

**Campus Improvement Plan
2017-2018
Bozman Intermediate School
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

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 83% Approaching Grade Level Standards Goal for 2017-2018 88% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 59% of students met Expected or Accelerated Growth measures. 15% of students met Accelerated Growth measures only. Goal for 2017-2018 64% of students will meet Expected or Accelerated Growth measures. (met or exceeded) 20% of students will meet Accelerated Growth measures only. (exceeded)</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
<u>READING Strategies</u>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group • Refine the-examine effectiveness and depth of Guided Reading in the language arts 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

	<ul style="list-style-type: none"> The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS, DRA and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Continue to focus on daily writing in every 5th and 6th grade classroom in both fiction and nonfiction genres bridging from the Genre Study implementation Focus on evidence based best practices specifically for serving students with disabilities. Address the vertical alignment of Writer’s Workshop Model supported by the Units of Study by Lucy Calkins for 5th and 6th grade to ensure the fidelity and integration of higher level thinking practices. Examine the fidelity of implementation of the Writer’s Workshop approach to writing instruction and the use of recommended resources for the teaching of writing. Explicitly teach grammar and conventions within the context of the CISD READS, Writer’s Workshop model based on research based Best Practices.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. 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. Provide professional learning opportunities 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.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Integrate content literacy strategies with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. Emphasize classroom instruction utilizing Differentiated Instruction, Quality Questioning, and Cooperative Learning. Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) 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 ide The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Leadership-Teams meetings. The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Leadership-Teams meetings.
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 79% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018:</p>

	<p>84% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 88% scored Approaching Grade Level Standards 20% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 80% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards Distinctions: <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math. </p>
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. (CSG) • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. (CSG) • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction, and assessment for students with disabilities. • Provide RTI Tier 1 research-based practices and Tier II and Tier III interventions to facilitate academic improvement for identified students.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 71% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 76% will score Approaching Grade Level Standards 21% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 85% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards</p>

	<p>Goal for 2017-2018: 90% will score Approaching Grade Level Standards 26% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 72% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 77% will score Approaching Grade Level Standards 21% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 2 Understanding and Analysis of Literary Texts</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Refine the-examine effectiveness and depth of Guided Reading in the language arts 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 • Implementation of long-term ELL frameworks such as <u>Siedlitz's</u> 7 Steps to a Language Rich Instructional Classroom and English 3D. • Ensure that students are mixed in a variety of ability groups for small group instruction based on data from formative assessments. • 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. • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Provide on-going support and training 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) • Provide intensive, systematic tutoring for identified at-risk students during the day.
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 87% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 92% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 88% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 14% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 88% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 93% will score Approaching Grade Level Standards</p>

	23% will score Mastering Grade Level Standards Target Reporting Category: 4 Data Analysis and Personal Finance Literacy
Focus Strategies	<ul style="list-style-type: none"> Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. Ensure that students are mixed in a variety of ability groups for small group instruction based on data from formative assessments. Provide intensive, systematic tutoring for identified at-risk students during the day. 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.
SOCIAL STUDIES Performance Objectives	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 75% of all students and student groups taking the <i>District Benchmarks in Social Studies</i> will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> Emphasize classroom instruction utilizing Differentiated Instruction, Quality Questioning, and Cooperative Learning. Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. Ensure that students are mixed in a variety of ability groups for small group instruction based on data from formative assessments.
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 77% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards Racial/Ethnic group: Hispanic Performance in 2016-2017: 78% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards Target Reporting Category: 4 Organisms and Environments
Focus Strategies	<ul style="list-style-type: none"> 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. The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Leadership-Teams meetings.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 75% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Track and evaluate students' personal level of health related to fitness through student-developed short term and long term goals. Ensure students regularly in exercising, stretching and running in a standard format, as well as games and activities. Host a family fitness night once a year to promote overall fitness for students, parents and the community.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97.97% in 2016/17 to 98.3% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): n/a Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p>
Focus Strategies	<ul style="list-style-type: none"> • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
Financial Resources	Campus budget SCE, Title I, Title III
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
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	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. • Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. • 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 PLCs to analyze data to increase achievement and raise their final level II passing rates.

	<ul style="list-style-type: none"> Recruit and retain highly qualified staff by participating in the CISD hosted job fair.
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.
Focus Strategies	<ul style="list-style-type: none"> Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Contacts, Parent Involvement Policies, and Evaluation of Title 1 Program. Provide opportunities at schools for parents to participate in academic and social events with students. Provide parenting resources for all parents including but not limited to parents of students with disabilities.
Financial Resources	Campus budget, Title I
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
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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • 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 STAAR Report
Project Manager(s):	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
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gaps Focus Strategies 7,8; Math Focus Strategy 1	Academic Tutorials	8,280	.15
Reading Focus Strategies 1,2,3; Math Focus Strategy 1,2; Science Focus Strategy 1,2	Instructional Materials for At-Risk Students	3,946	.00
	TOTAL SCE	12,226	.15

**Resources Allocated for Title I - III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Student Achievement, Str. 1,2 & 4	Instructional Support – Instructional Coaches/Teachers	138,170	2.0
Closing the Performance Gaps Focus Strategies 1, 4, 6; Math Focus Strategy 3; Reading Focus Strategy 7	Instructional Support –Tutors	18,050	.33
Closing the Performance Gaps Focus Strategies 1,4,6	Instructional Support- Paraprofessionals	11,124	.20
Reading Focus Strategy 2; Math Focus Strategy 3,4; Science Focus Strategy 1	Technology	31,000	.00
Reading Focus Strategy 1; Math Focus Strategy 3,4	Instructional Materials/Operating Expenses	20,971	.00
Closing the Performance Gaps Focus Strategies 3,6	Staff Development	14,500	.00
Parents and Community Focus Strategies 1,2,3	Parent Involvement	2,985	.00
	TOTAL Title IA	236,800	2.53
Title III LEP			
Closing Performance Gap Strategies 3,4,5	Books, Technology and Extra Duty Tutorials	3,500	.06
Closing Performance Gap Strategies 3,4,5	Instructional Materials, Books, Technology	500	.00
Closing Performance Gap Strategies 3,4,5	TOTAL Title III LEP Instructional Materials and Books	500	.00
Closing Performance Gap Strategies 3,4,5	TOTAL Title III LEP Instructional Materials	1,000	.00
	TOTAL Title III LEP	5,500	.06