

**Campus Improvement Plan
2015-2016
Secondary Campus: York Junior High
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

York 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* All subjects; all students; 86% 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 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>York 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.</p>
CISD Curriculum	<p>York 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.</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

<p>CISD Best Practices</p>	<p>interconnectedness between global issues and the actions and decisions of ordinary citizens.</p> <p>York Junior 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. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELL’s, African American, and economically disadvantaged student in all content areas. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including Special Education students. (DSG)
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 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>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 90% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% 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 EOC Biology, and Grade 8 Social Studies and EOC US History. 2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1. 3. Science will meet AADD indicators for performance and participation in ACT, AP. 4. Social Studies will meet AADD indicators for performance and participation in AP. <p><i>Community and School Engagement (CASE): Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</i></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 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 African American and Hispanic will meet the weighted performance Level II and III, <i>earning an Index 3 score of 60%.</i></p>

	<p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Focus Strategies	<ul style="list-style-type: none"> • Monitor the progress of all students and all student groups; identify individual students needing intervention; and provide targeted students the appropriate instructional intervention/adjustment, schedule change, or additional support needed to ensure academic success. • Data meetings will be scheduled with each team to determine progress within each student group. • Ensure that English Language Learners students receive appropriate English Language acquisition and sheltered instruction. • Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Provide mentors to targeted At-Risk students through the Soaring Eagles mentoring program.
READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% 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. <i>Incremental growth will occur over a three year period with 90% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% by the 2017-2018 school year; 65% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target: Reporting Category: (R2) The student will demonstrate an ability to understand and analyze literary texts.</p> <p>Reading/ELA Performance Safeguard Target (if applicable): Provide intensive, systematic tutoring for identified at-risk students during the school day for both math and reading. Campus Safeguard (CSG) Provide intensive, systemic, researched based reading instruction to identified dyslexic and Special Education at-risk students. (CSG)</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. ELA Participation Rates will be: SAT %; ACT%; AP%. 2. ELA Performance Rates will be: SAT %; ACT%; AP%.
Focus Strategies	<ul style="list-style-type: none"> • Place greater emphasis in reading on critical analysis of informational text for all student groups. • Maintain focus on higher levels of questioning and implementation of CRISS strategies. • Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics. • Reinforce and Develop lower level students' reading and writing skills through the identification of their reading levels and the implementation of the online program, Achieve 3000. • 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. • 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.
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% 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. <i>Incremental growth will occur over a three year period with 88% in the 2015-2016 school year, 92% by the 2016-2017 school year and 95% by the 2017-2018 school year and 60% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Writing/ELA Reporting Category: W1 The student within a given context, produce an effective composition for a specific purpose.</p>
Focus Strategies	<ul style="list-style-type: none"> • Emphasize and improve students' writing skills (expository and narrative) through the use of Writer's Workshop utilizing <i>Units of Study in Argument, Information and Narrative Writing</i> by Lucy Calkins and colleagues. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning.

	<ul style="list-style-type: none"> • Incorporate strategies to support teaching grammar in context, develop skills in the revision process of writing, and move students from formulaic to authentic in all modes of writing. • The Special Education support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group sitting with Special Education students. • 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. • Emphasize writing across the curriculum by incorporating writing into every subject.
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 90% in the 2015-2016 school year, 93% by the 2016-2017 school year and 95% by the 2017-2018 school year; 60% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Math Reporting Category: (4) Data Analysis and Personal Financial Literacy. The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.</p> <p><i>Distinctions: Maintain distinctions in Algebra 1 for participation and performance at Level III.</i></p> <ol style="list-style-type: none"> 1. Math Participation Rates will be: SAT %; ACT %; AP %. 2. Math Participation Rates for Algebra 1 by Grade 8 will be 100%. (JH only)
Focus Strategies	<ul style="list-style-type: none"> • Students are guided through their learning by using “math talk” to build academic vocabulary. Interactive notebooks are used to record and integrate problem solving into the daily lessons. • Conceptual understanding is developed by moving students from concrete to pictorial to abstract understanding, making connections to prior learning and real world experiences, and breaking down material into age appropriate time frames. • Enrichment opportunities are provided through anchor activities, projects, and tiered activities. • A variety of assessments, both formative and summative, will be used to measure student understanding. This data will be reviewed in data meetings and weaknesses will be addressed through tutorials, tiered assignments, math review, and ilearn. • Problem solving skills will be improved by using the poster method and open ended questioning techniques to solve real world problems. • The district curriculum and <i>CISD Solves</i> will be fully implemented throughout all math classes. • Students will work in mixed groups to allow them to learn from peers and to increase their math communication skills. • Support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group setting with students. • Math review will be used to reinforce “gap” coverage. • 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.
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L 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 88% in the 2015-2016 school year, 92% by the 2016-2017 school year and 95% by the 2017-2018 school year; 55% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Social Studies Reporting Category: SS4 (economics, science, technology, society)</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Social Studies Performance Rates will be: AP%. 2. Social Studies Participation Rates will be: AP%.
Focus Strategies	<ul style="list-style-type: none"> • Incorporate strategies that will enable students to identify, comprehend and analyze primary and secondary sources such as APPARTS, SOAPSTONE, OPTIC and others. • Incorporate strategies to support teaching grammar, move students from formulaic to authentic writing through the use of DBQ materials. • Develop skills that assist students in identifying POV, bias, drawing conclusions, and analyzing

	<p>informational texts.</p> <ul style="list-style-type: none"> • Focus on student-centered instructional strategies based on the <i>History Alive!</i> materials. • Integrate content literacy strategies learned in vertical meetings and the Social Studies Strategy Manuel. • Continue the use of the interactive student notebook throughout the Social Studies team. • Use of Achieve 3000 software for struggling learners with content specific issues. • Continue use of Tier I best practices in the classroom. • Ensure continued use of the district scope and sequence CISD Remembers. • Emphasize writing and analysis of primary sources through the DBQ project.
<p>SCIENCE Performance Objective</p>	<p>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 90% in the 2015-2016 school year, 92% by the 2016-2017 school year and 95% by the 2017-2018 school year; 60% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category 3: Earth and Space (the student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Science Performance Rates will be: ACT %, AP%. 2. Science Participation Rates will be: ACT %, AP%.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implement the TEKS aligned with science lessons using the 5E lesson model. • Use vocabulary strategies and techniques along with McGraw Hill resources, picture vocabulary and word walls to increase and build students' vocabulary. • TEKS and Kilgo levels are used to assess students' cognitive levels. • Collaboration with the District Science Coach, Ashley White, on lesson planning and implementation of new strategies in the classroom. • Implement collaboratively developed science common and formative assessments including probes from Paige Keeley. Questions will be more rigorous and aligned to the TEKS. The data will be reviewed during data meetings and weak TEKS will be addressed through Science Success daily warm-ups to reinforce weak concepts. • Use differentiated instruction by incorporating foldables, media, manipulatives, and hands on lab, including iLabs. • Science STAAR review will consist of various forms of tutorials and focus on students in Indexes II and III. • Teachers will incorporate interactive notebooks into their daily lesson plans. • The Special Education support personnel will monitor independent practice to allow time for the classroom teacher to work independently or in a group sitting with Special Education students.
<p>HEALTH Performance Objective</p>	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensuring students participate regularly in moderate to rigorous physical activity. • Helping students evaluate their personal level of health related fitness. • Teaching students about criterion referenced health standards and the types of activity needed to reach them. • Helping students track their fitness results over time. • Engaging students regularly in activities that target their aerobic capacity (walking and running). • Engaging students regularly in activities that target their muscular strength, endurance, and flexibility (calisthenics, strengthening, and stretching activities). • Lessons will also be given daily to help develop the character of our students through the curriculum, <i>Coaching to Change Lives</i>.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL</p>	

**POST-SECONDARY READINESS (Index 4)
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**

<p>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</p>	<p>INDEX 4: POST-SECONDARY READINESS</p> <ul style="list-style-type: none"> • Post-secondary Readiness Standard: 95% 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 95% of students (all students and 7 race/ethnic groups) will graduate on the RHSP/DAP Plan • Post-secondary Indicator Score (college-ready graduates) 70% 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> <ol style="list-style-type: none"> 1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile <p>Additional AADD Indicators: Increase Attendance Rate from 96.7% to 97.5%</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Utilize campus procedures to identify, intervene, and monitor the progress of At-Risk students (for example: iLearn, Achieve 3000, and Soaring Eagles Mentor Program). • Ensure students are appropriately placed in courses based on readiness levels for all students and student groups. • Review, revise, and implement daily attendance procedures to meet 97.5% average attendance. • Communicate the attendance laws to parents annually. • Utilize auto-dialing phone system for contacting parents of students' absence. • Support vertical efforts to Increase the percentage of students completing high school in four years. • Identify and report potential students that are at risk for dropping out before the completion of high school. • Ensure basic Pre-AP placement course offerings by distribution of parent Pre-AP information and recommendation letter to incoming students. • Increase the number of students taking Pre-AP courses and the number of Pre-AP courses taken for all students and student groups. • Provide parents and staff with information about the importance of participation in the Pre-AP program and the benefits of participating in more challenging courses. • Expand Pre-AP course awareness and master schedule in order to reflect the needs of students and offer more in-depth, meaningful extension activities for the GT student population, such as York Learning Teams, The Science and Technology Academy visit, and GT Seminar. • Encourage college readiness awareness through Generation Texas Week, Roadtrip, Duke Talent Search and Future Focus. • Continue to emphasize the state's recommended graduation plan, including the newly revised plan for all students beginning with the 2014 cohort. • Monitor LEP, Special Education, and CTE 4-year graduation plans. • Increase awareness of Endorsements for all students (grade 7-12). • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Provide college readiness information and opportunities to students and teachers. • Use student's PSAT scores as a tool to identify potential Pre-AP, GT, as well as low performing students.
<p>Financial Resources</p>	<p>Campus budget SCE, Title III, HAS, Activity Funds</p>
<p>Additional Resources</p>	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented</p>

	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 Jim Kacur Assistant Principal, Josh Algaze, Tien Koehnle, Counselors, Lona Snell, Carol A. West, Department Chairs

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 all professional staff. Participate in the spring job fair and other district recruitment efforts to support the employment of highly qualified teachers and staff to encourage employment in CISD. Host student teachers on campus and participate in the Student Teacher Receptions held each semester to encourage employment in CISD. Provide mentor support for novice teachers and teachers new to CISD. A needs assessment, based on teacher input and administrative observations, will be conducted to determine staff development opportunities. Improve teachers' knowledge of curriculum and instruction by providing opportunities to attend staff development and to share new learning with peers (such as Eagle shorts and cadre meetings). Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. Encourage opportunities for teachers to gain 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- Jim Kacur Assistant Principal- Josh Algaze, Tien Koehnle

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. These include; campus website, The York Connection (e-newsletter), email announcements, Blackboard, campus meetings, Canvas, teacher emails through View-It, and The York Guidance Plan. Provide opportunities at school for parents to participate in academic and social events, such as Back to School Bash, with students. Provide quarterly Parent Information Nights on Four Year Plans, as well as hosting an Academic Night. Feeder campuses are invited to attend. Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. Provide Open House and parent-teacher conferences to parents fully understand the rigor and

	<p>complexity of CISD curriculum and assessment.</p> <ul style="list-style-type: none"> • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, CISD Communications Office, and patrons/media regarding daily campus activities, special events urgent non-life threatening situations, disaster/life threatening situations. • Provide community resources through the Newcomer Center to families with Limited English Proficiency.
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-Jim Kacur

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.
Focus Strategies	<ul style="list-style-type: none"> • Conduct Safe Schools training on safety, hazardous materials, blood-borne pathogens, sexual harassment, and integrated pest management to all staff members. • Provide programs for student/staff awareness of sexual abuse and the dangers of drugs, alcohol, tobacco, and bullying, such as Safe School Ambassadors, York Guidance Plan and Red Ribbon Week. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operation plans at the district and campus level. • Maintain a safe schools committee to review, revise, and oversee the implementation of the Safe School Plan and Bullying Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services. • Provide evening meetings for parents to inform them of CISD and York Junior High School safety procedures. • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development, conflict resolution, drug/alcohol awareness, tobacco resistance, and life/coping skills. • Promote clubs and organizations in areas of interest to promote student involvement in school. Utilize Safe School Ambassadors as part of Oak Ridge Feeder Vertical Collaboration. • Inform students, parents, and staff about 888-Kid-Chat. The district's police department provided 24 hour phone line to receive and react to information relating to drugs, weapons, fighting, bullying, and other crimes or fears of possible crimes occurring on our campus. • Use Blackboard Connect to inform students, parents, and staff of any emergencies or need for immediate information.
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- Jim Kacur

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"> • Use technology to differentiate the content, process, and product and to maximize the learning of all students while integrating the Technology TEKS in all content areas. • Utilize technology as a tool for information management, problem solving, communication, and learning assessments. • Provide hands-on training in the use of new technology hardware and software as well as the integration of technology across the curriculum. • Provide classroom support for integration of technology across the curriculum. Including but not limited to the use of Google Docs and Canvas school wide. • Build teacher capacity to fully implement technology instruction through professional development opportunities (Eagle Shorts) and classroom support in addition to providing and promoting online learning and professional development. • Plan with department and cross curricular York Learning Communities to integrate technology through student centered projects. • Plan with York Learning Communities to develop, facilitate, and support the use of technologies to enhance instructional methods that develop higher-level thinking, decision making, and problem solving skills. • Use a variety of media formats including telecommunications, school website, email, and social media to communicate, interact, and collaborate with all education stakeholders. • Continued emphasis on utilization of all available resources to refurbish/upgrade or replace technologies to ensure the most robust learning environment at all times. • Further refine the York Technology Team/Committee as a point of contact for quick response for maintenance and repair as well as decision making and planning for York's technology needs.
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 STAAR Report Meet Performance Indicators for CASE
Project Manager(s):	Principal- Jim Kacur Assistant Principal- Josh Algaze, Tien Koehnle Technology Liaison- Bethany Rees

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			
ELA/Math Strategy (4) (4,6,8)	Academic Tutorials Extra Duty	\$20,000	.36
Enrichment Class iLearn and Achieve ELA/Math Staffing Strategy (1,4,6) (4,6,8,10)	Instructional Support – Teachers for At-Risk Students	\$60,000	1.09
Rti and Enrichment Class Support ELA/Math Strategy (1,4,6)(6)	Instructional Support – Paraprofessionals	\$20,000	1.00
ELA Strategy 1	Instructional Materials for At-Risk Students	\$2,500	.00
iLearn and Achieve Licenses ELA/Math Strategy (1,4,6) (4,6,8,10)	Technology Support for At-Risk Students	\$10,000	.00
After School for Select Students ELA/Math Strategy (1,4,6) (4,6,8,10)	Tutorial Transportation for At-Risk Students	\$5,000	.00
	TOTAL SCE	\$117,500	2.45

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Gap strategy 1 & 3	Extra Duty Tutorials	\$1,000	.02
ELA Strategy 4	Imagine Learning	\$500	.00
Goal 2 Strategy 6	Books	\$200	.00
ELA/ELL strategies 1-4	Instructional Materials	\$550	.00
	TOTAL Title III LEP	\$2,250	.02
Title III IMM			
Closing the Gap Strategy 1 & 3	Extra Duty Tutorials	\$300	.00
	TOTAL Title III IMM	\$300	.00