Campus Improvement Plan
2019-2020

Secondary Campus: Moorhead 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:

Comparative Academic Growth

Social Studies

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: To exceed our overall 2018-2019 performance on the STAAR assessment at the approaches, meets, and masters grade level standards by 5%.   The categories of focus will be for Economically Disadvantaged students, English Language Learners, and Special Education students.

Economically Disadvantaged Students

- 73% will score Approaching Grade Level Standards
- 40% will score Meets Grade Level Standards
- 18% will score Mastering Grade Level Standards

Focus Student Group: EL

- 46% will score Approaching Grade Level Standards
- 15% will score Meets Grade Level Standards
- 7% will score Mastering Grade Level Standards

Focus Student Group: Special Education

- 40% will score Approaching Grade Level Standards
- 20% will score Meets Grade Level Standards
- 7% will score Mastering Grade Level Standards

STRATEGY DESCRIPTION(S):
Focus Campus Strategies include:
- Five day a week PLC meetings in 7 Math, 8 Math, and 8 ELA.
- One/Two day a week PLC meetings in all other core content areas.
- Kagan Cooperative Learning Strategies and Workshop
- Ruby Payne – Emotional Poverty Workshop
- Readers and Writer's Workshop Model
- 5-E Model in Science
- 7 Steps to a Language Rich Interactive Classroom
- Characteristics of a High Reliability School
    - A Safe, Supportive, and Collaborative Culture
    - Effective Teaching in Every classroom
        - Campus Instructional **Model**
    - **A Guaranteed and Viable Curriculum**

READING/ELA

PERFORMANCE OBJECTIVE: To exceed our 2018-2019 performance on the 7th and 8th Grade Reading STAAR assessment at the approaches, meets, and masters grade level standards by 10%.   The categories of focus will be for White, Hispanic, English Language Learners, and Special Education student**s.**

STRATEGY DESCRIPTION(S):
- Volume/Stamina – Guide students to build volume and stamina by increasing independent reading time while targeting individual student through conferences or in small groups to address specific reading skills.
- Text-Selection – Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension.
- Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing.
- Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.
- 8th grade ELA will incorporate a weekly 5 day PLC model which includes study and breakdown of the TEKS, backwards design (development of test first), lesson planning, teacher to teacher modeling of instruction, and tracking of individual student data. Teachers in 7th grade ELA will continue implementation of a one/two day PLC model which includes study and breakdown or the TEKS, lesson planning, and tracking of individual student data.
- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Kagan Cooperative Learning, and Formative Assessments.

WRITING

PERFORMANCE OBJECTIVE: To exceed our 2018-2019 performance on the 7th Grade Writing STAAR assessment at the approaches, meets, and masters grade level standards by 10%.   The categories of focus will be the Hispanic, White, Economically Disadvantaged Students, English Language Learners, and Special Education sub groups.

STRATEGY DESCRIPTION(S):
- Feedback – Through individual conferences and /or small groups, provide students targeted feedback that contains what they have begun to do that works and provide practical next steps to progress their writing.
- Independent Writing Time – Within the structure of Writer's Workshop, independent writing time must be gradually increased to build stamina and volume.
- Targeted Writing Instruction – Develop targeted writing instruction through the regular use of on-demand writing samples as well as thin slicing and by studying progressions of those samples.
- 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 skills and craft in the revision process of writing, and how to move students from formulaic to authentic writing.
- The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Content Leadership Team meetings.
- 8th grade ELA will incorporate a weekly 5 day PLC model which includes study and breakdown of the TEKS, backwards design (development of test first), lesson planning, teacher to teacher modeling of instruction, and tracking of individual student data. Teachers in 7th grade ELA will continue implementation of a one/two day PLC model which includes study and breakdown or the TEKS, lesson planning, and tracking of individual student data.
- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative Assessments.

MATH

PERFORMANCE OBJECTIVE: To exceed our 2018-2019 performance on the 7th and 8th Grade Math STAAR assessment at the approaches, meets, and masters grade level standards by 5%.   The categories of focus will be for White, English Language Learners, and Special Education students.

STRATEGY DESCRIPTION(S):
- Teachers will focus on small group instruction such as in guided math, tracking individual process through documentation.
- 7th and 8th grade Math will incorporate a weekly 5 day PLC model which includes study and breakdown of the TEKS, backwards design (development of test first), lesson planning, teacher to teacher modeling of instruction, and tracking of individual student data.
- 7th and 8th grade math teams will provide Tier II RTI interventions or enrichment for high level students during conference periods.
- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative Assessments.
- Provide optional after school tutoring for students for 1 hour/4 days a week, and provide mandatory targeted tutorials for 1 hour/ 1 day a week.   In the spring teachers will host "Power Saturdays" in order to provide additional targeted tutoring for students.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: To exceed our 2018-2019 performance on the 8th Grade Social Studies STAAR assessment at the approaches, meets, and masters grade level standards by 5%.   The categories of focus will be for Economically Disadvantaged Students, English Language Learners, and Special Education students.

STRATEGY DESCRIPTION(S):
- Provide professional development on a monthly basis to teachers based on our Instructional model, What Great Teachers Do. Staff development will be determined by self-identified areas of need through teacher surveys.
- All 7th and 8th grade Pre AP teachers will participate in two curriculum alignment planning days to establish agreed upon instructional expectations. The sessions are designed to prepare students for success at the Pre AP level and in future Pre AP courses.
- Guide teachers through student centered instructional strategies based on History Alive!
- Guide teachers through the implantation of an Interactive Student notebook.
- Provide classroom instruction utilizing, Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative Assessments.
- Teachers will incorporate the use of Power Notes in Pre AP classes.

SCIENCE

PERFORMANCE OBJECTIVE: To exceed our 2018-2019 performance on the 8th Grade Science STAAR assessment at the approaches, meets, and masters grade level standards by 5%. The categories of focus will be for Economically Disadvantaged Students, English Language Learners, and Special Education students

STRATEGY DESCRIPTION(S):
- Provide professional development on a monthly basis to teachers based on our Instructional model, What Great Teachers Do. Staff development will be determined by self-identified areas of need through teacher surveys.
- Provide professional development in Kagan Cooperative Learning Structures.
- 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.
- District will provide two full day professional development sessions for 8th grade science teachers. During each of these days, teachers will learn and work with their campus collaborative teams. Instructional emphasis will be placed on the grade level priority standards within the framework of the 5E instructional model. Best practices for supporting English Language Learners and Special Education students will be an integral part of the 5 E lesson.
- Improve vocabulary building in Science through Science Interactive Word Walls.
- 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).   This includes project based learning and small group instruction. Teachers will use Kesler Science as a resource.
- Teachers will continue implementation of the PLC model which includes track individual student data.
- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative Assessments.

HEALTH

PERFORMANCE OBJECTIVE: 80% 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) 70% of class time.
- Provide students with relevant curriculum on the dangers of vaping.
- Provide students with relevant curriculum on the risk factors of substance abuse and distracted driving.
- Assess students Health Related fitness biannually using the FitnessGram assessment.
- 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 teachers are receiving up to date curriculum and instruction opportunities in physical education and health needed for student progress growth.
- Campus Coaches participate in Better Coaching Alliance Workshops.

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 intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Partner with Tri-County Health Services to provide mental health counseling on-site to our 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.
- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.
- Integrate specially designed instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- 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 explicit and embedded vocabulary instruction, effective behavioral systems, and relevant core instruction to fill in the gaps.
- Provide identified students gifted services, that are challenging learning experiences with depth and complexity which result in the creation of advanced level products.
- Staff Development Training and onsite support will be offered to classroom teachers serving students with disabilities in the following areas:
  - o Technology to Support Learning
  - o Positive Behavior Interventions and Supports
  - o Cooperative Learngin
  - o Structured Teaching
  - o Specially Designed Instruction
  - o Writing Quality IEP's
  - o o Data Collection and Progress Monitoring
  - o Working with Paraprofessionals

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS
- Attendance rate will increase from <u>95.63%</u> in 2018/19 to <u>96.5%</u> 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

PERFORMANCE OBJECTIVE: 55% of indicators will be in the top quartile.

STRATEGY DESCRIPTION(S):

COLLEGE READINESS/ADVANCED COURSES
- Ensure Pre-Advanced Placement course offerings are available and communicated to all students and student groups.

GRADUATION PLANS
- Monitor ELL, Special Education, and CTE 4-year graduation plans.
- Promote awareness of CTE Endorsements and Career Pathways for all students.

COLLEGE ADMISSIONS AND READINESS
- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Relate CTE staff development to specific instructional objectives
- Ensure the CTE TEKS are met across content areas.

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

Robert Garcia, Brenda Bishop, Robert Jackson, Dusty Joiner, Holley Mohr, Michelle Fries, Nina Morrison, Irene McCartney, Kim Raverty, Evelyn Surgers, Monte Reed, Glenn Janek, Valentina Grati, Jennifer Wilkey, Karen Bray, Stefanie Cortes

![Conroe Independent School District logo]

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):
- Ensure the appropriate certification for all professional and paraprofessional staff.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Sponsor student teachers and provide meaningful teaching experiences on the campus.
- Provide Sam Houston State University field level experience placement at the campus level.
- Participate at the district level with applicant screening and serve on interview committees.
- Use the social media presence of Facebook, LinkedIn, Job Boards, and Twitter for recruiting purposes.
- Provide information to District paraprofessionals and auxiliary employees who are interested in obtaining their teaching certification.
- Offer high school students the opportunity to participate in the Texas Association of Future Educators (TAFE) organization to promote interest in the field of education among high school students in Conroe ISD.
- Partner with Sam Houston State University by participating in their "Grow Your Own" teaching camp for high school students wanting to become education majors.
- Provide mentor support for beginning teachers. (Mentoring Moments at Moorhead)
- 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.

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 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.

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.
- Provide programs for student and staff awareness of sexual abuse, dating violence, and the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc.
- Involve parents and community members in activities to support a safe school environment.
- Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations.
- 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; campus programs and presentations.
- Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: http://ci.conroeisd.net/depts/counseling/page5
- 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.
- Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.
- Promote clubs and organizations in areas of interest to promote student involvement in school.
- Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.
- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):
- Provide support for meeting the Technology Applications TEKS across content areas.
- Increase student opportunities for utilizing technology across the curriculum 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
All Students Strategy	Academic Tutorials	$11,200.00	0.20
Technology Strategy	Technology for At-Risk Students	$10,000.00	0.00
Reading Strategy, Math Strategy	Instructional Support for At-Risk Students	$665,125.00	11.50
All Students Strategy	Instructional Materials for At-Risk Students	$13,000.00	0.00
	TOTAL SCE	$699,325.00	11.70

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy	Academic Tutorials	$3,500.00	0.06
Technology Strategy	Technology	$500.00	0.00
At-Risk Strategy	Books	$500.00	0.00
At-Risk Strategy	Instructional Materials	$1,500.00	0.00
	TOTAL Title III EL	$6,000.00	0.06

Data Summary Report 2019-2020

Secondary Campus: Moorhead JHS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
71% scored Approaches Grade Level Standards	76 % will score Approaches Grade Level Standards
38% scored Meets Grade Level Standards	43% will score Meets Grade Level Standards
15% scored Masters Grade Level Standards	20% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
72% Met Expected or Accelerated Growth Measure	77% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
68% scored Approaches Grade Level Standards	73% will score Approaches Grade Level Standards
35% scored Meets Grade Level Standards	40% will score Meets Grade Level Standards
13% scored Masters Grade Level Standards	18% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
35% scored Approaches Grade Level Standards	40% will score Approaches Grade Level Standards
15% scored Meets Grade Level Standards	20% will score Meets Grade Level Standards
2% scored Masters Grade Level Standards	7% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
61% scored Approaches Grade Level Standards	66% will score Approaches Grade Level Standards
25% scored Meets Grade Level Standards	30% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	11% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
69% scored Approaches Grade Level Standards	74% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	39% will score Meets Grade Level Standards
14% scored Masters Grade Level Standards	19% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
32% scored Approaches Grade Level Standards	37% will score Approaches Grade Level Standards
14% scored Meets Grade Level Standards	19% will score Meets Grade Level Standards
2% scored Masters Grade Level Standards	7% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
63% scored Approaches Grade Level Standards	68% will score Approaches Grade Level Standards
21% scored Meets Grade Level Standards	26% will score Meets Grade Level Standards
5% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
50% scored Approaches Grade Level Standards	55% will score Approaches Grade Level Standards
21% scored Meets Grade Level Standards	26% will score Meets Grade Level Standards
4% scored Masters Grade Level Standards	9% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
22% scored Approaches Grade Level Standards	27 % will score Approaches Grade Level Standards
15% scored Meets Grade Level Standards	20% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
46% scored Approaches Grade Level Standards	51% will score Approaches Grade Level Standards
14% scored Meets Grade Level Standards	19% will score Meets Grade Level Standards
2% scored Masters Grade Level Standards	7% will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
76% scored Approaches Grade Level Standards	81% will score Approaches Grade Level Standards
44% scored Meets Grade Level Standards	49% will score Meets Grade Level Standards
14% scored Masters Grade Level Standards	19% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
46% scored Approaches Grade Level Standards	51% will score Approaches Grade Level Standards
20% scored Meets Grade Level Standards	25% will score Meets Grade Level Standards
4% scored Masters Grade Level Standards	9% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
73% scored Approaches Grade Level Standards	78% will score Approaches Grade Level Standards
37% scored Meets Grade Level Standards	42% will score Meets Grade Level Standards
10% scored Masters Grade Level Standards	15% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
61% scored Approaches Grade Level Standards	66% will score Approaches Grade Level Standards
28% scored Meets Grade Level Standards	33% will score Meets Grade Level Standards
15% scored Masters Grade Level Standards	20% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
25% scored Approaches Grade Level Standards	30% will score Approaches Grade Level Standards
7% scored Meets Grade Level Standards	12% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
48% scored Approaches Grade Level Standards	53% will score Approaches Grade Level Standards
17% scored Meets Grade Level Standards	22% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	11% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:	2019-2020 Goals:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

41% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: Special Education

40% scored Approaches Grade Level Standards

16% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: EL

61% scored Approaches Grade Level Standards

27% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards

46% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

Focus Student Group: Special Education

45% will score Approaches Grade Level Standards

21% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

Focus Student Group: EL

66% will score Approaches Grade Level Standards

32% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

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