



# Campus Improvement Plan 2019-2020

Secondary Campus: McCullough 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 Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness



## ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 60% of our student population will score Masters Grade Level Standards.

**STRATEGY DESCRIPTION(S):** Teachers will focus on providing continuous enrichment opportunities for all students no matter their performance level. We will provide teachers with frequent staff development opportunities to increase their level of questioning as well as adding rigor to their lessons.

## READING/ELA

**PERFORMANCE OBJECTIVE:** 88% of economically disadvantaged students will score Approaches Grade Level Standards.

**STRATEGY DESCRIPTION(S):** Focus on building the stamina of our students through volume of independent reading opportunities, reading to students, incorporating one-on-one conferencing and small group instruction to meet students where they are and promote transferable skills.

## WRITING

**PERFORMANCE OBJECTIVE:** 81% of economically disadvantaged students will score Approaches Grade Level Standards.

**STRATEGY DESCRIPTION(S):** Focus on building the stamina of our students through volume of student produced writing, utilize one-on-one conferring and small group instruction to meet students where they are and promote transferable skills.

## MATH

**PERFORMANCE OBJECTIVE:** 92% of all students in all levels of math will achieve Approaches Grade Level Standards.

**STRATEGY DESCRIPTION(S):** The math department will differentiate instruction using small group instruction practices such as guided math. We will increase our use of formative assessments and data conversations to increase overall performance.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** 76% of Economically Disadvantaged students will score Approaches Grade Level on Social Studies assessment

**STRATEGY DESCRIPTION(S):** Teachers will identify economically disadvantaged students and consistently monitor their performance and participation while providing adapted lessons and tutorials during the school day. The PLC will work together (to adjust the teacher's schedule, class load, etc.) and make it possible for at least one teacher to work with students during advisory.

## SCIENCE

**PERFORMANCE OBJECTIVE:** To increase performance to 70% Meets Level Standards with our African American population.

**STRATEGY DESCRIPTION(S):** By intentional targeting students for small group instruction using formative assessments in each unit. Students will get more individualized work with teachers by having interventions targeted for the area of weakness at least one time per unit.



## HEALTH

**PERFORMANCE OBJECTIVE:** 85% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

### STRATEGY DESCRIPTION(S):

- Provide students with opportunities and activities that allow choice
- Ensure students are in attendance for any fitness level testing
- Provide students with increased practice time and feedback during instruction

## AT-RISK AND SPECIAL POPULATIONS

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

- Provide mentors to at-risk students
- Provide intensive, systematic tutoring for identified at-risk students before, during, and after school
- Training will be offered to assist teachers in serving dyslexia students, students in Section 504, students in Special Education, as well as discussion on accommodations

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

### POSTSECONDARY READINESS INDICATORS

#### POST-SECONDARY READINESS

Attendance rate will increase from 96.7% in 2018/19 to 97.3% 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 provide challenging learning experiences with depth and complexity that result in advanced level products
- Campus coaches working with PLC's 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
- Student Success Teacher
- Math Department Head

## 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 mentor support for new teachers
- Ensure the appropriate certification for all professional and paraprofessional staff
- Attend and recruit from the CISD Teacher Job Fair and university job fairs

|                             |   |
|-----------------------------|---|
| <b>Financial Resources</b>  | Campus budget, Teacher Activity Fund, Title III |
| <b>Additional Resources</b> | Position Control Reports, Allocation Reports    |
| <b>Monitoring Timeline</b>  | November, January, March                        |
| <b>Formative Evaluation</b> | HQ data from Human Resources                    |
| <b>Summative Evaluation</b> | TAPR, HQ Report to TEA                          |
| <b>Project Managers</b>     | Principal, Assistant Principal                  |



## Goal 3: PARENTS AND COMMUNITY

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

### STRATEGY DESCRIPTION(S):

- 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.
- Provide opportunities at school for families to be engaged in academic and social events.

|                             |   |
|-----------------------------|---|
| <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):

- Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.
- Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course
- Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.

|                             |  |
|-----------------------------|--|
| <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):

- Relate technology staff development to specific instructional objectives.
- Provide hands-on training in use of new technology hardware and software.
- Provide meaningful opportunities for students to access technology for learning.

|                             |   |
|-----------------------------|---|
| <b>Financial Resources</b>  | Campus budget, Title Funds  |
| <b>Additional Resources</b> | Technology staff  |
| <b>Monitoring Timeline</b>  | Formative - November, January; Summative - July   |
| <b>Formative Evaluation</b> | Records of professional development in technology, Campus and District Technology Plans align with strategies |
| <b>Summative Evaluation</b> | Meet Performance Indicators for STaR Report   |
| <b>Project Manager(s):</b>  | Principal, Assistant Principal, Technology Liaison  |



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

## SCE

| Strategy  | Activity                                     | Funds Budgeted      | FTE         |
|---|--|---------------------|-------------|
| At Risk Strategy 2  | Academic Tutorials                           | \$7,000.00          | 0.13        |
| At Risk Strategy 2, Social Studies Strategy, Writing/ELA Strategy | Instructional Support for At-Risk Students   | \$178,320.00        | 3.00        |
| At Risk Strategy 3  | Instructional Materials for At-Risk Students | \$3,000.00          | 0.00        |
|   | <b>TOTAL SCE</b>                             | <b>\$188,320.00</b> | <b>3.13</b> |

## TITLE III EL

| Strategy                                 | Activity                  | Funds Budgeted    | FTE         |
|--|---------------------------|-------------------|-------------|
| At Risk Strategy 1-2                     | Academic Tutorials        | \$2,000.00        | 0.04        |
| Technology Strategy 1,3                  | Technology                | \$500.00          | 0.00        |
| Reading/ELA Strategy, At Risk Strategy 3 | Books                     | \$500.00          | 0.00        |
| At Risk Strategy 3                       | Instructional Materials   | \$500.00          | 0.00        |
|  | <b>TOTAL Title III EL</b> | <b>\$3,500.00</b> | <b>0.04</b> |



# Data Summary Report 2019-2020

Secondary Campus: McCullough JHS

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

95% scored Approaches Grade Level Standards  
82% scored Meets Grade Level Standards  
58% scored Masters Grade Level Standards

#### 2019-2020 Goals:

97% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
60% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

83% 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**

84% scored Approaches Grade Level Standards  
57% scored Meets Grade Level Standards  
31% scored Masters Grade Level Standards

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

59% scored Approaches Grade Level Standards  
33% scored Meets Grade Level Standards  
11% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

85% scored Approaches Grade Level Standards  
60% scored Meets Grade Level Standards  
31% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

86% will score Approaches Grade Level Standards  
59% will score Meets Grade Level Standards  
33% will score Masters Grade Level Standards

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

61% will score Approaches Grade Level Standards  
35% will score Meets Grade Level Standards  
13% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

87% will score Approaches Grade Level Standards  
62% will score Meets Grade Level Standards  
33% will score Masters Grade Level Standards

#### READING/ELA

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

86% scored Approaches Grade Level Standards  
61% scored Meets Grade Level Standards  
33% scored Masters Grade Level Standards

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

60% scored Approaches Grade Level Standards  
29% scored Meets Grade Level Standards  
8% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

85% scored Approaches Grade Level Standards  
65% scored Meets Grade Level Standards  
36% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

88% will score Approaches Grade Level Standards  
63% will score Meets Grade Level Standards  
35% will score Masters Grade Level Standards

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

62% will score Approaches Grade Level Standards  
31% 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  
67% will score Meets Grade Level Standards  
38% will score Masters Grade Level Standards



## WRITING

| 2018-2019 Performance:  | 2019-2020 Goals:  |
|---|---|
| <p><b>Economically Disadvantaged Students</b></p> <p><u>79%</u> scored Approaches Grade Level Standards</p> <p><u>49%</u> scored Meets Grade Level Standards</p> <p><u>18%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>45%</u> scored Approaches Grade Level Standards</p> <p><u>27%</u> scored Meets Grade Level Standards</p> <p><u>5%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p><u>85%</u> scored Approaches Grade Level Standards</p> <p><u>55%</u> scored Meets Grade Level Standards</p> <p><u>18%</u> scored Masters Grade Level Standards</p> | <p><b>Economically Disadvantaged Students</b></p> <p><u>81%</u> will score Approaches Grade Level Standards</p> <p><u>51%</u> will score Meets Grade Level Standards</p> <p><u>20%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>47%</u> will score Approaches Grade Level Standards</p> <p><u>29%</u> will score Meets Grade Level Standards</p> <p><u>7%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p><u>87%</u> will score Approaches Grade Level Standards</p> <p><u>57%</u> will score Meets Grade Level Standards</p> <p><u>20%</u> will score Masters Grade Level Standards</p> |

## MATH

| 2018-2019 Performance:   | 2019-2020 Goals:   |
|--|--|
| <p><b>Economically Disadvantaged Students</b></p> <p><u>90%</u> scored Approaches Grade Level Standards</p> <p><u>64%</u> scored Meets Grade Level Standards</p> <p><u>32%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>68%</u> scored Approaches Grade Level Standards</p> <p><u>45%</u> scored Meets Grade Level Standards</p> <p><u>14%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p><u>88%</u> scored Approaches Grade Level Standards</p> <p><u>64%</u> scored Meets Grade Level Standards</p> <p><u>29%</u> scored Masters Grade Level Standards</p> | <p><b>Economically Disadvantaged Students</b></p> <p><u>92%</u> will score Approaches Grade Level Standards</p> <p><u>66%</u> will score Meets Grade Level Standards</p> <p><u>34%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>70%</u> will score Approaches Grade Level Standards</p> <p><u>47%</u> will score Meets Grade Level Standards</p> <p><u>16%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p><u>90%</u> will score Approaches Grade Level Standards</p> <p><u>66%</u> will score Meets Grade Level Standards</p> <p><u>31%</u> will score Masters Grade Level Standards</p> |

## SOCIAL STUDIES

| 2018-2019 Performance:  | 2019-2020 Goals:   |
|---|--|
| <p><b>Economically Disadvantaged Students</b></p> <p><u>74%</u> scored Approaches Grade Level Standards</p> <p><u>44%</u> scored Meets Grade Level Standards</p> <p><u>31%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>52%</u> scored Approaches Grade Level Standards</p> <p><u>15%</u> scored Meets Grade Level Standards</p> <p><u>9%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p><u>76%</u> scored Approaches Grade Level Standards</p> <p><u>39%</u> scored Meets Grade Level Standards</p> <p><u>30%</u> scored Masters Grade Level Standards</p> | <p><b>Economically Disadvantaged Students</b></p> <p><u>76%</u> will score Approaches Grade Level Standards</p> <p><u>46%</u> will score Meets Grade Level Standards</p> <p><u>33%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>54%</u> will score Approaches Grade Level Standards</p> <p><u>17%</u> will score Meets Grade Level Standards</p> <p><u>11%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p><u>78%</u> will score Approaches Grade Level Standards</p> <p><u>41%</u> will score Meets Grade Level Standards</p> <p><u>32%</u> will score Masters Grade Level Standards</p> |





SCIENCE

| 2018-2019 Performance:  | 2019-2020 Goals:  |
|---|---|
| <p><b>Economically Disadvantaged Students</b></p> <p>84% scored Approaches Grade Level Standards</p> <p>59% scored Meets Grade Level Standards</p> <p>39% scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p>59% scored Approaches Grade Level Standards</p> <p>37% scored Meets Grade Level Standards</p> <p>20% scored Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p>87% scored Approaches Grade Level Standards</p> <p>67% scored Meets Grade Level Standards</p> <p>35% scored Masters Grade Level Standards</p> | <p><b>Economically Disadvantaged Students</b></p> <p>86% will score Approaches Grade Level Standards</p> <p>61% will score Meets Grade Level Standards</p> <p>41% will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p>61% will score Approaches Grade Level Standards</p> <p>39% will score Meets Grade Level Standards</p> <p>22% will score Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p>89% will score Approaches Grade Level Standards</p> <p>70% will score Meets Grade Level Standards</p> <p>37% 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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