 97.4%.

STRATEGY DESCRIPTION(S):

- Campus staff will utilize Dropout Prevention for attendance interventions designed to lower the number of 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.
- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Fund

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, RtI, 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

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):
- Sponsor student teachers and provide meaningful teaching experiences on the campus.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals. Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, WinOcular, and Absence Management.

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

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 timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.
- Provide information about the Parent Resource Center for parents of students with disabilities.
- 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.

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):
- 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 EOP addresses the areas of safety control, crisis management, facilities management and health services.
- 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.
- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.
- Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.
- Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.

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

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, Technology Liaison

STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year
SCE

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Pops Strategy 12	Gen Ed Teachers for At-Risk Students	$161,725.00	2.50
At-Risk and Special Pops Strategy 1, 6, 7	Instructional Support for At-Risk Students	$435,465.00	7.00
	TOTAL SCE	$597,190.00	9.50

TITLE I D

Strategy	Activity	Funds Budgeted	FTE
Reading 1, Writing 1, Math 2	Academic Tutorials	$27,500.00	0.50
Reading 1, Writing 1, Math 2	Books	$14,492.00	0.00
Technology 2,4	Consultants	$5,000.00	0.00
Reading 1, Writing 1, Math 2	Instructional Materials	$38,000.00	0.00
Reading 1, Writing 1, Math 2	Operating Lease Equipment	$3,000.00	0.00
Reading 1, Writing 1, Math 2	Printing	$5,000.00	0.00
Technology 2,4	Staff Development	$5,000.00	0.00
Reading 1, Writing 1, Math 2	Substitutes	$1,031.00	0.02
Technology 2,4	Technology	$68,100.00	0.00
	TOTAL Title I D	$167,123.00	0.52

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading 1, Writing 1, Math 2	Academic Tutorials	$500.00	0.01
Technology 2,4	Technology	$500.00	0.00
Reading 1, Writing 1, Math 2	Books	$500.00	0.00
Reading 1, Writing 1, Math 2	Instructional Materials	$500.00	0.00
	TOTAL Title III EL	$2,000.00	0.01

Federal Accountability: Closing the Gaps

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