

Campus Improvement Plan 2016-2017

Elementary/Intermediate Campus: Buckalew Elementary Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Buckalew Elementary 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 -Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 98% of All students combined over all subject areas met Level II standard. In 2021-2022, 100% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 98% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science • Increase Attendance Rate from 97.5% to 98%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <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 59. In 2016-2017, the Index 2 Score will be 60. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • 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	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding, through Teaching UP and #iGTnited staff development. • 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.” Additional CISD READS trainings provided during planning on We-Grow Wednesdays designed to be specific for the needs of each grade level team. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching

	<p>in the process of reading through We-Grow Wednesday training during planning and through learning walks on other campuses/grade levels.</p> <ul style="list-style-type: none"> • 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, and Hispanic, and economically disadvantaged students in reading. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • 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. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices through K-4 committee/vertical team planning.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure rigorous instruction in writing for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding, through Teaching UP and #iGTnited. • Continue to focus on daily writing in every K-4 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- 4 for fidelity and integration of higher level thinking practices. • Provide support to teach grammar and conventions within the context of the CISD READS Writers' Workshop model through professional development during We Grow Wednesday during teacher planning time to be specifically designed to the needs of grade levels. • 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, and Hispanic, and economically disadvantaged students in writing. • Emphasize expository writing, including persuasive writing, and personal narrative writing for all students and all student groups grades K-4.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure rigorous instruction in math for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding, through Teaching UP and #iGTnited. • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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. These include vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • 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. • 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 staff development and follow through for all math teachers in grades K –4 on the implementation of the new mathematics TEKS. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.

	<ul style="list-style-type: none"> • 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, and Hispanic, and economically disadvantaged students in math.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve rigorous instruction in social studies for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding, through Teaching UP and #iGTnited. • Focus on engagement through student centered instructional strategies based on <i>Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-4. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • 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 Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve rigorous instruction in science for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding, through Teaching UP and #iGTnited. • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • 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.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>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 77% and included the student groups of Eco Dis, Hispanic, and white. In 2016-2017, the Index 3 Score will be 78% and will include the student groups of Eco Dis, Hispanic, and white. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • 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) • 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 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 access 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)

- Ensure Special Education Staff are trained by The Special Education Coordinators and District Instructional Staff in the Standards Based IEP Process.
- Ensure Special Education Staff are trained by Special Education Instructional Coaches in the area of determining appropriate accommodations and modifications based on the student's present levels of academic and functional performance.
- August 2016 Staff development was provided on the effective use of In Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches.
- Promote the opportunities to attend trainings provided by The Special Education Coordinators and Special Education Instructional Coaches on Strategies for Working with Students with Autism in the General Education Setting.
- Ensure the Life Skills Teachers are trained by The Special Education Coordinators and District Instructional Staff on Structured Learning Hands-on Materials during grade specific *Make-n-Take* staff developments.
- August 2016 Staff Development provided by The Special Education Coordinators and Special Education Instructional Coaches on implementing all levels of support along the continuum.
- Ensure school 504 Coordinator attends The District Section 504 Coordinator's training on strategies for implementation and monitoring of Section 504 Plans.
- Provide intensive, systematic tutoring for identified at-risk students during the day.
- Provide mentors to targeted at-risk students.
- Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.
- Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Ensure that students meet AYP attendance expectations of 95% on testing days (participation).
- Promote students as "Future CISD High School Students" through activities within feeder and district, including: football games, pep rallies, student visits, parades, spirit days, etc.
- Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.
- Provide new student registration for incoming students.
- Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data
- Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describe the specially designed instruction necessary as a result of the student's disability related needs.
- Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities.
- Ensure ARD Committees follow Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.
- Ensure that strategies for implementation of Section 504 plans are monitored.

<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 100% of Eco Dis students, 95% of Hispanic student group, and 97% of White student group met Level II standard. In addition, 20% of Eco Dis students, 55% of Hispanic student group, and 57% of White student group met Level III standard. In 2016-17 100% of Eco Dis students, 96% of Hispanic student group, and 98% of White student group will meet Level II standard. In addition, 25% of Eco Dis students, 56% of Hispanic student group, and 58% of White student group will meet Level III standard. Target Reading Reporting Category: all grade levels and all student groups</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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.” Additional CISD READS trainings provided during planning on We-Grow Wednesdays designed to be specific for the needs of each grade level team. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices. Focus on the critical role of texts and the expert teaching in the process of reading through We-Grow Wednesday training during planning and through learning walks on other campus/grade levels. • 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, and Hispanic, and economically disadvantaged students in reading. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • 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. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices through K-4 committee/vertical team planning.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 100% of Hispanic student group, and 98% of White student group met Level II standard. In addition, N/A% of Eco Dis students, 59% of Hispanic student group, and 61% of White student group met Level III standard. In 2016-17 95% of Eco Dis students, 100% of White student group, and 98% of White student group will meet Level II standard. In addition, 20% of Eco Dis students, 59% of Hispanic student group, and 61% of White student group will meet Level III standard. Target: Reporting Category: 4th grade, all student groups Writing Performance Safeguard Target, if applicable: Special Education, ELL; or 100% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 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- 4 for fidelity and integration of higher level thinking practices. • Provide support to teach grammar and conventions within the context of the CISD READS Writers' Workshop model through professional development during We Grow Wednesday during teacher planning time to be specifically designed to the needs of grade levels. • 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, and Hispanic, and economically disadvantaged students in writing. • Emphasize expository writing, including persuasive writing, and personal narrative writing for all students and all student groups grades K-4.
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 100% of Eco Dis students, 95% of Hispanic student group, and 99% of White student group met Level II standard. In addition, 60% of Eco Dis students, 64% of Hispanic student group, and 68% of White student group met Level III standard. In 2016-17, 100% of Eco Dis students, 96% of Hispanic student group, and 99% of White student group will meet Level II standard. In addition, 61% of Eco Dis students, 65% of Hispanic student group, and 69%</p>

	<p>of White student group will meet Level III standard.</p> <p>Target: Reporting Category: all grade levels and all student groups Math Performance Safeguard Target, if applicable: Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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 strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • 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 to ensure differentiation for all learners. • 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 strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K–4. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math. • 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, and Hispanic, and economically disadvantaged students in math.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>/Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-4. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • 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	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<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). • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions

	<p>that assess at a high level of cognitive complexity.</p> <ul style="list-style-type: none"> • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. • 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.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • 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. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning. • Provide Active Start Daily before school starts.
SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)	
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016, 84% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p>In 2016-2017, 85% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 97.5% to 98%</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group <p>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate(if applicable):</p>
Focus Strategies	<ul style="list-style-type: none"> • Attendance Awards Monthly "Always There Bear" • Encourage and publicize importance of attendance through education. • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Meet with parents regularly to address attendance concerns.
Financial Resources	Campus budget SCE, Title III
Additional Resources	<p>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, OLSAT, Logramos</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
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	<ul style="list-style-type: none"> • Ensure the appropriate certification for professional and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Indicator 1. <i>Community and Parent Involvement</i> Indicator 2. <i>Digital Learning Environment</i> Indicator 3. <i>Business Partnerships</i> Indicator 4: <i>21st Century Workforce Development</i>	Indicator 1 Focus Strategies <ul style="list-style-type: none"> • Multiple Communication Tools (Social Media). • Parent Participation in Site Based Team. • Spirit Nights once a month to join families, staff, and Business Partnerships. • Carnival/Festival annually for families of Buckalew. Indicator 2 Focus Strategies <ul style="list-style-type: none"> • Faculty makes use of Canvas for communications. Indicator 3 Focus Strategies <ul style="list-style-type: none"> • Work with Parents and the Community to establish working business partnerships. • Spirit Nights once a month to join families, staff, and local businesses as partners. Indicator 4 Focus Strategies <ul style="list-style-type: none"> • Campus participates in Junior Achievement.
Financial Resources	Campus budget
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	<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 the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • 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.
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"> • Provide Teachers Teach Technology and build leadership capacity. • Enlist the help of District Technology Coach to assist staff with Canvas transition. • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • 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. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget 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

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
SCE			
Close the Performance Gap Strategies 13-17	Academic Tutorials	3,300	.06
	TOTAL SCE	3,300	.06

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Imagine Learning	Technology	2,250	.00
	TOTAL Title III LEP	2,250	.00