

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Armstrong Elementary**

**Rating: Met Standard**

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

**Armstrong Elementary** will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Master Rigorous Academic Standards**

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*  
*K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures*
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

**Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**Successful Completion of High School**

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Post-secondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS -Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 70% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 77% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Increase Attendance Rate from 97.2% to 98%</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; 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.</i> In 2015-2016, the Index 2 Score was 40. <b>In 2016-2017, the Index 2 Score will be 45.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</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>• 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</li> </ul>

	<p>in the process of reading.</p> <ul style="list-style-type: none"> <li>• Implement the Units of Study of reading in all K-4<sup>th</sup> grade classrooms.</li> <li>• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.”</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training.</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction. Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for 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.</li> <li>• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers.</li> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW 4</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</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>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</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 – 12 on the implementation of the new mathematics TEKS.</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <li>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.</li> <li>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> <li>• The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments.</li> <li>• Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the Science Buffet for K-12th Grades.</li> </ul>
<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<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>  In 2015-2016, the Index 3 Score was 41 and included the student group of Eco Dis.  <b>In 2016-2017, the Index 3 Score will be 46 and will include the student group of Eco Dis.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</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. SW 2, 9</li> <li>• As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 68% of Eco Dis students, and 68% of Hispanic student group met Level II standard. In addition, 18% of Eco Dis students, and 16% of Hispanic student group met Level III standard.  <b>In 2016-17 75% of Eco Dis students, and 75% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, and 25% of Hispanic student group will meet Level III standard.</b>  Target Reading Reporting Category: Reporting Category 1: Hispanic, Economically Disadvantaged, and ELL; Reporting Category 2: Hispanic, Economically Disadvantaged, and ELL; Reporting Category 3: Hispanic, Economically Disadvantaged, and ELL  Reading Performance Safeguard Target, if applicable: Not applicable</p>

<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <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>• 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>• Implement the Units of Study of reading in all K-4th grade classrooms.</li> <li>• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.”</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the fall and spring. Elementary Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training.</li> </ul>
<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 60% of Eco Dis students, and 60% of Hispanic student group met Level II standard. In addition, 6% of Eco Dis students, and 6% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 70% of Eco Dis students, and 70% of Hispanic student group will meet Level II standard. In addition, 12% of Eco Dis students, and 12% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: Reporting Category 1: Hispanic, Economically Disadvantaged, and ELL; Reporting Category 2: Hispanic, Economically Disadvantaged, and ELL; Reporting Category 3: Hispanic, Economically Disadvantaged, and ELL</p> <p>Writing Performance Safeguard Target, if applicable: Not applicable</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction. Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for 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.</li> <li>• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW 4</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 76% of Eco Dis students, and 78% of Hispanic student group met Level II standard. In addition, 19% of Eco Dis students, and 13% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 80% of Eco Dis students, and 85% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: Reporting Category 1: Economically Disadvantaged and ELL; Reporting Category 2: Hispanic, Economically Disadvantaged, and ELL; Reporting Category 3: Hispanic, Economically Disadvantaged, and ELL; Reporting Category 4: Hispanic, Economically Disadvantaged, and ELL</p> <p>Math Performance Safeguard Target, if applicable: Not applicable</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>• 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>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</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 – 12 on the implementation of the new mathematics TEKS.</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.</li> <li>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</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>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> <li>• The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments.</li> <li>• Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the Science Buffet for K-12th Grades.</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b> 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 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>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016 30% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. <b>In 2016-2017 35% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 97.2% to 98%</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>• Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul> Grade 3-12 Safeguard Indicator : Met Safeguard
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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>• Attendance committee will be formed to discuss and address attendance issues.</li> <li>• Provide incentives to students who maintain perfect attendance/no tardies each grading period and at the end of the school year.</li> <li>• Research-based best practices implemented for students to achieve Phase-in III. SW 2</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III SW 10
<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, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, 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 passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE

<b>Project Manager(s):</b>	Principal Assistant Principal
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**Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF**

<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. SW 3</li> <li>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5</li> <li>• Provide stipends for critical staff for bilingual assessment and self-contained special education settings.</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

**Goal 3 PARENTS AND COMMUNITY**

<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>Indicator 1. Community and Parent Involvement</b>	<p><b>Indicator 1 Focus Strategies</b></p> <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 nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• Provide opportunities to parents to give input regarding the academic needs of students and programs.</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>• Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluations of Title I Program. SW 6</li> </ul>
<b>Indicator 2. Second Language Acquisition</b>	<p><b>Indicator 2 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Improve vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and word walls in elementary classrooms.</li> <li>• Collaboration of professional development between ELA and Bilingual/ESL departments.</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff</li> </ul>

<b>Indicator 3. Gifted and Talented Programs</b>	<p>development specific to these writers.</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 English Language Learners (ELLs) in all content areas.</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas.</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs.</li> </ul> <p><b>Indicator 3 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide a campus book study for GT teachers to obtain their 6-hours of GT hours.</li> <li>• Ensure each GT teacher has completed the 30-hour GT Foundational Training by the end of 1<sup>st</sup> semester.</li> <li>• Provide opportunities for GT students to work with one another and with other students.</li> <li>• Identify GT students each year.</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, Website information is current and accurate
<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.
<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 to 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> <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
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5    TECHNOLOGY</b>
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<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.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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 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.

**State Compensatory Education Program  
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Closing Performance Gaps Strategy 1, 3	Academic Tutorials	15,300	0.28
Closing Performance Gaps Strategy 2, 4, 5, 6	General Education Teachers for At-Risk Students	640,300	12.00
	<b>TOTAL SCE</b>	<b>655,600</b>	<b>12.28</b>

**Resources Allocated for Title I - III  
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Closing Performance Gaps Strategy 6, 7 ELA Strategy 1, 3, 4, 5, 6, 7, 8, 9 Writing Strategy 1, 4, 5, 6, 7 Math 1, 2, 3, 4, 5, 6	Instructional Support – Instructional Coaches/Teachers	202,964	3.00
Closing Performance Gaps Strategy 1, 3, 5, 6 ELA Strategy 4, 7, 8, 10 Writing Strategy 1, 6, 7 Math 3, 4, 5, 6	Instructional	84,471	0.00
Closing Performance Gaps Strategy 7 ELA Strategy 3, 7, 9, 11, 13 Writing Strategy 3, 4, 6 Math 5, 6	Staff Development	5,000	0.00
Parents and Community Strategy 2, 4	Parent Involvement	3,187	0.00
	<b>TOTAL Title IA</b>	<b>295,622</b>	<b>3.00</b>
<b>Title III LEP</b>			
Closing Performance Gaps Strategy 2, 4 ELA Strategy 1, 3, 13, 14 Writing Strategy 3, 4, 5, 7	Extra Duty Tutorials	2,500	0.05
Closing Performance Gaps Strategy 2, 4 ELA Strategy 1, 3, 13, 14 Writing Strategy 3, 4, 5, 7	Technology	2,000	0.00
Closing Performance Gaps Strategy 2, 4 ELA Strategy 1, 3, 13, 14 Writing Strategy 3, 4, 5, 7	Books	500	0.00
Closing Performance Gaps Strategy 2, 4 ELA Strategy 1, 3, 13, 14 Writing Strategy 3, 4, 5, 7	Instructional Materials	1,500	0.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>0.05</b>