

Campus Improvement Plan 2015-2016

Secondary Campus: Washington Jr. High Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Washington Jr. 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.*
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* 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, PLAN and PSAT** Participation and Performance Rates in ELA and Math; **STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS

Core Analysis

Washington Jr. 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

Washington Jr. 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

<p>CISD Best Practices</p>	<p>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.</p> <p>Washington Jr. 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 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS</p> <p>1.2 CLOSE THE ACHIEVEMENT GAP - 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>78% 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 2% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science, and Grade 8 Social Studies. <p><i>Community and School Engagement (CASE):</i> Will achieve a CASE rating of Exemplary in 21st Century, Workforce Development, Digital Learning Environment, Gifted and Talented, and Physical Education</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Grades 3-8; 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 45.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math. 2. Will meet AADD indicator for greater than expected growth in Reading, Writing, 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 2 lowest performing racial/ethnic groups from the prior year, Hispanic and African American, will meet the weighted performance Level II and III, <i>earning an Index 3 score of 45.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Closing Achievement 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

	<p>instruction.</p> <ul style="list-style-type: none"> • Provide RtI through Tier 1 research based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • 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 AYP 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 intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students.
<p>READING/ELA Performance Objective</p>	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>Target Reading Reporting Categories: 89% 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 3% in the 2015-2016 school year, 3% by the 2016-2017 school year and 3% by the 2017-2018 school year; 20% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Writing/ELA Reporting Categories: Reporting Category 2: Understanding and Analysis of Literary Texts. Grade7 All Student Groups; Grade 8 All Student Groups Reporting Category 3: Understanding and Analysis of Informational Texts. Grade7 All Student Groups; Grade 8 All Student Groups. Campus Reading/ELA Performance Safeguard Targets: Current and Monitored ELL Students <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Greater Than Expected Growth in English Language Arts(ELA) 2. Will meet Top 25% Grade 7 Reading Performance Level III 3. Will Meet Top 25% Grade 8 Reading Performance Level III <p>District Reading/ELA Performance Safeguard Targets: Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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 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 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. • 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

	<ul style="list-style-type: none"> • The Secondary Language Arts coordinator will provide trainings and state updates at fall and spring Cadres. • Cadre members will attend trainings provided by the district to improve instruction. • Continue Planning cross-curricular activities and resources with other content areas.
Campus Missed Safeguard Strategies	<ul style="list-style-type: none"> • Monitor target group on common assessments and benchmarks. Campus Safeguard (CSG) • Provide tutorials and additional opportunities for learning for target group. (CSG) • Provide opportunities for reading and writing in the content area. (CSG) • Focus on improving and content literacy and academic vocabulary. (CSG) • Provide language based scaffolding during classroom instruction. (CSG) • Implement the Seven Steps of a Language -Rich Interactive Classroom. (CSG) • Ensure that ELL students receive appropriate English Language acquisition and sheltered instruction. (CSG) • Provide ELLs students with opportunities to develop essays using proper grammar usage and mechanics. (CSG) • Adapt content, teaching techniques, and assessments to students' needs and levels of learning. (CSG) • Use visual representations such as diagrams, captions, maps, charts, timelines, outlines, concept maps, and webs when explaining information. (CSG) • Use graphic organizers to introduce the skill of arranging information for reading.(CSG) • Provide opportunities to build, extend, and refine oral language in order to improve written output. (CSG)
District Missed Safeguard Strategies	<ul style="list-style-type: none"> • 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 reading. District Safeguard (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in reading. (DSG)
Resources	<ul style="list-style-type: none"> • <i>Book Love</i> by Penny Kittle • <i>The Comprehension Toolkit</i> by Stephanie Harvey • <i>Texts and Lessons</i> by Harvey Daniels • <i>Deeper Reading, Reading Reasons, and Readicide</i> by Kelly Gallagher • <i>When Kids Can't Read</i> by Kyleen Beers • <i>Less is More</i> by Kim Campbell
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>79% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 3% in the 2015-2016 school year, 3% by the 2016-2017 school year and 3% by the 2017-2018 school year and 7% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Writing/ELA Reporting Categories: Reporting Category 1: Composition. Grade 7 All Student Groups Reporting Category 2: Revision. Grade 7 All Student Groups Reporting Category 3: Editing. Grade 7 All Student Groups Camus Writing/ELA Performance Safeguard Targets: Current and Monitored ELLs</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Greater Than Expected Growth in English Language Arts(ELA) 2. Will meet Top 25% Grade 7 Writing Performance Level III <p>District Reading/ELA Performance Safeguard Targets: Special Education</p>

Focus Strategies	<ul style="list-style-type: none"> • Incorporate a Writer’s Workshop approach to the explicit teaching or 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 writing in all modes • 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
Campus Missed Safeguard Strategies	<ul style="list-style-type: none"> • Monitor target group on common assessments and benchmarks. Campus Safeguard (CSG) • Provide tutorials and additional opportunities for learning for target group. (CSG) • Provide opportunities for reading and writing in the content area. (CSG) • Focus on improving content literacy and academic vocabulary. (CSG) • Provide language based scaffolding during classroom instruction. (CSG) • Implement the Seven Steps of a Language -Rich Interactive Classroom. (CSG) • Ensure that ELL students receive appropriate English Language acquisition and sheltered instruction. (CSG) • Provide ELLs students with opportunities to develop essays using proper grammar usage and mechanics. (CSG) • Adapt content, teaching techniques, and assessments to students’ needs and levels of learning. (CSG) • Use visual representations such as diagrams, captions, maps, charts, timelines, outlines, concept maps, and webs when explaining information. (CSG) • Use graphic organizers to introduce the skill of arranging information for writing.(CSG) • Provide opportunities to build, extend, and refine oral language in order to improve written output. (CSG)
District Missed Safeguard Strategies	<ul style="list-style-type: none"> • 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 writing. District Safeguard (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in writing. (DSG)
Resources	<ul style="list-style-type: none"> • <i>Write Like This and Teaching Adolescent Writers</i> by Kelly Gallagher • <i>10 Things Every Writer Needs to Know, Everyday Editing and 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, and Paragraphs for Middle and High School</i> by Don Killgallon • <i>Write Beside Them</i> by Penny Kittle • Grade Level Scope and Sequence Documents • Units of Study in Argument, Information and Narrative Writing by Lucy Calkins and colleagues.

<p>Reading/Writing Staff Developments</p>	<ul style="list-style-type: none"> • ELA staff members at the junior high level will attend a Writer’s Workshop institute and present back to their department in the form of ongoing trainings on the implementation of the workshop approach. • 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. • 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. • 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. • 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.
<p>MATH Performance Objective</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>82% 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 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year; 8% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Categories: Reporting Category 2: Computations and Algebraic Relationships. Grade 7 All Student Groups; Grade 8 All Student Groups. Reporting Category 3: Geometry and Measurement. Grade 7 All Student groups; Grade 8 All Student Groups.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Greater Than Expected Growth in Math 2. Will meet Top 25% Grade 8 Algebra I Participation 3. Will Meet Top 25% Grade 8 Algebra I Performance Level III <p>Math Performance Rates for Algebra 1 by Grade 8 will be 70%. Math Participation Rates for Algebra 1 by Grade 8 will be 10%. District Math Performance Safeguard Targets: Special Education, Current and Monitored ELL Students</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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. • 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.

	<ul style="list-style-type: none"> • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 8. • Implement the Seven Steps of a Language -Rich Interactive Classroom.
District Missed Safeguard Strategies	<ul style="list-style-type: none"> • 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 math. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG)
Resources	<ul style="list-style-type: none"> • Five Easy Steps to a Balanced Math Program (Christinson) • 7 Steps to a language rich interactive classroom (Seidlitz) • Teaching Student Centered Mathematics (Van de Walle) • Guided Math (Sammons) • CISD Mathematics Moodle Courses • Supporting STAAR Achievement (Region 4) • Kamico • Kim Sutton • Developing Number Concepts (Richardson) • Digits Realize(Pearson) • Grade Level Scope and Sequence Documents
Math Staff Developments	<ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • New TEKS Training
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>80% of all students and student groups taking the <i>STAAR, STAAR A</i> or <i>STAAR-L</i> in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 5% by the 2016-2017 school year, and 5% by the 2017-2018 school year; 10% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Social Studies Reporting Categories: Reporting Category 1: History. Grade 8 All Student Groups. Reporting Category 2: Geography and Culture. Grade 8 All Student Groups. Reporting Category 3: Government and Citizenship. Grade 8 All Student Groups. Reporting Category 4: Economics, Science, Technology and Society. Grade 8 All Student Groups. Campus Social Studies Performance Safeguard Target: African Americans and Current and Monitored ELLs</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Grade 8 Social Studies Performance Level III <p>District Math Performance Safeguard Targets: Special Education, Current and Monitored ELL Students</p>

Focus Strategies	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • 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.
Campus Missed Safeguard Strategies	<ul style="list-style-type: none"> • Monitor target group on common assessments and benchmarks. (CSG) • Provide tutorials and additional opportunities for learning for target group. (CSG) • Provide opportunities for reading and writing in the content area. (CSG) • Focus on improving and content literacy and academic vocabulary. (CSG) • Provide language based scaffolding during classroom instruction. (CSG) • Implement the Seven Steps of a Language -Rich Interactive Classroom. (CSG) • Ensure that ELL students receive appropriate English Language acquisition and sheltered Instruction. (CSG) • Collaborate with The ESL teacher to provide tutorials and additional help with content Vocabulary. (CSG)
District Missed Safeguard Strategies	<ul style="list-style-type: none"> • 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 social studies. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in social studies. (DSG)
Resources	<ul style="list-style-type: none"> • Collaborate with The ESL teacher to provide tutorials and additional help with content Vocabulary • <i>Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!</i> • 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
Staff Developments	<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 Studies Model by attending <i>History Alive!</i> • 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

	<p>Cadres in 20145-2016.</p> <ul style="list-style-type: none"> Staff development will be offered to secondary teachers on the DBQ Project at District Wide Staff Development in August 2015.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>76% 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 4% in the 2015-2016 school year, 4% by the 2016-2017 school year and 4% by the 2016-2017 school year; 15% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Categories: Reporting Category 1: Matter and Energy. Grade 8 All Student Groups. Reporting Category 2: Force, Motion, and Energy. Grade 8 All Student Groups. Reporting Category 3: Earth and Space. Grade 8 All Student Groups. Reporting Category 4: Organisms and Environments. Grade 8 All Student Groups. Science Performance Safeguard Target: African Americans, Current and Monitored ELL Students</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> Will meet Top 25% Grade 8 Science Performance Level III <p>District Math Performance Safeguard Targets: Special Education, Current and Monitored ELL Students</p>
Campus Missed Safeguard Strategies	<ul style="list-style-type: none"> Monitor target group on common assessments and benchmarks. (CSG) Provide tutorials and additional opportunities for learning for target group. (CSG) Provide opportunities for reading and writing in the content area. (CSG) Focus on improving and content literacy and academic vocabulary. (CSG) Provide language based scaffolding during classroom instruction. (CSG) Implement the Seven Steps of a Language -Rich Interactive Classroom. (CSG) Ensure that ELL students receive appropriate English Language acquisition and sheltered Instruction. (CSG) Collaborate with The ESL teacher to provide tutorials and additional help with content Vocabulary. (CSG)
District Missed Safeguard Strategies	<ul style="list-style-type: none"> 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 science. (DSG) Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in science. (DSG)
Focus Strategies	<ul style="list-style-type: none"> 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. Implement the Seven Steps of a Language-Rich Interactive Classroom.
Resources	<ul style="list-style-type: none"> Region 4 Educational Service Center- <i>Gateways to Science</i> - 1st – 8th grades Science Lessons in Moodle under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks TEA Science Academies for Grades 5-8 Training and Resources Page Keeley- <i>Science Formative Assessment</i> Robert Marzano- <i>Building Background Knowledge</i> Robert Marzano- <i>Classroom Instruction that Works</i>

<p>Staff Developments</p>	<ul style="list-style-type: none"> • <i>McGraw-Hill Science Textbooks</i> • 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 <i>Science Buffet for K-12th Grades</i>. • 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 <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. • 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 the District-wide Staff Development and 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 for 4th grade, 5th grade, 8th grade, and Biology 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. • Teachers of 6th, 7th, and 8th grades will increase their understanding of physics during the afterschool staff development- <i>Physics 101</i>. • Campuses will learn how to begin a robotics program at their school by attending the afterschool staff development- <i>Robotics-I’ve Got My Robotics Team-Now What?</i>
<p>HEALTH Performance Objective</p>	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 80% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • Track and evaluate students’ 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 activities 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. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • 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	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>Post-secondary Readiness Standard: 35% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined over all subject areas.</p> <p>Distinctions</p> <ol style="list-style-type: none"> Will meet Top 25% STAAR Post-secondary Readiness Standard <p>Additional AADD Indicators:</p> <p>Increase Attendance Rate from 96% to 97.5%</p> <p>Grade 3-12 Safeguard Indicators</p> <p>Safeguard Target for Participation Rate: 100%</p>
Focus Strategies	<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. Review, revise, and implement daily attendance procedures to meet 97% average attendance. Ensure that students meet AYP 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 intermediate campuses to ensure students experience a smooth transition. Provide new student registration for incoming students.
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 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 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	<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

	<p>sessions.</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. • Provide opportunities for teachers to acquire ESL certification.
TELL Texas Strategies (Teaching, Empowering, Leading, and Learning)	<ul style="list-style-type: none"> • Provide teachers with sufficient non-instructional time. g and Learning • Provide teachers with sufficient instructional time to meet the needs of all students. • Minimize the amount of routine paperwork teachers are required to do. • Allow to teachers to focus on instruction with minimal interruptions.
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 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. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.
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, and other sources. • Expand the campus partnerships with Wal-Mart and Aon Hewitt 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.
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.
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 Meet Performance Indicators for CASE
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. CASE: Will achieve a CASE rating of Exemplary in Technology.
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 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			
Reading/ELA Strategy 6 Writing Strategy 1 Math Strategy 5 Science Strategy 5 Social Studies Strategy 5	Academic Tutorials	\$56,099	1.00
Master Rigorous Academic Standards Strategies 1 & 4	Academic Tutorials Extra Duty	\$40,000	.73
Reading/ELA Strategy 10 Writing Strategy 4 Math Strategy 5 Science Strategy 2 Social Studies Strategy 1	Instructional Support – Teachers for At-Risk Students	\$400,918	8.00
Master Rigorous Academic Standards Strategy 4	Instructional Support – Paraprofessionals	\$30,771	2.00
Reading/ELA Strategy 3 Writing Strategy 1 Math Strategy 6 Science Strategy 4 Social Studies 4	Instructional Materials for At-Risk Students	\$6,000	.00
	TOTAL SCE	\$543,788	11.73

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Achievement Gap Strategy 1 & 6	Extra Duty Tutorials	\$1,500	.02
Technology Strategy 7	Technology	\$1,000	.00
Close the Achievement Gap Strategy 4	Books	\$500	.00
Close the Achievement Gap Strategy 4	Instructional Materials	\$500	.00
	TOTAL Title III LEP	\$3,500	.02
Title III IMM			
Close the Achievement Gap Strategy 1 & 6	Extra Duty Tutorials	\$250	.03
Technology Strategy 7	Technology	\$100	.00
Close the Achievement Gap Strategy 4	Books	\$100	.00
Close the Achievement Gap Strategy 4	Instructional Materials	\$50	.00
	TOTAL Title III IMM	\$500	.03