



Campus Improvement Plan 2019-2020

Secondary Campus: Knox JHS

Rating: A

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:

Academic Achievement in Math

Academic Achievement in Social Studies

Top 25%: Comparative Academic Growth

Top 25%: Closing the Gaps

Postsecondary Readiness



ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

- 85% of all students will achieve academic growth.

STRATEGY DESCRIPTION(S):

- Response to Intervention (RtI) strategies are being improved with tiered interventions within the classrooms. Phonetics classes have been developed for students who struggle to read but are not dyslexic. ESL math classes are offered as a double-block for beginning English Learners.

READING/ELA

PERFORMANCE OBJECTIVE:

- 85% of Economically Disadvantaged students will score Approaches Grade Level Standards on STAAR reading.

STRATEGY DESCRIPTION(S):

- Teachers implement and continue to focus on building reading stamina through sustained independent reading; teachers implement Readers Workshop lessons that allow for ample time for transfer of skills and small group/one-on-one conference opportunities. Students receive valuable feedback on their reading and writing progress early and often to allow for improvements and adjustments.

WRITING

PERFORMANCE OBJECTIVE:

- 70% of Economically Disadvantaged Students will score Approaches Grade Level Standards on STAAR Writing.

STRATEGY DESCRIPTION(S):

- Teachers implement Writers Workshop lessons to allow for ample time for transferring of skills, building of stamina through multiple writing opportunities, and small group or one-on-one conferences to give valuable feedback for students.

MATH

PERFORMANCE OBJECTIVE:

- 89% of all Economically Disadvantaged students will score Approaches Grade Level Standards on STAAR math.

STRATEGY DESCRIPTION(S):

- Teachers will identify Economically Disadvantaged students and monitor their progress, while providing tiered instruction and differentiating materials to fit each student's need. The campus will also be tracking the progress of students in the RtI program, providing appropriate interventions to help students close gaps and be more successful.



SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

- 76% of Economically Disadvantaged students will score Approaches Grade Level Standards on STAAR Social Studies.

STRATEGY DESCRIPTION(S):

- Teachers will implement multiple, ongoing formative assessments to identify areas of opportunity for reteach or adjustment. Formative assessments will drive the PLC conversation and planning to meet the needs of Economically Disadvantaged students.

SCIENCE

PERFORMANCE OBJECTIVE:

- 50% of all student will score Masters Grade Level standards on the STAAR science.

STRATEGY DESCRIPTION(S):

- Teachers will focus on the Claim, Evidence, Reasoning (CER) Framework as a way to scaffold teaching the scientific method. Teachers will also provide opportunities for students from College Park High School to come to Knox Junior High to help tutor and provide additional support for our students regarding their science fair projects, computer coding, and any other assistance they will be able to provide.

HEALTH

PERFORMANCE OBJECTIVE:

- 82% 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 relevant information that encourages healthy nutrition choices. Ensure students demonstrate responsible personal and social behavior that respects self and others.

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.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.21% in 2018/19 to 98% 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: Master rigorous academic standards – student achievement, student progress, closing performance gaps, and successful completion of high school.

STRATEGY DESCRIPTION(S):

- Provide college readiness information and opportunities to students and teachers.
- Students are provided with curriculum that involves challenging learning experiences with depth and complexity that result in advanced level products.
- Campus coaches will work with PLCs on enrichment activities during small group instruction.

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, 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, Assistant Principal, Department Chairs, Campus Coaches.

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):

- Provide mentoring to new teachers.
- PLCs to provide a supportive environment for new and veteran teachers.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Provide instructional rounds for teachers.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project 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):

- Provide timely communications, in a language parents can understand, about 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.

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 safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.
- Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.
- Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.
- 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 campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

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):

- Increase student opportunities for utilizing technology across the curriculum areas.
- Provide support for meeting the Technology Applications TEKS across content areas.
- 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.

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
At-Risk 1, 2, 3, 4	Instructional Support for At-Risk Students	\$177,990.00	3.00
At-Risk 1, 2, 3, 4	Technology for At-Risk Students	\$5,000.00	0.00
At-Risk 1, 2, 3, 4	Instructional Materials for At-Risk Students	\$5,000.00	0.00
	TOTAL SCE	\$187,990.00	3.00

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk 4, All Student Pops 3	Academic Tutorials	\$2,000.00	0.04
At-Risk 4, All Student Pops 3	Technology	\$500.00	0.00
ELA 1	Books	\$500.00	0.00
At-Risk 4, All Student Pops 3	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,500.00	0.04



Data Summary Report 2019-2020

Secondary Campus: Knox JHS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

90% scored Approaches Grade Level Standards
71% scored Meets Grade Level Standards
44% scored Masters Grade Level Standards

2019-2020 Goals:

92% will score Approaches Grade Level Standards
73% will score Meets Grade Level Standards
46% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

80% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

82% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students
80% scored Approaches Grade Level Standards
50% scored Meets Grade Level Standards
23% scored Masters Grade Level Standards
Focus Student Group: Special Education
52% scored Approaches Grade Level Standards
26% scored Meets Grade Level Standards
8% scored Masters Grade Level Standards
Focus Student Group: African American
80% scored Approaches Grade Level Standards
52% scored Meets Grade Level Standards
24% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
82% will score Approaches Grade Level Standards
52% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards
Focus Student Group: Special Education
54% will score Approaches Grade Level Standards
28% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards
Focus Student Group: African American
82% will score Approaches Grade Level Standards
54% will score Meets Grade Level Standards
26% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
83% scored Approaches Grade Level Standards
54% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards
Focus Student Group: Special Education
53% scored Approaches Grade Level Standards
26% scored Meets Grade Level Standards
8% scored Masters Grade Level Standards
Focus Student Group: African American
81% scored Approaches Grade Level Standards
55% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
85% will score Approaches Grade Level Standards
56% 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
28% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards
Focus Student Group: African American
83% will score Approaches Grade Level Standards
57% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

68% scored Approaches Grade Level Standards

35% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards

23% scored Meets Grade Level Standards

6% scored Masters Grade Level Standards

Focus Student Group: African American

68% scored Approaches Grade Level Standards

47% scored Meets Grade Level Standards

17% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

70% will score Approaches Grade Level Standards

37% will score Meets Grade Level Standards

16% will score Masters Grade Level Standards

Focus Student Group: Special Education

37% will score Approaches Grade Level Standards

25% will score Meets Grade Level Standards

8% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards

49% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

87% scored Approaches Grade Level Standards

56% scored Meets Grade Level Standards

23% scored Masters Grade Level Standards

Focus Student Group: Special Education

53% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: African American

85% scored Approaches Grade Level Standards

53% scored Meets Grade Level Standards

23% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

89% will score Approaches Grade Level Standards

58% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards

30% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: African American

87% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards

46% scored Meets Grade Level Standards

26% scored Masters Grade Level Standards

Focus Student Group: Special Education

59% scored Approaches Grade Level Standards

29% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

Focus Student Group: African American

76% scored Approaches Grade Level Standards

51% scored Meets Grade Level Standards

31% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

76% will score Approaches Grade Level Standards

48% will score Meets Grade Level Standards

28% will score Masters Grade Level Standards

Focus Student Group: Special Education

61% will score Approaches Grade Level Standards

31% will score Meets Grade Level Standards

14% will score Masters Grade Level Standards

Focus Student Group: African American

78% will score Approaches Grade Level Standards

53% will score Meets Grade Level Standards

33% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>80%</u> scored Approaches Grade Level Standards <u>50%</u> scored Meets Grade Level Standards <u>22%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>66%</u> scored Approaches Grade Level Standards <u>24%</u> scored Meets Grade Level Standards <u>5%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>84%</u> scored Approaches Grade Level Standards <u>49%</u> scored Meets Grade Level Standards <u>18%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>82%</u> will score Approaches Grade Level Standards <u>52%</u> will score Meets Grade Level Standards <u>24%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>68%</u> will score Approaches Grade Level Standards <u>26%</u> will score Meets Grade Level Standards <u>7%</u> will score Masters Grade Level Standards Focus Student Group: African American <u>86%</u> will score Approaches Grade Level Standards <u>51%</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		
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)	

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