

**Campus Improvement Plan  
2015-2016  
Elementary/Intermediate Campus: Stewart Elementary K-6  
Rating: Met Standard**

**Goal 1: Student Achievement and Post-Secondary Success**

**Stewart Elementary 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, Writing, Math, Science, and Social Studies.*  
*K-6: 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 quartile of campus comparison group in performance 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**

**Stewart Elementary 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, ESL, migrant, etc.) to determine target areas of improvement.

**CISD Curriculum**

**Stewart Elementary School** implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.

- The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.
- The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
- The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process.
- The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.

<p><b>CISD Best Practices</b></p>	<p><b>Stewart Elementary School</b> implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> <li>• The Curriculum and Instruction Model (<b>CISD Instructional Model</b>) 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 <b>TEKS</b>, the students’ <b>Learning</b> process of the required curriculum, and the ongoing <b>Assessment</b> in which both teachers and students evaluate their learning.</li> <li>• 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, CRIS and Sheltered Instruction using the SIOP Model.</li> <li>• Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.</li> </ul>
<p><b>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS</b>  <b>1.2 CLOSE THE PERFORMANCE GAP - INDEX 3: CLOSING PERFORMANCE GAPS</b></p>	
<p><b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>93% of all students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A and STAAR Alt. 2; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 2% by the 2016-2017 school year and 1% by the 2017-2018 school year.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science <i>Community and School Engagement (CaSE)</i>:</li> <li>2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.</li> </ol>
<p><b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b></p>	<p><b>Index 2: Student Progress</b>  <b>Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp. Ed; weighted progress</b>  <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 and Math, earning an Index 2 score of 45.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>2. Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ol>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>  <i>Economically Disadvantaged students and lowest performing racial/ethnic group from the prior year (Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 47.</i>  <i>Distinctions:</i>  Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and/or after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Goal setting opportunities between students and staff.</li> <li>• Provide motivational activities/programs to promote success and improvement in academic performance among all students.</li> <li>• Work with the ARD Committee to determine the most appropriate tests for students with disabilities</li> <li>• Provide intensive, systematic, research based reading instruction to identified dyslexic at-risk</li> </ul>

	<p>students.</p> <ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• 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.</li> <li>• Provide opportunities to facilitate/ensure a smooth transition for students transitioning to Jr. High.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs, develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), and follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<p><b>READING/ELA Performance Objective</b></p>	<p><b>READING/ CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>93% of all students and student groups taking the <i>STAAR, STAAR A</i> or <i>STAAR-L</i> in <b>Reading/ELA</b> 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, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year; 35% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 2: Understanding/Analysis of Literary Texts (3<sup>rd</sup> grade), Reporting Category 1: Understanding/Analysis Across Genres (5<sup>th</sup> grade); Reporting Category 3: Understanding/Analysis of Informational Texts (6<sup>th</sup> grade)</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing</li> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Reads Structure, and emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</li> <li>• Continue the integration of Elementary Language Arts into Social Studies content K-6.</li> <li>• Provide staff development for all language arts teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop literacy strategies to modify for identified gifted students and/or close learning gaps, such as vocabulary strategies using graphic organizers, literacy centers for anchor activities, and use of technology to improve skills and fluency.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement,</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Emphasis on small group reading instruction such as in guided reading, tracking individual progress through documentation (including ARI &amp; Rtl) using anecdotal notes and implementation of effective tutorial programs.</li> </ul>
<b>WRITING Performance Objective</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Writing</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 10% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year and 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1: Composition (Expository)</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Focus on daily writing in every PK-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 with consistency, fidelity and integration of higher level thinking practices.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences.</li> <li>• Provide teachers (K-6) with writing staff developments, and practice using the TEA writing rubric to score benchmark writing to provide feedback in preparing students for writing for the STAAR</li> <li>• Implement the Interactive Student Notebook K-6 (mentor sentence notebook).</li> </ul>
<b>MATH Performance Objective</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>93% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Math</b> 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, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 2: Computations and Algebraic Relationships (3<sup>rd</sup> and 5<sup>th</sup> Grade); Reporting Category 3: Geometry and Measurement (4<sup>th</sup> grade); Reporting Category: 1 Numerical Representations and Relationships (6<sup>th</sup> grade)</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide staff development and follow through for all math teachers in grades K – 6 on the implementation of the mathematics TEKS.</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 6.</li> <li>• Implement the Interactive Student Notebook K-6.</li> <li>• Incorporation of iLearn in grades 3-6.</li> </ul>

<b>SOCIAL STUDIES Performance Objective</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Social Studies</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 8% in the 2015-2016 school year, 8% by the 2016-2017 school year and 9% by the 2017-2018 school year</i>; 25% will meet Level III: Advanced Performance (for AADD).</p> <p>Target Reporting Category 3: Government and Citizenship</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Focus on Level 2 Final Scores for Post-Secondary Readiness</li> <li>2. Focus on Level 3 Advanced Scores for Post-Secondary Readiness</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive!</i> or <i>Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-6 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-6.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence, CISD Remembers &amp; adopted curricular materials.</li> </ul>
<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Science</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 9% in the 2015-2016 school year, 3% by the 2016-2017 school year and 2% by the 2017-2018 school year</i>; 25% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 3: Earth &amp; Space</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) in alignment with CISD Investigates and the district scope &amp; sequence.</li> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary/intermediate classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> <li>• Hands-on opportunities for learning/exploring will be provided via labs K- 6.</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Coordinate lesson plans that have students involved in MVPA for at least 75% of class time.</li> <li>• 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.</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep themselves physically active for a lifetime.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<p><b>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)</b></p>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>90% all students and 7 race/ethnic groups will meet final level II standard on <b>two</b> or more tests combined over all subject areas.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Reading/ELA and Math: 50% of measures will be in top quartile</li> </ol>

	<ol style="list-style-type: none"> <li>2. Establish an Attendance Rate of 95%</li> <li>3. Post-secondary Readiness Distinction K-6: Performance in top 25% of comparison group</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure basic advanced placement course offerings for all students and student groups.</li> <li>• Ensure the identification of GT students.</li> <li>• Maintain a rigorous curriculum that meets diverse student needs.</li> <li>• Communicate attendance laws to parents and reinforce the importance of regular school attendance.</li> <li>• Provide incentives to students who maintain perfect attendance/no tardies each grading period and at the end of the school year</li> </ul>
<b>Financial Resources</b>	Campus budget, SCE, Title III, Immigrant, Intervention Funds, GT, PTO
<b>Additional Resources</b>	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. 2, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, IOWA, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos, WMLS Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, RtI on-line progress monitoring, Benchmark Reliability/Validity Tool, Daily 5, <u>Genre Study</u> by Fountas and Pinnell, <u>Mechanically Inclined</u> and <u>Everyday Editing</u> by Jeff Anderson, <u>Phonics Lessons</u> by Fountas and Pinnell, <u>Units of Study</u> by Lucy Calkins, The Comprehension Toolkit, CISD Solves Math Review/Mental Math, Poster Method, & Math Fluency, Thinking Maps, CATCH, My Plate, The American Heart Association, Canvas, Moodle, Campus Coach, District Coaches
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, Counselor

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>• Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III, GT
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through



	communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Build the campus partnerships with our business community to support the educational achievement of all students.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• 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.</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> <li>• Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> <li>• Hold weekly team meetings to ensure teacher collaboration within each department/grade.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title III
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, current and accurate website information
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for <i>CaSE</i>
<b>Project Manager</b>	Principal, Assistant Principal, Counselor

<b>Goal 4    SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Safety.
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• 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.</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency Operations Plan
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, Counselor

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Relate technology staff development to specific instructional objectives.</li> </ul>
<b>Financial Resources</b>	Campus budget, PTO
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	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	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Close the Performance Gap Strategy 1	Academic Tutorials	\$7,706	.14
	<b>TOTAL SCE</b>	<b>\$7,706</b>	<b>.14</b>

**Resources Allocated for Intervention Funds  
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Intervention Funds</b>			
Close the Performance Gap Strategy 1	Academic Tutorials	\$3,740	.07
Reading Strategy 4 & 8, Math Strategy 4 & 9	Instructional Materials for Interventions	\$2,800	.00
	<b>TOTAL IF</b>	<b>\$6,540</b>	<b>.07</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III IMM</b>			
Close the Performance Gap Strategy 1	Instructional Materials	\$200	.00
	<b>TOTAL Title III IMM</b>	<b>\$200</b>	<b>.00</b>
<b>Title III LEP</b>			
Reading Strategy 1, 2, 4 & 8	Books	\$1,790	.00
	<b>TOTAL Title III LEP</b>	<b>\$1,790</b>	<b>.00</b>