

Campus Improvement Plan 2009-2010

Campus: Grangerland Intermediate

Rating: Recognized

Goal 1: Student Achievement and Post-Secondary Success

Grangerland intermediate will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards

1.1a Reading/English Language Arts Improvement Plan

Objective	<p>90 percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.</p> <p><i>Target areas</i></p> <p><i>Objective 1: Basic Understanding.</i> Grade 5 and 6 LEP, Hispanic, White and Special Ed student groups</p> <p><i>Objective 2: Applying Knowledge of Literary Elements.</i> Grade 5 and 6 LEP, White, Hispanic and Special Ed student groups</p> <p><i>Objective 3: Using Strategies to Analyze.</i> Grade 5 and 6 Hispanic, LEP, White and Special Ed student groups</p> <p><i>Objective 4: Application of Critical-Thinking to Analyze Text.</i> Grade 5 and 6 LEP, White, Economic Disadvantaged, Hispanic, Special Ed student groups</p>
Strategies	<p>1.1a.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, White, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1a.2 Monitor student performance through a comprehensive analysis of error patterns on the Reading Benchmark and Common Assessment tests.</p> <p>1.1a.3 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</p> <p>1.1a.4 The LA Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1a.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1a.6 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.1a.7 Initiate contests to promote success in using TAKS strategies and improve performance.</p> <p>1.1a.8 Utilize Instructional and Literacy Coaches to assist teachers with teaching strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day.</p> <p>1.1a.9 Visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p> <p>1.1a.10</p>

	<p>Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1a.11 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1a.12 Host an annual Academic Night to promote Reading and what parents can do to reinforce learning in the home.</p> <p>1.1a.13 Monitor instructional programs and data and provide additional assistance as necessary.</p>															
Financial Resources	<p>Campus budget</p> <table> <tr> <td>Title I</td> <td>\$ 86,552.</td> <td>Instructional Coach and Para</td> <td>2 FTE</td> <td>Federal</td> </tr> <tr> <td>ARRA</td> <td>\$ 10,000.</td> <td>Student Materials</td> <td></td> <td></td> </tr> <tr> <td>ARRA</td> <td>\$ 5,500.</td> <td>Books</td> <td></td> <td></td> </tr> </table>	Title I	\$ 86,552.	Instructional Coach and Para	2 FTE	Federal	ARRA	\$ 10,000.	Student Materials			ARRA	\$ 5,500.	Books		
Title I	\$ 86,552.	Instructional Coach and Para	2 FTE	Federal												
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Additional Resources	<p>Curriculum: CISD READS, CISD English Language Acquisition, Gifted & Talented, ELAR, SLAR, ELPS</p> <p>Assessment: TAKS, TELPAS, Benchmark Results, Stanford, DRA, QPS, TORF, Common Assessments</p> <p>Systems: ViewIt, Eduphoria INOVA</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model, Comprehension Toolkit</p>															
Monitoring Timeline	<p>November</p> <p>January</p> <p>April</p>															
Formative Evaluation	<p>Reading/ELA Benchmarks:</p> <p>November: 60% passing BOY</p> <p>January: 70% MOY</p> <p>Common Assessments: 70% passing each nine weeks</p>															
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>															
Project Manager(s):	<p>Principal</p> <p>Assistant Principal</p> <p>Campus Instructional Coach</p> <p>District Literacy Coach</p>															

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<p>1.1 Master Rigorous Academic Standards</p> <p>1.1b Writing Improvement Plan</p>	
<p>Objective</p>	<p>90 percent of all students and student groups will meet or exceed performance standards in Writing on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 4:</i> Correct and Effective Sentence Construction. Grade 6 Hispanic, Economically Disadvantaged student groups</p>
<p>Strategies</p>	<p>1.1b.1 Continue implementation of the use of rubrics, such as those utilized in the Six Traits model and by TEA in TAKS essay scoring.</p> <p>1.1b.2 Monitor student performance through a comprehensive analysis of error patterns on the Writing Benchmark tests and writing samples.</p> <p>1.1b.3 Focus on the reciprocal aspects of reading and writing at intermediate level.</p> <p>1.1b.4 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1b.5 The LA Cadre and Bilingual/ESL Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1b.6 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1b.7 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students to assist in the development of writing skills.</p> <p>1.1b.8 Initiate contests to promote success in using TAKS strategies and improve performance.</p> <p>1.1b.9 Utilize Instructional and Literacy Coaches to assist teachers with teaching strategies to improve student achievement in writing and to work with at-risk students on writing interventions during the school day.</p> <p>1.1b.10 Visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p> <p>1.1b.11 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1b.12 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1b.13 Monitor instructional programs and data and provide additional assistance as necessary.</p>
<p>Financial Resources</p>	<p>Campus budget</p>
<p>Additional</p>	<p>Curriculum: CISD READS/Writes, Early Childhood, CISD English Language Acquisition, Gifted & Talented, ELAR,</p>

Resources	SLAR,ELPS Assessment: TAKS, TELPAS, Benchmark Results Systems: ViewIt, Eduphoria, INOVA Six Traits Strategies from Sheltered Instruction Observation Protocol (SIOP) Model
Monitoring Timeline	November January March
Formative Evaluation	Writing Benchmarks: 80% all students and student groups.
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Campus Instructional Coach Assistant Principal District Literacy Coach

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<p>1.1 Master Rigorous Academic Standards</p> <p>1.1c Mathematics Improvement Plan</p>	
<p>Objective</p>	<p>90 percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 2:</i> Patterns, Relationships, and Algebraic Thinking. Grades 5 and 6 Economic Disadvantaged, LEP and Hispanic student groups.</p> <p><i>Objective 4:</i> Concepts and Uses of Measurement. Grade 5 and 6 LEP and SE student groups.</p> <p><i>Objective 5:</i> Probability. Grade 6</p> <p><i>Objective 6:</i> Mathematical Processes and Tools. Grades 5 Economic Disadvantaged, LEP, SE and Hispanic student groups.</p>
<p>Strategies</p>	<p>1.1c.1 Monitor student performance through a comprehensive analysis of error patterns on the Math Benchmark tests and 4 common assessments.</p> <p>1.1c.2 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, White, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1c.3 The Math Cadre and Bilingual/ESL Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1c.4 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1c.5 Ensure that ESL certified and non-certified teaching staff attend staff development in sheltered instruction.</p> <p>1.1c.6 Ensure the incorporation of writing in the mathematics class and using literature and “math talk” in problem-solving activities for teachers 5th-6th..</p> <p>1.1c.7 Initiate contests to promote success in using TAKS strategies and improve performance.</p> <p>1.1c.8 Utilize Instructional and Math Coaches to assist teachers with teaching strategies to improve student achievement in math and to work with at-risk students on math interventions during the school day.</p> <p>1.1c.9 Visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p> <p>1.1c.10 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1c.11 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1c.12 Host an annual Academic Night to promote Math Games and how these can reinforce learning in the home.</p> <p>1.1c.13</p>

	<p>Provide monthly Saturday Math Minds tutorials focusing on weak objectives for struggling students.</p> <p>1.1c.14 Hold Monthly Math Mania after-school math interventions that allow students the opportunity to use math games and other hands-on activities to strengthen math skills.</p> <p>1.1c.15 Monitor instructional programs and data and provide additional assistance as necessary.</p>																				
Financial Resources	<p>Campus budget</p> <table border="0"> <tr> <td>ARRA</td> <td>\$4,877.</td> <td>Tutors</td> <td>.1 FTE</td> <td>Federal</td> </tr> <tr> <td>Title I</td> <td>\$105,199.</td> <td>Instructional Coach & Paras</td> <td>3 FTE</td> <td>Federal</td> </tr> <tr> <td>ARRA</td> <td>\$ 5,985.</td> <td>Student Materials</td> <td></td> <td></td> </tr> <tr> <td>ARRA</td> <td>\$ 8,449.</td> <td>Books</td> <td></td> <td></td> </tr> </table>	ARRA	\$4,877.	Tutors	.1 FTE	Federal	Title I	\$105,199.	Instructional Coach & Paras	3 FTE	Federal	ARRA	\$ 5,985.	Student Materials			ARRA	\$ 8,449.	Books		
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Additional Resources	<p>Curriculum: CISD Solves, CISD English Language Acquisition, Gifted & Talented, ELPS, Texas Core Curriculum Models, AIMS</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments</p> <p>Systems: ViewIt, Eduphoria</p> <p>Campus Resources: Marcy Cook, Education City, Kim Sutton</p>																				
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>																				
Formative Evaluation	<p>Common assessments</p> <p>Math Benchmarks: 70% BOY, 80% MOY, 90% EOY all students and student groups</p>																				
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>																				
Project Manager(s):	<p>Principal</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Title I District Math Coach</p>																				

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1.d Social Studies Improvement Plan	
Objective	90 percent of all students and student groups in 5 th and 6 th Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 8 th Grade Social Studies Texas Statewide Assessments. <i>Target areas:</i> <i>Objective 3:</i> Demonstrate an understanding of economic and social influences on historical issues and events. Grade 5 th and 6 th grade African American, Hispanic, White and ED student groups.
Strategies	1.1d.1 Host an annual Technology night to promote technology in the homes and help parents understand how it can be used to reinforce learning in Social Studies areas at home. 1.1d.2 Integration of Social Studies across the curriculum to enhance critical thinking. 1.1d.3 Monitor student performance through a comprehensive analysis of error patterns on the Social Studies Benchmark tests. 1.1d.4 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, White, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas. 1.1d.5 Staff development will address T ³ , nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia) 1.1d.6 Ensure that Bilingual/ ESL certified and non-certified teaching staff attend staff development in sheltered instruction.
Financial Resources	Campus budget ARRA \$8449. Books
Additional Resources	Curriculum: CISD Adventures, Early Childhood, CISD English Language Acquisition, Gifted & Talented ,ELPS Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria Campus Resources: History Alive, Geography Alive, United Streaming, Marzano
Monitoring Timeline	November January March
Formative Evaluation	Social Studies Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Social Studies Cadre Members Instructional Coach Social Studies Campus Leader Assistant Principal

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<p>1.1 Master Rigorous Academic Standards</p> <p>1.1e Science Improvement Plan</p>	
<p>Objective</p>	<p>90 percent of all students and student groups in 5th through 6th Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 5th Grade and 7th Grade Science Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1:</i> Nature of Science. Grade 5, LEP, Economic Disadvantaged and Hispanic student groups.</p> <p><i>Objective 2 :</i> Life Science. Grade 5, LEP, White, Economic Disadvantaged, African American & Hispanic student groups.</p> <p><i>Objective 3:</i> Physical Science. Grade 5, LEP, Economic Disadvantaged, African American & Hispanic student groups.</p> <p><i>Objective 4:</i> Earth Science. Grades 5, LEP, Economic Disadvantaged and Hispanic student groups.</p>
<p>Strategies</p>	<p>1.1e.1 Ensure the integration of science and math lessons, grades 5-6.</p> <p>1.1e.2 Ensure the integration of language arts and science lessons, grades 5-6.</p> <p>1.1e.3 Host an annual Science Night to promote science in the homes.</p> <p>1.1e.4 Promote science vocabulary through Science Word of the Day on the morning announcements. Vocabulary also flashing on monitors throughout the day.</p> <p>1.1e.5 Provide monthly MADD Science Saturdays to strengthen targeted areas for struggling students.</p> <p>1.1e.6 Hold a Science Summer Camp in June 2010 for incoming 5th graders.</p> <p>1.1e.7 Have a Science Club that will attend (3) Saturday Field Trips to provide for hands-on science study.</p> <p>1.1e.8 Monitor student performance through a comprehensive analysis of error patterns on the Science Benchmark tests.</p> <p>1.1e.9 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, White, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1e.10 The Science Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1e.11 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1e.12 Ensure that ESL/Bilingual Cadre attend staff development in sheltered instruction.</p> <p>1.1e.13 Goal Setting through academic conferences with all targeted students based on benchmark scores after each test.</p> <p>1.1e.14 Promote language acquisition and vocabulary development by showing Web 2.0 displays creating by the students.</p>

Financial Resources	<p>Campus budget Student Activity Fund Equalization Fund</p> <table> <tr> <td>Title I</td> <td>\$80,446.</td> <td>Instructional Coach & Para</td> <td></td> </tr> <tr> <td>ARRA Funds</td> <td>\$9,754.</td> <td>Tutors- Summer Camp/Science Tutors</td> <td>Federal</td> </tr> <tr> <td>ARRA</td> <td>\$5,985.</td> <td>Student Materials</td> <td></td> </tr> </table>	Title I	\$80,446.	Instructional Coach & Para		ARRA Funds	\$9,754.	Tutors- Summer Camp/Science Tutors	Federal	ARRA	\$5,985.	Student Materials	
Title I	\$80,446.	Instructional Coach & Para											
ARRA Funds	\$9,754.	Tutors- Summer Camp/Science Tutors	Federal										
ARRA	\$5,985.	Student Materials											
Additional Resources	<p>Curriculum: CISD Investigates Curriculum, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, Benchmark Results, Common Assessments, AIMS Systems: ViewIt, Eduphoria , INOVA</p>												
Monitoring Timeline	<p>November January March</p>												
Formative Evaluation	<p>Common assessments Science Benchmarks: 70% BOY, 80% MOY, 90% EOY all students and student groups</p>												
Summative Evaluation	<p>TEA Data Tables AEIS 5th Science TAKS</p>												
Project Manager(s):	<p>Principal Parent Involvement Committee Title 1 Science Coach Assistant Principal District Science Coach</p>												

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards 1.1f Coordinated Health Program	
Objective	To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity 85% percent of all students will meet or exceed their personal Healthy Fitness Gram standards.
Strategies	<p>1.1f.1 To ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</p> <p>1.1f.2 To help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</p> <p>1.1f.3 To ensure students are well informed of physical activity that can be performed outside of the Phys. Ed. classroom in order to keep them physically active throughout their lifetime. Activities include: easy at home exercises/activities with family, Fun Run (Fall) and keeping students aware of local activities/programs.</p> <p>1.1f.4 To help students track their fitness over time by testing for Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks.</p> <p>1.1f.5 To engage students regularly in activities that target their aerobic capacity by having all students involved in the Jogging Club, where students are given incentives and are motivated to walk/run the entire year.</p> <p>1.1f.6 To engage students regularly in activities that target their muscular strength, endurance and flexibility by providing class time for exercising, stretching and running in a standard format, as well as games and activities in class daily.</p> <p>1.1f.7 To educate students on good nutrition by teaching them the Go,Slow,Whoa method.</p> <p>1.1f.8 To help students monitor their nutrition by keeping a food diaries.</p>
Financial Resources	Campus budget Texas Fitness Now Grant
Additional Resources	District curriculum, Activitygram, CATCH Materials, Nutrition Charts, Jump Rope for Heart
Monitoring Timeline	November January March
Formative Evaluation	Student Jogging Log, Teacher Assessment ActivityGram Pacer Scores
Summative Evaluation	FitnessGram
Project Manager(s):	Physical Education staff Principal

Goal 1: Student Achievement and Post Secondary Success

Grangerland Intermediate will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
Objective	95 percent of all students and all student groups in the Caney Creek feeder will successfully complete high school. Grangerland Intermediate will: Increase the attendance rate from 95.3% to 96.5%. Promote successful completion of high school and post-secondary success.
Strategies	ATTENDANCE 1.3.4 Review, revise, and implement daily attendance procedures to meet 95% average attendance. 1.3.5 Ensure that students meet AYP attendance expectations of 95% on testing days (participation). 1.3.6 Communicate the attendance laws to parents annually, and reinforce the importance of regular school attendance. 1.3.7 Utilize auto-dialing phone system for contacting parents of student's absence or tardy. 1.3.8 Provide incentives to students who maintain perfect or near perfect attendance. 1.3.9 Communicate with parents of students about absences or tardies as they become an issue. 1.3.10 Promote CCHS and post graduation success through "Education: Go Get It!" Week. 1.3.11 Promote Grangerland students being Future Panthers through activities with CCHS, including: football games, pep rallies, student visits, parades, etc.
Financial Resources	Campus budget Student Activity Fund Grangerland PTO
Additional Resources	Curriculum Assessment: TAKS, TELPAS, Benchmark Results Systems: ViewIt, Eduphoria, INOVA, Principals' Dashboard
Monitoring Timeline	November January March
Formative Evaluation	Item analysis and data disaggregation of Benchmark assessments Monitor attendance reports Staff Development: track teachers attending; target for specific department/teacher needs
Summative Evaluation	TEA Data Tables AEIS (academic and attendance data)
Project Manager(s):	Principal Attendance Committee Assistant Principal

Goal 2: Recruitment, Development, and Retention of Staff

Grangerland Intermediate will employ, develop, and retain highly qualified staff to maximize learning for all students.

Goal 2 Recruitment, Development, and Retention of Staff	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Strategies	2.1. Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. 2.2 Participate in CISD Spring Job Fair to encourage employment in CISD. 2.3 Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. 2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. 2.5 Provide mentor support for beginning teachers. 2.6 Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. 2.7 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. 2.8 Provide opportunities for teachers to acquire ESL certification. 2.9 Provide encouragement activities for teachers and staff (12 days of Christmas, faculty lunches, social events, Chat & Chew team lunches with Admin team, Grill & Chill, monthly Rock Star Recognitions at Faculty Meetings, etc.) 2.10 Ensure that all teachers are aware of scholarship opportunities provided by CISD Education Foundation for future education. 2.11 Provide opportunities for bilingual paraprofessionals to earn teaching degree through CISD’s “Grow Your Own” Program.
Financial Resources	Campus budget Teacher Activity Fund Grangerland PTO Title III \$2,000.00 Extra Duty Federal
Additional Resources	Position Control Reports Allocation Reports Winocular CISD Education Foundation Scholarships
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 Climate Committee

Goal 3: Parents and Community

Grangerland Intermediate will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 3 Parents and Community	
Objective	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of Grangerland Intermediate.
Strategies	<p>3.1. Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2 Retain and expand the campus partnerships with Streeter-Smith to support the educational achievement of all students.</p> <p>3.3 Ensure that Grangerland is represented in Community events by creating a Community Involvement Committee.</p> <p>3.4 Utilize CCHS National Honor Society students to work with students through the Junior Achievement program.</p> <p>3.5 Work closely with the PTO to enhance communication and collaboration between school and home.</p> <p>3.6 Provide parent education classes and/or programs for all parents.</p> <p>3.7 Provide opportunities at school for parents to participate in academic and social events with their children such as: Efficacy & Literacy Night, Science & Math Nights, Social Nights, etc...</p> <p>3.8 Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.9 Hold weekly "Check It Out" nights where the library will be open to check out Parenting books and learn new technology skills each week. Parents and students will utilize computers to do research, school projects, online job applications, etc...</p> <p>3.10 Provide opportunities for parents and business members to share their careers at our annual Career Day.</p> <p>3.11 Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand the curriculum that their children are working to master.</p> <p>3.12 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.</p> <p>3.13 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.14 Develop plans for assisting students in transition to better adjust to the next educational level.</p> <p>3.15 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media</p> <p>3.16 Provide information and communication to parents through teacher web sites, School Messenger, newsletters, Tuesday folders, parent library, email, etc.</p> <p>3.17 Conduct Parent Surveys to increase parent communication and to determine needs.</p> <p>3.18</p>

	Hold vertical team meetings so that teachers can collaborate and understand what is going on across the grade levels. 3.19 Hold weekly horizontal team meetings so that teachers can collaborate and plan within the grade level.
Financial Resources	Campus budget Title I Parent Involvement \$1,100. Extra Duty Federal Title I Parent Involvement \$1,680. Instructional Materials Federal ARRA Parent Involvement \$2,489. Books, Travel & Consultants Federal
Additional Resources	Campus Key Communicators Translation services Local media School Messenger Safe Schools Plan Technology Region VI
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(s):	Principal Campus Key Communicator Community Involvement Committee Parent Involvement Committee

Goal 4: Safe Schools

Grangerland Intermediate will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 4 Safe Schools													
Objective	To provide a safe school environment for all students and staff.												
Strategies	<p>4.1 Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2 Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco such as GREAT Program and Red Ribbon Week.</p> <p>4.3 Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>4.4 Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5 Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>4.6 Ensure the safety of students by monitoring gates surrounding the building.</p> <p>4.7 Provide parents with car rider slips to ensure safety of students after school.</p> <p>4.8 Provide "Curb-Side Greeters" to open doors and welcome car riders in the mornings.</p> <p>4.9 Ensure the safety of students by requiring all visitors sign in through Raptor with a valid, government issued ID and wear visitor badges in the school.</p> <p>4.10 Request that parents not walk their children to class in order to maintain security in the building during school.</p> <p>4.11 Provide <i>student</i> 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 such as Efficacy Program, Rock Solid Character, Why Try Program</p> <p>4.12 Provide <i>parent</i> education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <p>4.13 Provide opportunities for students to get involved in clubs at school (Student Council, Art Club, Yearbook).</p>												
Financial Resources	<table border="0"> <tr> <td>Campus budget</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Title I ARRA</td> <td>\$4,400.</td> <td>Books- Student Efficacy Workbooks</td> <td>Federal</td> </tr> <tr> <td>Title IV</td> <td>\$800.</td> <td>Why Try Curriculum and Red Ribbons</td> <td>Federal</td> </tr> </table>	Campus budget				Title I ARRA	\$4,400.	Books- Student Efficacy Workbooks	Federal	Title IV	\$800.	Why Try Curriculum and Red Ribbons	Federal
Campus budget													
Title I ARRA	\$4,400.	Books- Student Efficacy Workbooks	Federal										
Title IV	\$800.	Why Try Curriculum and Red Ribbons	Federal										
Additional Resources	Emergency operations plan												
Monitoring Timeline	<table border="0"> <tr> <td>Formative</td> <td>November, January</td> </tr> <tr> <td>Summative</td> <td>July</td> </tr> </table>	Formative	November, January	Summative	July								
Formative	November, January												
Summative	July												
Formative Evaluation	<p>Committee agendas and sign-in sheets</p> <p>Safety Committee's Walking Check Sheets</p> <p>Record of programs/presentations/trainings for students and staff</p>												

	Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal Counselor CISD Police Safety Committee Efficacy Committee Student Council

Goal 5: Technology

Grangerland Intermediate will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 5 Technology	
Objective	To ensure that all students and staff utilize technology as a tool for learning.
Strategies	5.1. Increase student opportunities for utilizing technology across the curriculum areas. 5.2. Ensure that within each grade level, all Technology Applications TEKS are met. 5.3 Provide hands-on training for teachers in use of new technology hardware and software. 5.4 Conduct classroom modeling over newly learned technology concepts to ensure implementation. 5.5 Provide weekly staff development on integration of technology across the curriculum and updating of websites. 5.6 Provide opportunities for classroom integration of technology across the curriculum. 5.7 Increase student knowledge of 2.0 web tools. 5.8 Engage students regularly in the use of technology in the classroom. 5.9 Host an annual Technology night to promote technology in the homes and help parents understand how it can be used to reinforce learning at home.
Financial Resources	Campus budget Title I ARRA \$65737. Technology Federal
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 Associate Principal Instructional Technology Coach Technology Committee

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.

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Campus Performance Indicators 2009 and 2010

Goal 1 Student Achievement and Post-Secondary Success

Goal 1.1 Master Rigorous Academic Standards

Goal 1.2 Close the Achievement Gap

Goal 1.3 Successful Completion of High School

		2009 2009 Performance		2010 Target Performance Indicator	
		% met standard	Measure	% met standard	Measure
Reading/ELA	All Students	89%	E	90%	E
	White	94%	E	90%	E
	Hispanic	83%	E	90%	E
	Economic Disadvantaged	85%	E	90%	E
Mathematics	All Students	87%	E	90%	E
	White	87%	E	90%	E
	Hispanic	87%	E	90%	E
	Economic Disadvantaged	84%	E	90%	E
Science	All Students	83%	R	90%	E
	White	87%	E	90%	E
	Hispanic	77%	R	90%	E
	Economic Disadvantaged	78%	R	90%	E
Commended Performance on TAKS(R, W, M, SS, S) for All Students, AA, H, W,ED)		2009 Performance % met standard		2010 Target Performance % met standard	
Reading	White	39%		42%	
	Hispanic	22%		25%	
	Economic Disadvantaged	26%		29%	
Math	White	40%		43%	
	Hispanic	33%		36%	
	Economic Disadvantaged	34%		37%	
Science	White	42%		45%	
	Hispanic	24%		27%	
	Economic Disadvantaged	30%		33%	
All Tests	White	24%		27%	
	Hispanic	10%		13%	
	Economic Disadvantaged	13%		16%	
Attendance Rate: Elementary		95.9%		96.5%	

Goal 2 Recruitment, Development and Retention of Staff

	2009	2010
Highly Qualified Teachers	100%	100%
Highly Qualified Paraprofessionals (Title I Campuses)	100%	100%
CISD Job Fair	Attendance	Attendance

Goal 3 Parents and Community

	2009	2010 Target
Campus Web Page	Maintain up-to-date information	Maintain up-to-date information
Campus educational programs	Maintain programs	Maintain programs
Campus information for parents new to community	Available online and print	Available online and print
Volunteer opportunities	Maintain volunteer log	Maintain volunteer log
Campus partnerships with businesses and organizations	Maintain/expand partnerships	Maintain/expand partnership
Campus emails, letters, and webpage information are timely and accurate	Employee feedback	Employee feedback
Grade level/grade department meetings are conducted throughout year	Record of meetings	Record of meetings
Vertical team meetings are conducted throughout year	Record of meetings	Record of meetings
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Positive parent and community feedback	Positive parent and community feedback
Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)	Parent and community input	Parent and community input

Goal 4 Safe Schools

	2009	2010 Target
Safe Schools Plan implemented	Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Conduct safety and disaster drills	100% compliance at all campuses	100% compliance at all campuses

Goal 5 Technology

	2009	2010 Target
Technology is seamlessly applied across all subject and content areas.	STaR Chart (TL) > 17	STaR Chart (TL) > 18
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 19	STaR Chart (EP) >20

**SCE FUNDS
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010
Academic Tutorials	\$16,290.	.30
Accelerated Instruction		
At-Risk Counselor		
At-Risk Paraprofessionals		
Credit Recovery (dropout recovery program)		
Reduced Class Size	\$86,000.	2.0
General Ed Teachers	2,709,463.	50.0
Instructional Coaches		
Instructional Materials		
Supplies and Equipment		
Transportation		
Total Funds Budgeted and FTEs	2,892,753.	52.30

**ARRA Title I and TITLE I - IV FUNDS
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
ARRA Title IA		
Technology	65,737.00	
Extra Duty- Saturday & Summer Tutoring	14,630.00	.49
Student Materials	21,970.00	
Books	26,798.00	
Parent Involvement	2,489.00	
Title IA		
Instructional Support – Coaches	208,450.00	3.0
Instructional Support – Paraprofessional	63,747.00	4.0
Extra Duty – Tutorials	28,160.00	.48
Substitutes	17,347.00	
Parent Involvement	1,680.00	
Parent Involvement- Extra Duty	1,100.00	
Title III		
Books	1,500.00	
Extra Duty	2,000.00	
Student Materials	1,500.00	
Title IV		
Why Try Curriculum	476.00	
Red Ribbons	324.00	

Ten Components of a School Wide Title I Campus

(Clearly reference each component with the appropriate goal[s] in Campus Plan)

1. Conduct a comprehensive needs assessment of the school based on student performance.
GOAL: 1
2. Utilize scientifically researched based reform strategies which strengthen the core academic program in the school and increase the amount and quality of learning time, such as providing before/after school programs and help provide an enriched and accelerated curriculum, address the needs of all children but particularly the needs of low achieving children and those at risk, and determine how the school will measure if these needs are being met.
GOAL: 1
3. Ensure that all instructional staff is highly qualified.
GOAL: 2
4. In accordance with Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent possible, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.
GOAL: 1,2,3,4,5
5. Develop strategies to attract high quality and highly qualified teachers to high need schools and high need areas.
GOAL: 2
6. Develop strategies to increase parental involvement.
GOAL: 3
7. Develop plans for assisting students in transition to better adjust to the next educational level for example Head Start students to local elementary schools.
GOAL: 1
8. Provide opportunities for teachers to be involved in the decisions regarding the use of assessments described in order to provide information on and to improve the achievement of individual students and the overall instructional program.
GOAL: 1
9. Describe opportunities that will be provided to students who experience difficulty mastering any of the State's standards required by Section 1111. Students will be provided with effective, timely, and additional assistance. This assistance must include measures to ensure that the student's difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
GOAL: 1
10. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act such as violence prevention programs, nutrition programs, Head Start, adult education, vocational and technical education, and job training.
GOAL: 1