Campus Improvement Plan
2016-2017
Elementary/Intermediate Campus: Bozman Intermediate   Rating: Met Standard

Goal 1:   Student Achievement and Post-Secondary Success
Bozman Intermediate School 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 –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	**Index 1: Student Achievement** In 2015-2016, 84% 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. **The 2016-17 incremental progress will be 86% met Level II standard.** *Distinctions:* • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science Increase Attendance Rate from 97.2% to 97.4%
INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress** **Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress** *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.* In 2015-2016, the Index 2 Score was 39. **In 2016-2017, the Index 2 Score will be 45.** *Distinctions:* • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • 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. • 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. • 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. SW 4

WRITING Strategies	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • 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. • Focus on evidence based best practices specifically for serving students with disabilities.
MATH Strategies	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Provide staff development for all math teachers in identifying individual academic needs of all student population 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. SW 4 • Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.
SOCIAL STUDIES Strategies	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
SCIENCE Strategies	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate. Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model). • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	**Index 3: Closing Performance Gaps** **All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)** In 2015-2016, the Index 3 Score was 46 and included the student groups of Eco Dis, Hispanic, and African American. **In 2016-2017, the Index 3 Score will be 48 and will include the student groups of Eco Dis, Hispanic, and African American.** *Distinctions:* • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	**Special Populations** • Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible for ELLs in all content areas. (DSG) • 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) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities • 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 • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1

	• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7
READING Performance Objectives	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 84% of Eco Dis students, 72% of Hispanic student group, and 79% of African American student group met Level II standard. In addition, 16% of Eco Dis students, 16% of Hispanic student group, and 18% of African American student group met Level III standard. **In 2016-17 88% of Eco Dis students, 77% of Hispanic student group, and 84% of African American student group will meet Level II standard. In addition, 18% of Eco Dis students, 18% of Hispanic student group, and 20% of African American student group will meet Level III standard.** Target Reading Reporting Category: Reporting Category 1: Eco. Dis., African American, Hispanic, LEP, SPED; Reporting Category 2: Eco. Dis., African American, Hispanic, LEP, SPED; Reporting Category 3: Eco. Dis., African American, Hispanic, LEP, SPED Reading Performance Safeguard Target, if applicable: Special Education
Focus Strategies	• Implementation of long-term ELL frameworks such as Siedlitz's 7 Steps to a Language Rich Instructional Classroom and English 3D. • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignment of Tier I best practices. • 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) (CSG) SW 4
WRITING Performance Objectives	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 50% of all students and student groups taking the *District Benchmarks* in **Writing** will meet District performance standards.
Focus Strategies	• 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. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 84% of Eco Dis students, 86% of Hispanic student group, and 82% of African American student group met Level II standard. In addition, 11% of Eco Dis students, 11% of Hispanic student group, and 5% of African American student group met Level III standard. **In 2016-17, 86% of Eco Dis students, 88% of Hispanic student group, and 85% of African American student group will meet Level II standard. In addition, 14% of Eco Dis students, 14% of Hispanic student group, and 10% of African American student group will meet Level III standard.** Target: Reporting Category: Reporting Category 1: Eco. Dis., LEP, SPED; Reporting Category 2: Eco. Dis., Hispanic, LEP, SPED; Reporting Category 3: African American, Hispanic, LEP, SPED; Reporting Category 4: Eco. Dis., African American, LEP, SPED
Focus Strategies	• 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. • Provide intensive, systematic tutoring for identified at-risk students during the day • 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.
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 70% of all students and student groups taking the *District Benchmarks* in **Social Studies** will meet District performance standards.
Focus Strategies	• Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Performance Objectives	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 81% of Eco Dis students and 81% of Hispanic student group met Level II standard. In

	addition, 10% of Eco Dis students and 10% of Hispanic student group met Level III standard. **In 2016-17, 86% of Eco Dis students and 86% of Hispanic student group will meet Level II standard. In addition, 13% of Eco Dis students and 13% of Hispanic student group will meet Level III standard.** Target: Reporting Category 1: LEP, African America, SPED; Reporting Category 2: LEP; Reporting Category 3: Eco. Dis., African American, Hispanic, LEP, SPED; Reporting Category 4: Eco. Dis., African American, LEP, SPED
Focus Strategies	• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.
HEALTH Performance Objectives	**HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals. • 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. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.

SUCCESSFUL COMPLETION OF HIGH SCHOOL **POST-SECONDARY READINESS (Index 4)** **CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**

Index 4: **POST-SECONDARY READINESS OBJECTIVES**	**INDEX 4: POST-SECONDARY READINESS** In 2015-2016, 41% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. **In 2016-2017, 44% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.** **Increase Attendance Rate from 97.2% to 97.4%** *Distinctions:* • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	• Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups.
Financial Resources	Campus budget SCE, Title I, Title III SW 10
Additional Resources	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
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2   RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	• Ensure the appropriate certification and highly qualified requirements for professionals and

	• paraprofessionals. SW 3 • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5 • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT and to acquire ESL certification. • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8 • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3	PARENTS AND COMMUNITY
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. *CaSE*: Will achieve a *CaSE* rating of Exemplary in Parent Involvement.
	Indicator 1 Focus Strategies: Community and Parent Involvement • Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title 1 program. SW 6 • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities **Indicator 2 Focus Strategies: 21st Century Workforce Development** • Expand on leadership opportunities for students on campus • Provide opportunities for students to participate in community service projects through clubs **Indicator 3 Focus Strategies : Second Language Acquisition** • Provide additional training on Seven Steps to a Language Rich Classroom for all classroom teachers • Identify instructional target groups based on TELPAS scores
Financial Resources	Campus budget, Title I SW 10
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated

	pest management training to all staff members.
	• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level.
	• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	• Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction
Financial Resources	Campus budget Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

State Compensatory Education Program
2016-2017 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gap Focus Strategies 7, 8; Math Focus Strategy 2	Academic Tutorials	$9,315	0.17
Closing the Performance Gaps Focus Strategies 2, 3, 4, 5, 6, 8; Reading Focus Strategies 1, 2, 3; Writing Focus Strategies 1, 2; Science Focus Strategies 1, 2	Instructional Coaches	$116,634	2.00
Closing Performance Gaps Focus Strategies 2, 3, 4, 5, 6, 8; Reading Focus Strategies 1, 2, 3; Writing Focus Strategies 1, 2; Math Focus Strategies 1, 2,; Science Focus Strategies 1, 2	General Education Teachers for At-Risk Students	$1,508,575	28.00
Reading Focus Strategies 1, 2, 3; Writing Focus Strategy 2; Math Focus Strategies 1, 2; Science Focus Strategy 1;	Supplies for At-Risk Students	$1,845	0.00
	TOTAL SCE	**$1,636,369**	**30.17**

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing the Performance Gaps Focus Strategies 2, 3, 4, 5, 6, 8; Math Focus Strategies 1, 2	Instructional Support – Instructional Coaches/Teachers	$84,649	1.54
Closing the Performance Gaps Focus Strategies 1, 2, 3	Instructional Support- Tutors	$10,350	0.19
Closing the Performance Gaps Focus Strategies 1, 2, 3	Instructional Support – Paraprofessionals	$10,341	0.19
Reading Focus Strategy 1; Math Focus Strategy 2,	Technology	$22,077	0.00
Reading Focus Strategies 1, 2; Writing Focus Strategy 1; Math Focus Strategies 1, 2; Science Focus Strategies 1, 2;	Instructional Materials/ Operating Expenses	$14,910	0.00
Closing the Performance Gaps Focus Strategies 4, 5	Staff Development	$20,000	0.00
Parents and Community Focus Strategy 1, 2, 3	Parent Involvement	$3,187	0.00
Reading Focus Strategy 1; Math Focus Strategy 2,	Computer Repair	$4,920	0.00
	TOTAL Title IA	**$170,434**	**1.92**
Title III LEP			
Closing Performance Gaps Strategies 3, 4, 5	Extra Duty Tutorials	$1,500	0.03
Closing Performance Gaps Strategies 3, 4, 5	Technology	$1,000	0.00
Closing Performance Gaps Strategies 3, 4, 5	Books	$500	0.00
Closing Performance Gaps Strategies 3, 4, 5	Instructional Materials	$500	0.00
	TOTAL Title III LEP	**$3,500**	**0.03**