



Campus Improvement Plan 2019-2020

Secondary Campus: Peet 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, Special Education, 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 Group

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

- Students will increase in the approaches category for all tests by 5%.
- Students will increase in the Meets category by 3%.
- Students will increase in the Masters category by 2%.

STRATEGY DESCRIPTION(S):

- Teachers will provide Small Group Instruction on a regular basis.
- Teachers will utilize campus and district instructional coaches weekly.
- Teachers will regularly conduct Data Digs with the district assessment coach after common assessments.
- Teachers will participate in PLC's when planning for student needs.



READING/ELA

PERFORMANCE OBJECTIVE:

- Students will increase in the Approaches category by 5%.
- Students will increase in the Meets category by 3%.
- Students will increase in the Masters category by 2%.

STRATEGY DESCRIPTION(S):

- Teachers will support the inclusion of student choice in book selection to foster independent reading and increase reading volume and stamina.
- Small group instruction will be implemented on a routine basis.
- Readers Workshop will be implemented in the daily curriculum.
- Teachers will utilize campus instructional coach and district instructional coach weekly.
- Teachers will conduct data digs after each common assessment.
- Classroom Libraries will be utilized in all ELA classrooms.

WRITING

PERFORMANCE OBJECTIVE:

- Students will increase in the Approaches category by 5%.
- Students will increase in the Meets category by 3%.
- Students will increase in the Masters category by 2%.

STRATEGY DESCRIPTION(S):

- Teachers 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.
- Teachers will implement Writer's Workshop with fidelity.
- Teachers will attend a Writer's Workshop Homegrown institute to become better practitioners of the explicit teaching of writing.
- Teachers will utilize campus instructional coach and district instructional coach weekly.
- Teachers will conduct data digs after each common assessment.

MATH

PERFORMANCE OBJECTIVE:

- Students will increase in the Approaches category by 5%.
- Students will increase in the Meets category by 3%.
- Students will increase in the Masters category by 2%.

STRATEGY DESCRIPTION(S):

- Teachers will implement Guided Math.
- Teachers will implement CISD Solves Math Review/Mental Math.
- Teachers will utilize campus instructional coach and district instructional coach weekly.
- Teachers will utilize IXL computer program to supplement instruction.
- Teachers will conduct data digs after each common assessment.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

- Students will increase in the Approaches category by 7%.
- Students will increase in the Meets category by 4%.
- Students will increase in the Masters category by 2%.



STRATEGY DESCRIPTION(S):

- Professional learning opportunities will be provided in reading comprehension to ensure understanding of key terms and concepts.
- Teachers will utilize Social Studies Weekly, Time for Kids, and Scholastic News.
- Teachers will utilize campus instructional coach and district instructional coach weekly.
- Teachers will conduct data digs after each common assessment.
- Teachers will implement Small Group Instruction regularly.

SCIENCE

PERFORMANCE OBJECTIVE:

- Students will increase in the Masters category by 3%.
- Students will increase in the Meets category by 3%.
- Students will increase in the Masters category by 2%.

STRATEGY DESCRIPTION(S):

- Small group instruction will be implemented routinely.
- Teachers will utilize campus instructional coach and district instructional coach weekly.
- Common assessment with STAAR level questions will be utilized.
- Teachers will conduct data digs after each common assessment.

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 FitnessGram assessment, twice per year.
- Provide students with opportunities and activities that allow "choice."
- Provide instruction that incorporates a high percentage of engaged time.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, Special Education, Homeless)

- Provide mentors to targeted at-risk students.
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Promote students as "Future CISD High School Students" through activities within feeder and district, including: football games, pep rallies, student visits, parades, "Education: Go Get It!" Week etc.
- Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.
- Provide visits to feeder campuses to ensure a smooth transition to junior high.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Ensure students are in attendance during the assessment windows.
- Teachers will increase reading engagement and volume through use of audio-books, e-readers, and access to appropriately leveled books.
- Teachers will provide specialized tutorial sessions for ELL population.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.0% in 2018/19 to 97.0% 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: Meeting academic standards – student achievement, student progress, closing performance gaps and successful completion of high school.

STRATEGY DESCRIPTION(S):

- Reward students for perfect attendance each Nine Weeks.
- Communicate with parents/guardians of any attendance concerns in a timely manner.
- Campus staff will utilize the office of Dropout Prevention before using any dropout withdrawal code.

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 Principals

Instructional Coaches

Technology Liaison

Counselors

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 beginning teachers.
- Encourage and provide opportunities for teachers to acquire ESL certification to strengthen language development knowledge of campus staff.
- Provide classroom instructional strategy training as well as classroom management strategies.
- Monthly new teacher question and answer sessions.
- 7 Steps Cub Shorts trainings
- CHAMPS campus-wide

| | |
|-----------------------------|---|
| 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 opportunities at school for families to be engaged in academic and social events, such as ESL night and Open House
- Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.
- Parent campus information emails will be sent weekly through district Messenger system.
- Brown Bag lunches on important parenting topics will be provided by counselors monthly.



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

- Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations and the Positivity Project.
- Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.
- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.
- Promote clubs and organizations in areas of interest to promote student involvement in school.
- Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.
- Promote Kid Chat and Anonymous Alerts systems to enable students to be vigilant.

| | |
|-----------------------------|--|
| 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 meaningful opportunities for students to access technology for learning.
- Build teacher capacity to fully implement technology in instruction.
- Provide support for meeting the Technology Applications TEKS across content areas.
- Relate technology staff development to specific instructional objectives.
- Provide hands-on training in use of new technology hardware and software.

| | |
|-----------------------------|---|
| 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 |
|-------------------------------------|--|------------------|-------------|
| Extra Duty Pay | Academic Tutorials | \$17,510.00 | 0.32 |
| IXL Math Program | Technology for At-Risk Students | \$7,490.00 | 0.00 |
| Leveled Classroom Lib. | Instructional Materials for At-Risk Students | \$3,000.00 | 0.00 |
| Differentiated Instruction, Mentors | Instructional Support for At- Risk Students | \$458,995.00 | 8.00 |
| | TOTAL SCE | \$486,995 | 8.32 |

TITLE III EL

| Strategy | Activity | Funds Budgeted | FTE |
|--------------------------|---------------------------|-------------------|-------------|
| ESL Night, ESL Tutorials | Academic Tutorials | \$3,500 | 0.06 |
| E Readers | Technology | \$500 | 0.00 |
| Leveled Classroom Lib. | Books | \$500 | 0.00 |
| Imagine Learning | Instructional Materials | \$1,500.00 | 0.00 |
| | TOTAL Title III EL | \$6,000.00 | 0.06 |



Data Summary Report 2019-2020

Secondary Campus: Peet JHS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

78% scored Approaches Grade Level Standards

49% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

2019-2020 Goals:

83% will score Approaches Grade Level Standards

54% will score Meets Grade Level Standards

27% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

72% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

77% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

71% scored Approaches Grade Level Standards

37% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: Special Education

38% scored Approaches Grade Level Standards

23% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

Focus Student Group: African American

63% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

76% will score Approaches Grade Level Standards

43% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

Focus Student Group: Special Education

43% will score Approaches Grade Level Standards

28% will score Meets Grade Level Standards

14% will score Masters Grade Level Standards

Focus Student Group: African American

68% will score Approaches Grade Level Standards

33% will score Meets Grade Level Standards

16% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

39% scored Meets Grade Level Standards

17% scored Masters Grade Level Standards

Focus Student Group: Special Education

38% scored Approaches Grade Level Standards

21% scored Meets Grade Level Standards

6% scored Masters Grade Level Standards

Focus Student Group: African American

67% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards

44% will score Meets Grade Level Standards

23% will score Masters Grade Level Standards

Focus Student Group: Special Education

43% will score Approaches Grade Level Standards

26% will score Meets Grade Level Standards

11% will score Masters Grade Level Standards

Focus Student Group: African American

73% will score Approaches Grade Level Standards

33% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

64% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

Focus Student Group: Special Education

31% scored Approaches Grade Level Standards

22% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

Focus Student Group: African American

62% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

69% will score Approaches Grade Level Standards

33% will score Meets Grade Level Standards

14% will score Masters Grade Level Standards

Focus Student Group: Special Education

36% will score Approaches Grade Level Standards

27% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: African American

67% will score Approaches Grade Level Standards

33% will score Meets Grade Level Standards

14% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

78% scored Approaches Grade Level Standards

46% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

Focus Student Group: Special Education

38% scored Approaches Grade Level Standards

22% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

Focus Student Group: African American

68% scored Approaches Grade Level Standards

38% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

83% will score Approaches Grade Level Standards

51% will score Meets Grade Level Standards

21% will score Masters Grade Level Standards

Focus Student Group: Special Education

43% will score Approaches Grade Level Standards

27% will score Meets Grade Level Standards

16% will score Masters Grade Level Standards

Focus Student Group: African American

73% will score Approaches Grade Level Standards

43% will score Meets Grade Level Standards

16% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

52% scored Approaches Grade Level Standards

20% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: Special Education

34% scored Approaches Grade Level Standards

23% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: African American

40% scored Approaches Grade Level Standards

12% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

57% will score Approaches Grade Level Standards

25% will score Meets Grade Level Standards

13% will score Masters Grade Level Standards

Focus Student Group: Special Education

39% will score Approaches Grade Level Standards

28% will score Meets Grade Level Standards

13% will score Masters Grade Level Standards

Focus Student Group: African American

45% will score Approaches Grade Level Standards

17% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students

76% scored Approaches Grade Level Standards

43% scored Meets Grade Level Standards

18% scored Masters Grade Level Standards

Focus Student Group: Special Education

47% scored Approaches Grade Level Standards

30% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

Focus Student Group: African American

69% scored Approaches Grade Level Standards

27% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

81% will score Approaches Grade Level Standards

48% will score Meets Grade Level Standards

23% will score Masters Grade Level Standards

Focus Student Group: Special Education

52% will score Approaches Grade Level Standards

35% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: African American

74% will score Approaches Grade Level Standards

32% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

| Support Area | District Targeted Support | Campus Targeted Support |
|-----------------------------|--|--|
| Achievement Reading | | African American, Hispanic, Two or more races, English Learners (Current & Monitored), Economically Disadvantaged, Special Education (Current) |
| Achievement Math | | African American, Hispanic, Two or more races, English Learners (Current & Monitored), Economically Disadvantaged, Special Education (Current and Monitored) |
| Growth Reading | | African American, Hispanic, Economically Disadvantaged, English Learners (Current and Monitored), Special Education (Current) |
| Growth Math | American Indian, Economically Disadvantaged, Special Education | African American, Hispanic, Economically Disadvantaged, English Learners (Current and Monitored), Special Education (Current) |
| Student Success | | |
| Graduation | Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education | |
| School Quality | | |
| STAAR Only | | |
| English Language Proficient | English Learners (Current/Monitored) | English Learners (Current/Monitored) |

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