



# Campus Improvement Plan 2019-2020

Secondary Campus: York 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: None



## ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** Providing additional resources for enrichment and remediation.

**STRATEGY DESCRIPTION(S):** York added an advisory period to the school day. We are using this thirty-minute period to provide additional help for students. Staff will also use this time to provide learning extensions for students as well.

## READING/ELA

**PERFORMANCE OBJECTIVE:** Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.

**STRATEGY DESCRIPTION(S):** Small group instruction will be used to allow students access to texts that the appropriate level.

## WRITING

**PERFORMANCE OBJECTIVE:** Utilize Writer's Workshop to support the explicit teaching of writing at both grade levels.

**STRATEGY DESCRIPTION(S):** All ELA teachers will be trained in Writer's Workshop in order to guarantee the development of the writing process.

## MATH

**PERFORMANCE OBJECTIVE:** Ensure growth of students in level math classes while continuing to excel in all upper level math instruction.

**STRATEGY DESCRIPTION(S):** Support and facilitate the use of small group instruction and strategic pullouts to allow students access to help in weaker areas.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** Emphasize the use of writing and primary source analysis.

**STRATEGY DESCRIPTION(S):** Students will complete Document Based Questioning and other academic level writing assignments to show knowledge at the analysis level of historical concepts.

## SCIENCE

**PERFORMANCE OBJECTIVE:** Students will be given opportunities to utilize more technology in order to deepen their understanding of scientific concepts.

**STRATEGY DESCRIPTION(S):** Science teachers will work closely with the technology coach to learn about and implement more academic technology in each classroom.

## 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):**

Students will be provided with relevant information that encourages healthy lifestyles through nutrition and physical activity.

## AT-RISK AND SPECIAL POPULATIONS

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

- The campus will regularly monitor the CIP and revise strategies based on identified needs.
- The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
- The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
- The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

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



## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 97.74% in 2018/19 to 98% in 2019/20.

### Meet eligible campus Academic Achievement Distinction Designations (AADD)

*50% of indicators will be in top quartile*

### Meet Top 25% in Student Progress Distinction Designations

*Top quartile of campus comparison group in performance for student progress*

### Meet Top 25% in Closing Performance Gaps Distinction Designations

*Top quartile of campus comparison group in performance for closing performance gaps*

### Meet eligible Postsecondary Readiness Distinction Designations

*50% of indicators will be in top quartile*

### PERFORMANCE OBJECTIVE:

Teachers will work towards moving more students to Master's in two or more content area tests.

### STRATEGY DESCRIPTION(S):

With higher level questioning, formative assessment data, and scaffolding, teachers will go deeper in to the content to move students to the analysis level.

## FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

## ADDITIONAL RESOURCES

- Teacher Content Leadership Teams and District and Campus Instructional Coaches
- Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services
- Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos
- Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.



## FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

## SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

- Principal
- Assistant Principal

## 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):

- Numerous activities within the building to bring collaboration and a sense of family.
- Teachers' lunches provided once a month.
- Grizzly of the Week award to honor a staff member that is going above and beyond their traditional job scope.
- Participation in the job fair hosted by CISD yearly.

<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):

- In October, we host a school/community carnival called Yorkapalooza.
- We also host two student celebrations every month to celebrate both students a parents. One of the celebrations is called Breakfast of Champions, which celebrates student success academically. The other celebration is called Grizzlies for Greatness, which celebrates students' display of character.

<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):**

- We conduct fire drills monthly, lockout drills twice a year, and lockdown drills twice a year.
- We have also been given a few additional cameras to help visual hall coverage.
- We actively participate in the Foundations program as a campus and have been recognized within the district for our arrival and dismissal procedures.

<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):**

- Build teacher capacity to fully implement technology in instruction.
- Provide staff development opportunities for the effective use of current tools of technology for teaching and learning.
- Relate technology staff development to specific instructional objectives.
- Increase the utilization of Canvas LMS as an extension of the classroom.

<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
Intervention Programs	Instructional Support for At-Risk Students	\$178,278.00	3.07
Tutorials	Academic Tutorials for At-Risk Students	\$500.00	0.01
Classroom Libraries	Instructional Materials for At-Risk Students	\$1,500.00	0.00
Imagine Learning	Technology	\$8,000.00	0.00
	<b>TOTAL SCE</b>	<b>\$188,278.00</b>	<b>3.08</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
ESL Tutorials	Academic Tutorials	\$1,500.00	0.03
E-Readers	Technology	\$500.00	0.00
Classroom Libraries	Books	\$500.00	0.00
Imagine Learning	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,000.00</b>	<b>0.03</b>



# Data Summary Report 2019-2020

Secondary Campus: York JHS

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

90% scored Approaches Grade Level Standards  
68% scored Meets Grade Level Standards  
42% scored Masters Grade Level Standards

#### 2019-2020 Goals:

92% will score Approaches Grade Level Standards  
71% will score Meets Grade Level Standards  
45% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

78% 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**

81% scored Approaches Grade Level Standards  
50% scored Meets Grade Level Standards  
21% scored Masters Grade Level Standards

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

50% scored Approaches Grade Level Standards  
27% scored Meets Grade Level Standards  
7% scored Masters Grade Level Standards

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

83% scored Approaches Grade Level Standards  
55% scored Meets Grade Level Standards  
30% scored Masters Grade Level Standards

#### 2019-2020 Goals:

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

84% will score Approaches Grade Level Standards  
53% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

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

55% will score Approaches Grade Level Standards  
30% will score Meets Grade Level Standards  
10% will score Masters Grade Level Standards

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

86% will score Approaches Grade Level Standards  
58% will score Meets Grade Level Standards  
33% will score Masters Grade Level Standards

#### READING/ELA

#### 2018-2019 Performance:

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

81% scored Approaches Grade Level Standards  
47% scored Meets Grade Level Standards  
26% scored Masters Grade Level Standards

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

45% scored Approaches Grade Level Standards  
30% scored Meets Grade Level Standards  
5% scored Masters Grade Level Standards

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

84% scored Approaches Grade Level Standards  
59% scored Meets Grade Level Standards  
33% scored Masters Grade Level Standards

#### 2019-2020 Goals:

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

85% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards

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

50% will score Approaches Grade Level Standards  
33% will score Meets Grade Level Standards  
8% will score Masters Grade Level Standards

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

88% will score Approaches Grade Level Standards  
62% will score Meets Grade Level Standards  
36% will score Masters Grade Level Standards



## WRITING

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

68% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

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

32% scored Approaches Grade Level Standards

15% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

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

75% scored Approaches Grade Level Standards

37% scored Meets Grade Level Standards

15% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

71% will score Approaches Grade Level Standards

36% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

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

35% will score Approaches Grade Level Standards

18% will score Meets Grade Level Standards

6% will score Masters Grade Level Standards

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

78% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

18% will score Masters Grade Level Standards

## MATH

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

84% scored Approaches Grade Level Standards

56% scored Meets Grade Level Standards

20% scored Masters Grade Level Standards

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

50% scored Approaches Grade Level Standards

32% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

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

84% scored Approaches Grade Level Standards

59% scored Meets Grade Level Standards

31% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

86% will score Approaches Grade Level Standards

58% 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

12% will score Masters Grade Level Standards

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

86% will score Approaches Grade Level Standards

62% will score Meets Grade Level Standards

33% will score Masters Grade Level Standards

## SOCIAL STUDIES

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

79% scored Approaches Grade Level Standards

38% scored Meets Grade Level Standards

20% scored Masters Grade Level Standards

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

63% scored Approaches Grade Level Standards

17% scored Meets Grade Level Standards

4% scored Masters Grade Level Standards

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

82% scored Approaches Grade Level Standards

50% scored Meets Grade Level Standards

30% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

82% will score Approaches Grade Level Standards

41% will score Meets Grade Level Standards

23% will score Masters Grade Level Standards

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

65% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

7% will score Masters Grade Level Standards

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

85% will score Approaches Grade Level Standards

53% will score Meets Grade Level Standards

32% will score Masters Grade Level Standards





SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b></p> <p>92% scored Approaches Grade Level Standards</p> <p>69% scored Meets Grade Level Standards</p> <p>26% scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p>71% scored Approaches Grade Level Standards</p> <p>33% scored Meets Grade Level Standards</p> <p>13% scored Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p>92% scored Approaches Grade Level Standards</p> <p>68% scored Meets Grade Level Standards</p> <p>40% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b></p> <p>95% will score Approaches Grade Level Standards</p> <p>72% will score Meets Grade Level Standards</p> <p>29% will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p>75% will score Approaches Grade Level Standards</p> <p>35% will score Meets Grade Level Standards</p> <p>15% will score Masters Grade Level Standards</p> <p><b>Focus Student Group: African American</b></p> <p>95% will score Approaches Grade Level Standards</p> <p>71% will score Meets Grade Level Standards</p> <p>42% 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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