

**Campus Improvement Plan  
2015-2016  
Elementary/Intermediate Campus: Coulson Tough Elementary  
Rating: Met Standard**

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

**Coulson Tough 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-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 quartile of campus comparison group in performance on Index 3*

**1.3 Successful Completion of High School**

- *Index 4: Post-secondary Readiness* **Attendance Rate; 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	
<b>Core Analysis</b>	<p><b>Coulson Tough Elementary School</b> 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>
<b>CISD Curriculum</b>	<p><b>Coulson Tough Elementary School</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> </ul>
<b>CISD Best Practices</b>	<p><b>Coulson Tough 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</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <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, CRISS 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 and INDEX 3: CLOSING PERFORMANCE GAPS</b></p>	
<p><b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>100% of all students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A and STAAR Alternate; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and maintain that level for the 2017-2018 school year.</i>  <i>Distinctions:</i>  Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science Community and School Engagement (CaSE):  Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.</p>
<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 60.</i>  <i>Distinctions:</i>  1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.  2. Will meet AADD indicator for greater than expected growth in Reading and Math.</p>
<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>  Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (White and Hispanic) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 72.</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 before school.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• All students will be provided with academic enrichment to focus on their areas of need during the school day for 30 minutes.</li> <li>• Students can participate in our School Newspaper, Robotics Team and Destination Imagination Team.</li> <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>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Generation Texas” Week etc.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</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</li> </ul>

	<p>American, and economically disadvantaged students in reading. District Safeguard Federal SG-F (DSG-F)</p> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. (DSG-F)</li> </ul>
<p><b>READING/ELA Performance Objectives</b></p>	<p><b>READING/ CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students and student groups taking the <i>STAAR</i>, <i>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 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and maintain that level for the 2017-2018 school year; 40% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Categories 1-3: Understanding and Analysis Across Genres, Understanding and Analysis of Literary Texts, Understanding and Analysis of Informational Texts</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups.</li> <li>• Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas &amp; Pinnell and Donald Bear.</li> <li>• Emphasize choice, authentic experiences, in-depth comprehension within each component of CISD Reads.</li> <li>• Increase the depth and effectiveness of Guided Reading in K-6 classrooms using ongoing literacy assessments and selecting appropriate texts from our new Leveled Literacy Library.</li> <li>• Develop a campus Literacy Library.</li> <li>• Send a team of K-6 Language Arts teachers to CRISS training and have them present at Titan’s Teach after school professional development.</li> <li>• Focus on <u>Genre Study</u> for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• 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 Social Studies into Elementary Language Arts content K-6</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in language arts.</li> <li>• Ensure that differentiated instruction in reading is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building and student engagement.</li> <li>• Improve Questioning Strategies in language arts through staff development (Compare/Contrast/Summarization; QUILT; Kilgo’s level of questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions) and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Vocabulary Building in language arts through staff development and application of Marzano’s 6 Steps of Vocabulary for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Differentiated Instruction Student Engagement in language arts through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</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 reading. District Safeguard Federal SG-F (DSG-F)</li> </ul>

<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  100 % 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 <i>by the 2017-2018 school year Incremental growth will occur over a three year period with maintaining 100% in the 2015-2016 school year, 100% by the 2016-2017 school year and 100% by the 2017-2018 school year</i> and 40% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Categories 1-3: Composition, Revision and Editing</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in writing for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Emphasize expository writing, including persuasive writing, and personal narrative writing for all students and all student groups grades K-6.</li> <li>• Continue to provide staff development and strategies to model and support Writers' Workshop through the Lucy Calkins Initiative/Six Traits grades K-6.</li> <li>• Ensure that differentiated instruction in writing is provided to all students and all student groups through CISD's focus strategies: questioning, vocabulary building, student engagement, and management.</li> <li>• Improve Questioning Strategies in writing through staff development in Kilgo's level of questions and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Vocabulary Building in writing through staff development and application of Marzano's 6 Steps of Vocabulary for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Student Engagement in writing through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Differentiated Instruction Management in writing through staff development and application of scaffolding for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas &amp; Pinnell and Donald Bear.</li> <li>• Provide explicit instruction of writing for a variety of purposes: expository, narrative, persuasive and research writing.</li> </ul>
<p><b>MATH Performance Objectives</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  100% 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 <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 3% in the 2015-2016 school year, maintain for the 2016-2017 school year and maintain for the 2017-2018 school year</i>; 50% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1-4: Numerical Representations and Relationships; Computation and Algebraic Reasoning; Geometry and Measurement; Data Analysis and Personal Finance</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in math for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math.</li> <li>• Ensure that differentiated instruction in math is provided to all students and all student groups through CISD's focus strategies: questioning, vocabulary building, student engagement, and management (TOT Manual: Focus Strategies and CISD T<sup>3</sup> Model).</li> <li>• Improve Questioning Strategies in math through staff development in question stems and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Vocabulary Building in math through staff development and application of Marzano's 6 Steps of Vocabulary for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Student Engagement in math through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Differentiated Instruction Management in math through staff development and application of tiered assignments for all K-6 teachers, including general ed. and special ed.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to</li> </ul>

	address the unique academic needs of special education and current and monitored ELL students in math. (DSG-F)
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  95% 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; 52% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 4: Economics, Science, Technology and Society</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</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>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Train teachers in writing STAAR quality assessment questions.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  100% 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year</i>; 40% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Categories 1-4: Matter and Energy; Force, Motion and Energy; Earth and Space; Organisms and Environment</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).</li> <li>• Have a group of science teachers K-6 attend CRISS training and present at Titan’s Teach after school professional development training.</li> <li>• Continue to work with vertical teams in our building to analyze areas to improve curriculum.</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 and secondary 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>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  100% 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 (moderate to vigorous physical activity) for at least 75% of class time.</li> <li>• Track and evaluate students’ personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring).</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> </ul>

1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> 100% 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. Distinctions: <ul style="list-style-type: none"> <li>• Reading/ELA and Math: 50% of measures will be in top quartile.</li> <li>• Increase Attendance Rate from 97% to 98%.</li> <li>• Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Continue to emphasize the state’s recommended graduation plan for all students.</li> <li>• Increase awareness of Career Pathways for all students.</li> <li>• Attendance Awards and Recognition each 9 week grading period.</li> <li>• Provide college readiness information and opportunities to students and teachers.</li> <li>• Encourage attendance and speak with parents about any concerns.</li> <li>• Educate parents on importance of attendance.</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III
<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, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
<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

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
<b>Objective</b>	<b>To recruit, retain and develop highly qualified teachers and staff for all students.</b>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</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> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<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: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
<b>Focus 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>• 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 meetings having both day and evening sessions 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> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<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 CaSE
<b>Project Manager</b>	Principal

<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: Will achieve a CaSE rating of Exemplary in Safety.</i>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training for all staff members.</li> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and 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> </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

<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>Focus 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>• Use of technology to increase higher level thinking skills through apps and programs.</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 Title I, Title III
<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 aligned 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>			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Academic Tutorials	3,000	.07
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Instructional Materials for At-Risk Students	2,525	.00
	<b>TOTAL SCE</b>	<b>5,630</b>	<b>.07</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Intervention Funds</b>			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1; and 3 Math Strategy 1	Academic Tutorials	4,000	.07
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1; and 3 Math Strategy 1	Instructional Materials for Interventions	2,400	.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 LEP</b>			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Extra Duty Tutorials	1,500	.04
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Technology	500	.00
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Books	500	.00
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Instructional Materials	500	.00
	<b>TOTAL Title III LEP</b>	<b>3,000</b>	<b>.04</b>

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III IMM</b>			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Extra Duty Tutorials	500	.01
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Technology	250	.00
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Books	100	.00
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Instructional Materials	150	.00
	<b>TOTAL Title III IMM</b>	<b>1,000</b>	<b>.01</b>