



Campus Improvement Plan 2019-2020

Secondary Campus: Washington 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).*

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	Special Ed
Student Success		2 or More Races; Non-continuously enrolled English Learners
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	English Language Proficiency Status (N)

Distinction Designations Earned: ELA/ Reading; Mathematics; Comparative Academic Growth; Postsecondary Readiness; and Comparative Closing the Gap



ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

- All student groups will increase from 17% to 20% at the Masters Grade Level on all tests.
- All student groups will increase from 47% to 50% at the Meets Grade Level on all test.

STRATEGY DESCRIPTION(S):

- Focus on using higher order thinking questions.
- Collaborative planning among PLC teams focusing on differentiating instruction with increased rigor for all students.

READING/ELA

PERFORMANCE OBJECTIVE:

- Identify students performing at Approaches or Did Not Meet, targeting those identified English Learners, Spec Ed, and African American providing targeted reading instruction with the goal of increasing 5% for each identified group.

STRATEGY DESCRIPTION(S):

- Focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
- Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.
- Provide support of Tier I Differentiated Instruction through modeling and training of these best practices.

WRITING

PERFORMANCE OBJECTIVE:

- Identify students performing at Approaches or Did Not Meet, targeting those identified as all students, African American, Hispanic, American Indian, Eco Dis, English Learners, and Spec Ed providing targeted writing instruction with the goal of increasing 5% for each identified group.

STRATEGY DESCRIPTION(S):

- Secondary Language Arts staff members at both the Junior High will attend a Writer's Workshop Homegrown institute to become better practitioners of the explicit teaching of writing.
- The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Content Leadership Team meetings.
- Feedback – Through individual conferences and/or small groups, provide students provides practical next steps to progress their writing.
- 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.



MATH

PERFORMANCE OBJECTIVE:

- Identify students performing at Approaches or Did Not Meet, targeting those identified as all students, African American and Spec Ed providing targeted math instruction with the goal of increasing 5% for each identified group.
- Identify students performing at the Meets, targeting those identified African American, American Indian, 2 or More Races, English Learners and Spec Ed providing targeted math instruction with the goal of increasing 5% for each identified group.

STRATEGY DESCRIPTION(S):

- CISD Solves Math Review/Mental Math will be done by all Washington Junior High math teachers.
- All junior high math teachers at Washington Junior High will implement Guided Math.
- A select team of teachers at Washington Junior High will attend the District Math Content Leadership Team training and bring back the information they receive to share with the rest of the math department team.
- Work collaboratively with teams to plan, implement and guide discussions in PLCs around formative assessment data such as exit tickets to monitor and adjust instruction.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

- Identify students performing at Approaches or Did Not Meet, targeting those identified as Hispanic, 2 or More Races, Eco Dis, English Learners, and Spec Ed providing targeted Social Studies instruction with the goal of increasing 5% for each identified group.

STRATEGY DESCRIPTION(S):

- All 8th grade U.S. History teachers will participate in a fall and spring institute with two purposes in mind. One, to grow the capacity of teachers to address research-based targeted standards in need of improving. Secondly, to develop the PLC's capacity to work as a collaborative team in addressing their schools individual needs.
- All 7th and 8th Grade PreAP 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 PreAP level and their eventual success in future AP courses.

SCIENCE

PERFORMANCE OBJECTIVE:

- Identify students performing at Approaches or Did Not Meet, Targeting those identified as Hispanic, 2 or More Races, Eco Dis, English Learners, and Spec Ed providing targeted Science Instruction with the goal of increasing 5% for each Identified group.

STRATEGY DESCRIPTION(S):

- CISD Science Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and after school professional learning opportunities.
- Professional learning opportunities will be provided by a Science Instructional Coach in the area of Science Success during teacher planning meetings.
- Training will be provided on the use of anchor activities during grade specific Make-n-Take professional learning opportunities.



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):

- Assess student's Health-Related fitness using the FitnessGram assessment, twice per year.

AT-RISK AND SPECIAL POPULATIONS

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

- Ensure ELL students receive appropriate English language acquisition and sheltered instruction.
- 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.
- Provide mentors to targeted at-risk students
- Provide intensive, systematic tutoring for identified at-risk students during the day and after school.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Provide explicit and embedded vocabulary instruction, effective behavioral systems, and relevant core instruction to fill in the gaps.
- Promote an understanding of Dyslexia and Related Disorders through training of multisensory instruction and classroom support.
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities.
- Provide new student registration for incoming students to ensure students and families have all the needed information.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from **96.24%** in 2018/19 to **96.7%** 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



DROPOUT PREVENTION PROGRAM

PERFORMANCE OBJECTIVE:

- Campus will have 0% drop-outs.

STRATEGY DESCRIPTION(S):

- Campus At-risk safety committee will continue to meet weekly to discuss and monitor students who are at risk of dropping out; as well as, safety issues on the campus.
- Campus staff will seek assistance from the Office of Dropout Prevention, before assigning a dropout withdrawal code to an at-risk student.

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, Rtl, 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, Campus Coaches, Department Chairs



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 opportunities for teachers to attend specialized training such as GT, ESL, working with students from poverty, etc.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Ensure the appropriate certification for all professional and paraprofessional staff.
- Sponsor student teachers and provide meaningful teaching experiences on the campus.
- Provide mentor support for beginning teachers.
- Provide opportunities for teachers to attend specialized training such as GT, ESL, working with students from poverty, etc.

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):

- 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 timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.
- Provide information about the Parent Resource Center for parents of students with disabilities.
- Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.

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):

- Promote clubs and organizations in areas of interest to promote student involvement in school.
- 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.
- 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.
- Promote clubs and organizations in areas of interest to promote student involvement in school.

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):

- Build teacher capacity to fully implement technology in instruction.
- Increase student opportunities for utilizing technology across the curriculum 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.

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
ELA 3; Wrt 1; Math 4; Sci 1; SS 1	Academic Tutorials	\$45,320	0.82
All ELA; Wrt; Math; Sci; SS	Instructional Materials for At-Risk Students	\$4,680	0.00
At-Risk 5 & 7	Instructional Support for At-Risk Students	\$749,103	14.00
	TOTAL SCE	\$799,103	14.82

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk 4 & 5	Academic Tutorials	\$4,500	0.08
Tech 1	Technology	\$500	0.00
At-Risk 6	Books	\$500	0.00
At-Risk 6 & 7	Instructional Materials	\$2,500	0.00
	TOTAL Title III EL	\$8,000	0.08



Data Summary Report 2019-2020

Secondary Campus: Washington JHS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

80% scored Approaches Grade Level Standards
47% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

2019-2020 Goals:

85% will score Approaches Grade Level Standards
52% will score Meets Grade Level Standards
22% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

77% 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
79% scored Approaches Grade Level Standards
45% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards
Focus Student Group: Special Education
47% scored Approaches Grade Level Standards
24% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards
Focus Student Group: African American
75% scored Approaches Grade Level Standards
42% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
84% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
21% will score Masters Grade Level Standards
Focus Student Group: Special Education
52% will score Approaches Grade Level Standards
29% will score Meets Grade Level Standards
11% will score Masters Grade Level Standards
Focus Student Group: African American
80% will score Approaches Grade Level Standards
47% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
81% scored Approaches Grade Level Standards
49% scored Meets Grade Level Standards
22% scored Masters Grade Level Standards
Focus Student Group: Special Education
51% scored Approaches Grade Level Standards
23% scored Meets Grade Level Standards
2% scored Masters Grade Level Standards
Focus Student Group: African American
73% scored Approaches Grade Level Standards
45% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
86% will score Approaches Grade Level Standards
54% will score Meets Grade Level Standards
27% will score Masters Grade Level Standards
Focus Student Group: Special Education
56% will score Approaches Grade Level Standards
28% will score Meets Grade Level Standards
7% will score Masters Grade Level Standards
Focus Student Group: African American
78% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
26% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

65% scored Approaches Grade Level Standards

36% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: Special Education

22% scored Approaches Grade Level Standards

11% scored Meets Grade Level Standards

4% scored Masters Grade Level Standards

Focus Student Group: African American

56% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

70% will score Approaches Grade Level Standards

41% will score Meets Grade Level Standards

13% will score Masters Grade Level Standards

Focus Student Group: Special Education

27% will score Approaches Grade Level Standards

16% will score Meets Grade Level Standards

9% will score Masters Grade Level Standards

Focus Student Group: African American

61% will score Approaches Grade Level Standards

39% will score Meets Grade Level Standards

14% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

88% scored Approaches Grade Level Standards

54% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

Focus Student Group: Special Education

55% scored Approaches Grade Level Standards

31% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: African American

79% scored Approaches Grade Level Standards

47% scored Meets Grade Level Standards

17% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

93% will score Approaches Grade Level Standards

59% will score Meets Grade Level Standards

21% will score Masters Grade Level Standards

Focus Student Group: Special Education

60% will score Approaches Grade Level Standards

36% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

Focus Student Group: African American

84% will score Approaches Grade Level Standards

52% will score Meets Grade Level Standards

22% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

69% scored Approaches Grade Level Standards

31% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

Focus Student Group: Special Education

41% scored Approaches Grade Level Standards

27% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

Focus Student Group: African American

81% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

6% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

74% will score Approaches Grade Level Standards

36% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: Special Education

46% will score Approaches Grade Level Standards

32% will score Meets Grade Level Standards

8% will score Masters Grade Level Standards

Focus Student Group: African American

86% will score Approaches Grade Level Standards

39% will score Meets Grade Level Standards

11% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>79%</u> scored Approaches Grade Level Standards <u>39%</u> scored Meets Grade Level Standards <u>13%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>59%</u> scored Approaches Grade Level Standards <u>27%</u> scored Meets Grade Level Standards <u>3%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>84%</u> scored Approaches Grade Level Standards <u>41%</u> scored Meets Grade Level Standards <u>0%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>84%</u> will score Approaches Grade Level Standards <u>44%</u> will score Meets Grade Level Standards <u>18%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>64%</u> will score Approaches Grade Level Standards <u>32%</u> will score Meets Grade Level Standards <u>8%</u> will score Masters Grade Level Standards Focus Student Group: African American <u>89%</u> will score Approaches Grade Level Standards <u>46%</u> will score Meets Grade Level Standards <u>5%</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	Special Ed
Student Success		2 or More Races; Non-continuously enrolled English Learners
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	English Language Proficiency Status (N)

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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