Campus Improvement Plan
2015-2016
Campus: Knox Junior High
Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Knox Junior 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* Grades 3-8; all subjects; all students; 91% met phase-in Level I standard
- *Index 2: Student Progress* Grades 3-8; Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; 47 on *weighted progress*
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
  K-8: Based on performance in top quartile for 50% of measures; 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 Achievement Gap**

- *Index 3: Closing Performance Gaps* Grades 7/8; all subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year (African American and Hispanic); weighted performance 55 (phase-in Level II)

1.3 **Successful Completion of High School**

- *Index 4: Post-secondary Readiness;* Grades 7/8; STAAR 59% met final level II standard on one or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
Core Analysis	**Knox Junior 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.
CISD Curriculum	**Knox Junior 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. • The Reading/ELA curriculum, *CISD Reads*, 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, *CISD Solves*, 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. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process. • The Social Studies curriculum, *CISD Remembers*, 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	**Knox Junior High School** implements and supports the following CISD best practices: • 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.
1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS **1.2 CLOSE THE ACHIEVEMENT GAP - INDEX 3: CLOSING PERFORMANCE GAPS**	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	**Index 1: Student Achievement Grades 7/8; all subjects; all students; % met phase-in Level II standard** *95% 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 2% in the 2015-2016 school year, -2-% by the 2016-2017 school year and 1-% by the 2017-2018 school year.* *Distinctions:* 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science and Grade 8 Social Studies. 2. Reading will meet AADD indicators for performance and participation 3. Math: will meet AADD indicators for performance and participation in Algebra I 4. Science will meet AADD indicators for performance. 5. Social Studies will meet AADD indicators for performance. *Community and School Engagement (CASE):* Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.
INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress Grades 7/8; Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp. Ed; weighted progress** *53% of 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 and Math.* *Distinctions:* 1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	**Index 3: Closing Performance Gaps Grades 3-8, HS; all subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (phase-in Level II)** *90% of Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the previous year (AA and Hispanic.) will meet the weighted performance phase-in Level II or above.* *Distinctions:* 1. Will meet Top 25% Distinction in Reading/ELA and Math
Focus Strategies	• Mentors for at risk students • Tier I best practices • Tier II and Tier III interventions • iLearn and Compass Learning • Writers Workshop • Writing across curriculums • Tutorials • Math and Reading Enrichment classes for targeted students
Financial Resources	Campus budget SCE, Title III
READING/ELA Performance Objective	96% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Reading/ELA** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 1-% by the 2016-2017 school year and 1-% by the 2017-2018 school year*; 50% will meet Level III: Advanced Performance Level (for AADD).

	Target: Reporting Category: Fig. 19, 7.7, 7.2A, 7.10C, 7.6C Performance Safeguard Target: Special Education District Safeguard (DSG)
Focus Strategies	• Develop and implement formative common assessments as a department. The assessments will have rigor required by state. The data from the assessments will be disaggregated by the LA teachers and used for future instruction, tutorials and assessments. • Provide Reading Enrichment teacher for targeted at risk students • Continue to use tutorials (before and after school), small group instruction, track ARI and At-Risk students and use differentiated instruction. • Ensure that teachers are using CISD teaching models while holding all students and student groups to a high standard of performance. • Enrichment classes are scheduled for students not meeting standard on the STAAR test. • Computer based program, achieve 3000, has been implanted to serve students with Reading learning gaps. • Knight STAARS is an after school program developed to provide interventions for targeted students. • Writers Workshop training for entire ELA dept. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG)
WRITING Performance Objective	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 90% 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 2% in the 2015-2016 school year, 2-% by the 2016-2017 school year and 1% by the 2017-2018 school year* and 30% will meet Level III: Advanced Performance Level indicator (for AADD). Target: Reporting Category: 1: Composition Writing Performance Safeguard Target: Special Education (DSG)
Focus Strategies	• Writing/Expository [and Procedural] Texts: Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to write a multi-paragraph essay to convey information about a topic Readiness Standard that • Maintain the vertical alignment of a Writer's Workshop approach to the explicit teaching of writing. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes 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 workshop 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 • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG) • Focus on the daily practice of writing in every classroom as a means of synthesizing learning

	Recommended Staff Development Strands • ELA staff members at the junior high level will attend a Writer's Workshop institute and take back to their department in the form of ongoing trainings on the implementation of the workshop approach. • 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 district writing workshops focused on expository, persuasion and analytical writing to prepare students in writing toward these genres, and to assist peers in for the effective teaching and implementation of these genres of writing. • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • ELA staff members will attend training on working with Struggling Boy Readers and Writers in order to facilitate this area of need. • Staff development will be provided to the campus on the cross-curricular need of reading and writing in the content areas. **Recommended Resources** • Write Like This and Teaching Adolescent Writers by Kelly Gallagher • 10 Things Every Writer Needs to Know, Everyday Editing and Mechanically Inclined by Jeff Anderson • What a Writer Needs by Ralph Fletcher • Image Grammar by Harry Noden • Sentence Composing, Grammar for Middle School and High School, and Paragraphs for Middle and High School by Don Killgallon • *Write Beside Them* by Penny Kittle • Grade Level Scope and Sequence Documents • Units of Study in Argument, Information and Narrative Writing by Lucy Calkins and colleagues.
Financial Resources	Campus budget SCE, Title III
MATH Performance Objective	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 97% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Math** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year*; 35% will meet Level III: Advanced Performance Level (for AADD). Target: Reporting Category: 7.9A Measurements and Application of Length and Area, 8.8C Volume/Surface Area Applications, 8.13B Misuses of Graphical and Numerical Information. Math Performance Safeguard Target: Special Education (DSG)
Focus Strategies	**CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide Math Enrichment teacher for targeted at risk students • 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. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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 such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of

	effective tutorial programs for teachers. • 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. • Provide staff development and follow through for all math teachers in grades K – 8 on the implementation of the new mathematics TEKS. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 8. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG) **Recommended Staff Development Strands** • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • 6th Grade Math Institute • New TEKS Training **Recommended Resources** • Five Easy Steps to a Balanced Math Program (Christinson) • Teaching Student Centered Mathematics (Van de Walle) • Number Sense Routines (Shumway) • Math Work Stations (Diller) • Guided Math (Sammons) • CISD Mathematics Moodle Courses • Supporting STAAR Achievement (Region 4) • Kamico • Kim Sutto • Developing Number Concepts (Richardson) • Grade Level Scope and Sequence Documents
Financial Resources	Campus budget SCE, Title III
SOCIAL STUDIES **Social Studies Performance Objective**	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 94% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Social Studies** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year,2% by the 2016-2017 school year and 2% by the 2017-2018 school year*; 40% will meet Level III: Advanced Performance Level (for AADD). Target: Reporting Category:8.4C, 8.6B, 8.16B Social Studies Performance Safeguard Target: Special Education (DSG) and ELL (Current & Monitored) (DSG)
Focus Strategies	**CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** • Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!* • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • 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. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG) **Recommended Staff Development Strands** • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending *Social Studies Alive!* • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending *History Alive!* • 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 Elementary Teachers. • 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. • Staff development will be offered to secondary teachers on the DBQ Project at District Wide Staff Development in August 2015. **Recommended Resources** • *Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!* • Social Studies Weekly • Time for Kids • Scholastic News • Brain Pop • United Streaming • National Geographic for Kids • Mastering the TEKS – Jarrett • Social Studies Model • Social Studies Strategy Manual • Grade Level Scope and Sequence Documents
SCIENCE Performance Objective	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** **SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** **95**% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Science** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 1% by the 2017-2018 school year*; _% will meet Level III: Advanced Performance Level. Target: Reporting Category:8.5A, 8.6A, 8.7A Science Performance Safeguard Target: Special Education (DSG)

Focus Strategies	CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences • 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 • 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 • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG) **Recommended Staff Development Strands** • 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 during the *Science Buffet for K-12th Grades*. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. • Staff development will be provided to the campus by a Science Instructional Coach in the area of *Science Success* during teacher planning meetings. • The Science Coordinator will provide training on *Science Common Assessment Writing* during summer and after school staff developments. • 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 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 *Make-n-Take* staff developments. • 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. • Campuses will learn how to begin a robotics program at their school by attending the afterschool staff development - *Robotics-I've Got My Robotics Team-Now What?* • Teachers of 4th and 5th grade students will develop a deeper understanding of the concept of force during the afterschool staff development - *Chopped-ALL About Forces* • Teachers of 7th and 8th grades will increase their understanding of how to most effectively utilize small groups in their classrooms during the afterschool staff development- *7th and 8th Grade Small Group Strategies.* • Teachers of 6th grade students will develop a deeper understanding of Energy resources during the afterschool staff development - *Energy Resources 101* • Teachers of 3rd and 4th grade students will develop a deeper understanding of Life Science Environments during the afterschool staff development - *All About Environments* • District Instructional Staff will provide training for teachers of 5th grade students on the new way to teach life science topics during the afterschool staff development - *A Fresh Look at 5th Grade Life Science* **Recommended Resources** • Region 4 Educational Service Center- *Gateways to Science* - 1st – 8th grades

	• Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • Rice STEMscopes for ~~K~~ – 4th Grade~~.~~ • TEA Biology End-of Course Success Training and Resources • TEA Science Academies for Grades K-4 Training and Resources – Parts 1 and 2 • TEA Science Academies for Grades 5-8 Training and Resources • Page Keeley- *Science Formative Assessment* • Robert Marzano- *Building Background Knowledge* • Robert Marzano- *Classroom Instruction that Wor*
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	• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	**INDEX 4: POST-SECONDARY READINESS** *75% of all students and 7 race/ethnic groups will meet final level II standard on one or more tests combined over all subject areas.* *Meet Campus Academic Achievement Distinction Designations (AADD) in Reading/ELA and Math* *7/8 50% of measures will be in top quartile* Grades 7/8 AADD Indicators Increase Attendance Rate from 96.1% to 97.5% Increase Level III Performance in Reading/ELA from43% to 50%. Increase Level III Performance in Writing grade (4 or 7) from 18% to 30%. Increase Level III Performance in Math from 23% to 30%. Increase greater than expected growth by 10% Grade 3-12 Safeguard Indicators Safeguard Target for Federal Graduation Rate: met
Focus Strategies	**<u>Advanced Courses</u>** • 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. **<u>Graduation Plans</u>** • 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. • Increase awareness of CTE Endorsements/Career Pathways for all students. **<u>College Admissions and Readiness</u>** • Introduce the new redesign 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. **<u>Higher Education Readiness</u>** • 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). • Introduce 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
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 M, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: View-It, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Map Systems
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Strategies	• 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	AEIS HQ Report to TEA
Project Manager(s):	Principal Assistant 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.
Strategies	• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • 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
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Strategies	• 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.
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	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Strategies	• 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 Title I
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

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.

Resources Allocated for State Compensatory Education Program
2015-2016 School Year

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategy 1-3	Academic Tutorials	$5,000	0.09
Close the Performance Gap Strategy 2,3,4,8 Math Objective Strategy 2 Reading Objective Strategy 2	General Education Teachers for At-Risk Students	$168,669	3.00
Close the Performance Gap Strategy 1-3	Supplies and Equipment for At-Risk Students	$,5000	0.00
	Total Funds Budgeted and FTEs	**$178,669**	**3.09**

Resources Allocated for Title III
2015-2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Performance Gap: Strategy 1,7	Extra-Duty Pay	$1,000	.02
Technology: Strategy 8	Computer/AV	$500	.00
Close the Performance Gap Reading Strategy 3,4	Books	$400	.00
Close the Performance Gap Reading Strategy 3,4	General Supplies	$600	.00
	TOTAL Title III LEP	**$2,500**	**.02**
Title III Immigrant			
Close the Performance Gap: Strategy 1,7	Extra Duty	$250	.00
Close the Performance Gap Reading Strategy 3,4	Books	$100	.00
Technology: Strategy 8	General Supplies	$50	.00
Close the Performance Gap Reading Strategy 3,4	Computer/AV	$100	.00
	TOTAL Title III IMM	**$500**	**.00**