

**Campus Improvement Plan
2015-2016
Secondary Campus: Caney Creek High School
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Caney Creek High School will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

1.1 Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
HS: Based on performance in top quartile for 33% of measures
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

1.2 Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

1.3 Successful Completion of High School

- *Index 4: Post-secondary Readiness* **Attendance Rate**; 4-year / 5-year **Graduation Rates** (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1**; **STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
Core Analysis	<p>Caney Creek High School disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.</p>
CISD Curriculum	<p>Caney Creek High School implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.</p> <ul style="list-style-type: none"> • The Reading/ELA curriculum, <i>CISD Reads</i>, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. • The Mathematics curriculum, <i>CISD Solves</i>, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process. • The Social Studies curriculum, <i>CISD Remembers</i>, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
CISD Best Practices	<p>Caney Creek High School implements and supports the following CISD best practices:</p>

	<ul style="list-style-type: none"> The Curriculum and Instruction Model (CISD Instructional Model) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning. Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model. Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.
<p>1.1 1.2</p>	<p>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</p>
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>90% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 79% in the 2015-2016 school year, 85% by the 2016-2017 school year and 90% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> Will meet AADD indicator for performance (Level III) in EOC English, Biology, Algebra, and US History. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP. Science will meet AADD indicators for performance and participation in ACT, AP. Social Studies will meet AADD indicators for performance and participation in AP. <p><i>Community and School Engagement (CASE):</i> Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading, Writing and Math, earning an Index 2 score of 24.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> Will meet Top 25% Student Progress Distinction in ELA and Math. Will meet AADD indicator for greater than expected growth in ELA and Math.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) Economically Disadvantaged students and the lowest performing racial/ethnic group from the prior year (Hispanic) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 50.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> Provide intensive, systematic tutoring for identified at-risk students during the day and after school. Provide mentors to targeted at-risk students. Provide intensive, systematic, research based reading instruction to identified dyslexic at-risk students. Ensure that 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.
- Continue after-school credit recovery classes 2 nights per week for at- risk students (including LEP, ESL, migrant, homeless, and other at- risk students).
- General Education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Ensure that students meet attendance expectations of 95% on testing days (participation).
- 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 visits to feeder campuses to ensure students experience a smooth transition.
- Provide peer mentoring in CAT classes for all first-time freshmen.
- Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement, which corresponds to student data. (CSG & DSG)
- Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability-related needs. (CSG & DSG)
- Ensure collaboration between General Education and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). (CSG & DSG)
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities. (CSG & DSG)
- Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the General Education curriculum. (CSG & DSG)
- Provide reading classes for identified ELL students. (CSG)
- Campus ELL teacher will provide in-class support for ELL students. (CSG)

Staff Development

- The Special Education Coordinators and District Instructional Staff will provide staff development to new Special Education teachers in the Standards Based IEP Process.
- Training will be provided to the campus by a Special Education Instructional Coaches in the area of determining appropriate accommodations and modifications based on the student’s present levels of academic and functional performance.
- Staff development on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches.
- The Special Education Coordinators and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments for students with disabilities during the Resource/In Class Support Cadres, the Life Skills Cadres and the Structured Development Class Cadres.
- The Special Education Coordinators and District Instructional Staff will provide training on How to Structure the Classroom Setting for Students with Autism Spectrum Disorders (ASD)
- The Special Education Coordinators and District Instructional Staff will provide training on Strategies for Working with Students with Autism in the General Education Setting.
- The Special Education Coordinators and District Instructional Staff will provide training on Structured Learning Hands-on Materials during grade specific *Make-n-Take* staff developments.

Resources

- Region 4 Educational Service Center: *Inclusive Strategies for Diverse Learners*
- Texas Education Agency and Region 20 Educational Service Center: *Co-Teaching – A How-to Guide: Guidelines for Co-Teaching in Texas*
- Texas Education Agency and Region 20 Educational Service Center: *Working with Paraprofessionals – A Resource for Teachers of Students with Disabilities*

	<ul style="list-style-type: none"> • N2yinc – <i>news-2-you and Unique Learning Systems</i> • Diane Heacox – <i>Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners</i> • Barbara Blackburn – <i>Rigor for Student with Special Needs</i> • Richard A Villa, Jacqueline S. Thousand – <i>Creating an Inclusive School</i> • Mitchell-Panter – <i>Expanding Horizons: Adult Transition Services</i>
<p>ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>85% of all students and student groups taking the STAAR, STAAR A or STAAR-L in ELA will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 73% in the 2015-2016 school year, 80% by the 2016-2017 school year and 85% by the 2017-2018 school year; 10% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target: Reporting Category: 1 – Understanding/Analysis Across Genres Special Education - District Safeguard State- (DSG) & Campus Safeguard State- (CSG) English Language Learners (ELL) - CSG</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. ELA Participation Rates will be: SAT 68%; ACT 68%; AP 16%. 2. ELA Performance Mean Score will be: SAT 932; ACT 19.5; AP 50% scoring 3 or higher.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Operate as a professional learning community, following the process of making student learning the priority. (DSG & CSG) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in reading (DSG & CSG) • Ensure greater emphasis on close reading and critical analysis of both literary and informational texts • Maintain focus on higher levels of questioning and implementation of CRISS strategies • Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students below grade level • Continue support of Tier I Differentiated Instruction through modeling and training of these best practices • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting. (DSG & CSG) • The English department administrator will attend weekly planning meetings to monitor data analysis and to ensure that rigor is included in planning classroom activities. • Emphasis is placed on frequent use of formative assessments as a tool to provide feedback and make adjustments in instruction. (DSG & CSG) • Provide appropriate reading and language development materials for ELL students. (DSG & CSG) • Use INOVA Plus to identify target students by scenarios. (DSG & CSG) • Common grade level team planning and scoring of student work. • Provide intensive instructional tutorial programs (Boot Camp, Saturday Camps) in ELA for at-risk students, individualized to meet the unique needs of students. (DSG & CSG) <p>Staff Development</p> <ul style="list-style-type: none"> • ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills • Staff members will attend CRISS trainings in order to further support student learning and thinking. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. <p>Resources</p> <ul style="list-style-type: none"> • <i>Subjects Matter</i> by Harvey Daniels and Steven Zemelman

	<ul style="list-style-type: none"> • <i>Texts and Lessons</i> by Harvey Daniels • <i>Less is More</i> by Kim Campbell • <i>Deeper Reading, Reading Reasons, and Readicide</i> by Kelly Gallagher • <i>When Kids Can't Read</i>, by Kylee Beers • <i>Understanding by Doing</i>, by Dufour, Dufour, Eaker, Many
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>85% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 73% in the 2015-2016 school year, 80% by the 2016-2017 school year and 85% by the 2017-2018 school year and 10% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Writing/ELA Reporting Category: 4 - Composition</p> <p>Writing/ELA Performance Safeguard Target (if applicable): Special Education – DSG & CSG; English Language Learners - CSG</p>
Focus Strategies	<ul style="list-style-type: none"> • Incorporate strategies to support teaching grammar in context, to help students develop skill and craft in the revision process of writing, and to move students from formulaic to authentic in all modes of writing • Maintain the vertical alignment of a Writer’s Workshop approach to the explicit teaching of writing. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing • Maintain use of rubrics, such as those utilized in the Traits models, AP courses, and by TEA for STAAR essays and EOC short answer questions. • Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy • Focus on the daily practice of writing in every classroom as a means of synthesizing learning • Ensure differentiated instruction, in writing, is provided to all students and all student groups (DSG & CSG) • Provide intensive instructional tutorial programs in writing for at-risk students, individualized to meet the unique needs of students before, during, and after school hours, and/or on Saturday. (DSG & CSG) • Provide content-area writing staff development for all content and elective teachers. • English teachers will meet in grade level teams to collaboratively score student writing samples after each benchmark. This will ensure that all teachers are consistent in scoring and student expectations. • Use Inova Plus to identify target students by scenarios (DSG & CSG) • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting. (DSG & CSG) • Operate as a professional learning community, following the process of making student learning the priority. (DSG & CSG) • Utilize Eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students • Utilize the District Instructional Coach to model lessons and provide feedback to teachers. <p>Staff Development</p> <ul style="list-style-type: none"> • ELA staff members will attend scope and sequence revision trainings and present back to the department for horizontal and vertical alignment of strategies and skills • ELA staff members will attend expository and/or persuasive writing workshops to prepare students and peers for the effective teaching and implementation of these genres of writing. • Staff members will attend CRISS trainings in order to further support student learning and thinking. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas.

	<p>Resources</p> <ul style="list-style-type: none"> • <i>Subjects Matter</i> by Harvey Daniels and Steven Zemelman • <i>Write Like This</i> and <i>Teaching Adolescent Writers</i> by Kelly Gallagher • <i>10 Things Every Writer Needs to Know</i>, <i>Everyday Editing</i> and <i>Mechanically Inclined</i> by Jeff Anderson • <i>What a Writer Needs</i> by Ralph Fletcher • <i>Image Grammar</i> by Harry Noden • <i>Sentence Composing, Grammar for Middle School and High School</i>, and <i>Paragraphs for Middle and High School</i> by Don Killgallon • Grade level scope and sequence documents
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>85% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Algebra 1 will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 75% in the 2015-2016 school year, 80% by the 2016-2017 school year and 85% by the 2017-2018 school year; 10% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Math Reporting Category: 4 – Formulation and use of linear equations and inequalities. Math Performance Safeguard Target (if applicable): Special Education – DSG & CSG; English Language Learners - CSG</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Math Participation Rates will be: SAT 68%; ACT 68%; AP 6%. 2. Math Performance Mean Scores will be: SAT 496; ACT 20.5; AP 50% scoring 3 or higher.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Maintain focus on higher levels of questioning and implementation of CRISS strategies • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG & CSG) • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting. (DSG & CSG) • Operate as a professional learning community, following the process of making student learning the priority. (DSG & CSG) • Utilize eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students • Utilize the District Instructional Coach to model lessons and provide feedback to teachers. • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. (DSG & CSG) • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction, using anecdotal notes, and implementation of effective tutorial programs for teachers. (DSG & CSG) • Provide for SAT/ACT questions as part of regular classroom problems. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. • Use Inova Plus to identify target students by scenarios. (DSG & CSG) • Saturday and after-school tutorials to enrich and remediate students. <p>Staff Development</p> <ul style="list-style-type: none"> • District training on new math TEKS

	<ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Process Standards • New TEKS Trainings • Grade Level Team Meetings <p>Recommended Resources</p> <ul style="list-style-type: none"> • Five Easy Steps to a Balanced Math Program (Christinson) • Number Sense Routines (Shumway) • Math Work Stations (Sammons) • Kamico • CISD Mathematics Scope and Sequence Documents • Developing Number Concepts (Richardson) • Teaching Student Centered Mathematics (Van de Walle) • Supporting STAAR Achievement (Region 4)
<p>SOCIAL STUDIES Performance Objective</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>99% of all students and student groups taking the STAAR, STAAR A or STAAR-L in US History will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 95% in the 2015-2016 school year, 97% by the 2016-2017 school year and 99% by the 2017-2018 school year; 30% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Social Studies Reporting Category: 3- Understanding the role of government and the civic process. Social Studies Performance Safeguard Target, if applicable: Special Education & English Language Learners - DSG</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Social Studies Participation Rates will be: <i>AP 30%.</i> 2. Social Studies Performance Rates will be: <i>AP 50% scoring 3 or higher.</i>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Provide common planning time for grade level teams. • Ensure that the department administrator attends team planning meetings. • Maintain focus on higher levels of questioning and implementation of CRISS strategies • Focus on engagement through student centered instructional strategies based on <i>History Alive!</i> • Provide in-class support for all ELL students. (DSG) • Integrate content literacy strategies with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. (DSG) • Implement the Interactive Student Notebook. (DSG) • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting. (DSG) • Operate as a professional learning community, following the process of making student learning the priority. (DSG) • Utilize Eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students. • Emphasize writing and the analysis of primary sources through the DBQ Project. <p>Staff Development</p> <ul style="list-style-type: none"> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Staff development will be provided to the campus in the focus area of engagement from the Social

	<p>Studies Model by attending <i>History Alive!</i></p> <ul style="list-style-type: none"> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2015-2016. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Process Standards with attendance at the Content Literacy Training. • Staff development will be offered to secondary teachers on the DBQ Project at District Wide Staff Development in August 2015. <p>Recommended Resources</p> <ul style="list-style-type: none"> • <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> • Brain Pop • United Streaming • Mastering the TEKS – Jarrett • Social Studies Model • Social Studies Strategy Manual • Grade Level Scope and Sequence Documents
<p>SCIENCE Performance Objective</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>96% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Biology will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 92% in the 2015-2016 school year, 94% by the 2016-2017 school year and 96% by the 2017-2018 school year</i>; 20% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category: 1 – Biomolecules, cell structures and functions Science Performance Safeguard Target, if applicable: Special Education - DSG</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Science Participation Rates will be: ACT 68%, AP 10%. 2. Science Performance Mean Score will be: ACT 20.4, AP 43% scoring 3 or higher.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Maintain focus on higher levels of questioning and implementation of CRISS strategies • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve vocabulary by using word walls and with the use of Marzano’s method of teaching academic vocabulary • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. (DSG) • 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. (DSG) • Use CAT (Creek Academic Time) to provide individualized, targeted instruction to students identified as not scoring at least a level 2 on STAAR. This will occur in a small group setting. (DSG) • Operate as a professional learning community, following the process of making student learning the priority. (DSG) • Utilize Eduphoria for campus common assessments so that data can be analyzed quickly and adjustments can be made to ensure that remediation and enrichment occurs for all students • Utilize the District Instructional Coach to model lessons and provide feedback to teachers. <p>Staff Development</p> <ul style="list-style-type: none"> • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction and the Science Interactive Notebook

	<ul style="list-style-type: none"> • Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. • Staff development on the effective use of Science Interactive Notebooks will be provided to the campus by a Science Instructional Coach during teacher planning meetings. • Teachers will attend <i>Science District Collaborative Common Assessment Writing</i> trainings provided by the Science Department and will provide campus staff development training to all teachers in the department. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of reading science text and writing in the science classroom during Science Cadres. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> staff developments. • The Science Coordinator and Science Instructional Staff will provide on-going afterschool trainings teachers in the areas of writing effective common assessment questions, increasing teacher content knowledge, TEKS Analysis, and reading and writing in Science. • The Science Department Chair will attend Safety trainings provided by the Science Coordinator and will provide campus staff development training to all teachers in the department. <p>Resources</p> <ul style="list-style-type: none"> • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • TEA Biology End-of Course Success Training and Resources • Region 4 Educational Service Center- <i>Supporting STAAR Achievement in Science-Biology</i> • Page Keeley- <i>Science Formative Assessment</i> • Robert Marzano- <i>Building Background Knowledge</i> • Robert Marzano- <i>Classroom Instruction that Works</i>
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that have students involved in MVPA for at least 75% of class time. • Track and evaluate students' personal level of health related fitness by conducting two Fitnessgram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <ul style="list-style-type: none"> • Post-secondary Readiness Standard: 55% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. • 4-Year/5-Year Longitudinal Graduation Rate 95% of students (all students, Sp.Ed., ELL students, and 7 race/ethnic groups) will graduate on the four-year or five-year graduation plan • 4-Year/5-Year Longitudinal RHSP/DAP Rate 93% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan • Post-secondary Indicator Score (college-ready graduates) 75% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will: <ul style="list-style-type: none"> ○ meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or ○ complete and earn credit on at least two advanced/dual credit enrollment courses; or ○ enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program) <p>Distinctions</p>

	<p>1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile</p> <p>Additional AADD Indicators: Increase Attendance Rate from 94.2% to 95.2%</p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Federal Graduation Rate: Special Education - DSG</p>
Focus Strategies	<p><u>Advanced Courses</u></p> <ul style="list-style-type: none"> • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery. • Increase the number of students taking AP Exams (requiring that all GT students enrolled in an AP Course take the corresponding AP Exam) and the number of AP exams taken for all students and all student groups. <p><u>Graduation Plans</u></p> <ul style="list-style-type: none"> • Continue to emphasize the state’s recommended graduation plan for all 11th -12th grade students, and the Foundation Plan with Endorsements for 9th and 10th graders. • Monitor ELL, Special Education, and CTE 4-year graduation plans. (DSG) • Increase awareness of CTE Endorsements/Career Pathways for all students. <p><u>College Admissions and Readiness</u></p> <ul style="list-style-type: none"> • Introduce the new redesigned curriculum of the PSAT (October 14, 2105) and SAT (March 2016) • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Expand SAT preparation courses for high school students. • Incorporate small group tutorials in SAT and ACT college prep curriculum. • Build rapport with junior high schools to increase college readiness awareness. <p><u>Higher Education Readiness</u></p> <ul style="list-style-type: none"> • Provide college readiness information and opportunities to all stakeholders. • Build rapport with Junior High schools to increase college readiness awareness. • Increase the percentage of 11th graders scoring at or above the ELA TSI standard (Writing score of 363 with a minimum of 4 on essay, Reading score of 351), and at or above the Math TSI standard (score of 350). • Offer College Prep Math and English 4 College Prep for graduating seniors to increase their college ready ability, which will satisfy the TSI college ready exam (student must score a “C” or better).
Financial Resources	Campus budget SCE, Title III, HSA
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Associate Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
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 Manager(s):	Principal Associate Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, social media, and other sources. • Expand the campus partnerships with local organizations and businesses to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • 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. • Develop plans for assisting students in transition to better adjust to the next educational level. • 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
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 Meet Performance Indicators for CASE
Project Manager	Principal

Goal 4 SAFE SCHOOLS

Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safe Schools.
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Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-down, 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, of dating violence, and of 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.
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Financial Resources	Campus budget
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Additional Resources	Emergency operations plan
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Monitoring Timeline	Formative November, January Summative July
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Formative Evaluation	Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
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Summative Evaluation	Clean safety audit Meet Performance Indicators for CASE
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Project Manager(s):	Principal Associate Principal
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Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students 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
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 Meet Performance Indicators for CASE
Project Manager(s):	Principal Associate Principal Technology Liaison

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.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2015-2016 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Reading Strategy: 14 Writing Strategy: 8 Math Strategy: 14	Academic Tutorials Extra Duty	\$20,449	.37
Reading Strategies: 1, 5, 6, 9 Writing Strategies: 7, 13 Math Strategies: 3, 4	Instructional Support – Teachers for At-Risk Students	\$514,177	9.00
Reading Staff Development Strategies: 1, 2, 4 Writing Strategies: 3, 9 Math Strategy: 8	Substitutes	\$15,551	.28
	TOTAL SCE	\$550,177	10.28

**Resources Allocated for Title III
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading Strategy: 14 Writing Strategy: 8 Math Strategy: 14	Extra Duty Tutorials	\$1,000	.02
Reading Strategy: 11 Writing Strategy: 8 Math Strategy: 14	Technology	\$500	.00
Reading Strategy: 2	Books	\$500	.00
Reading Strategy: 11 Writing Strategy: 8 Math Strategy: 14	Instructional Materials	\$500	.00
	TOTAL Title III LEP	\$2,500	.02
Title III IMM			
Reading Strategy: 14 Writing Strategy: 8 Math Strategy: 14	Extra Duty Tutorials	\$300	.00
	TOTAL Title III IMM	\$300	.00