Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Buckalew Elementary School
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

- ***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	
STUDENT ACHIEVEMENT OBJECTIVES	**Student Achievement - All Students/All Subjects** Performance in 2016-2017 95% Approaching Grade Level Standards Meeting Grade Level Standards Mastering Grade Level Standards Goal for 2017-2018 100% Approaching Grade Level Standards Meeting Grade Level Standards Mastering Grade Level Standards Distinctions: • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
STUDENT PROGRESS OBJECTIVES	**Student Progress** **Reading and Math; all students, 7 racial/ethnic groups, ELL, SpEd; weighted progress – All Students/All Subjects** Performance in 2016-2017 81% of students met Expected or Accelerated Growth measures. 49% of students met Accelerated Growth measures only. Goal for 2017-2018 82% of students will meet Expected or Accelerated Growth measures. 50% of students will meet Accelerated Growth measures only. Distinctions: • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.

READING Strategies	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • 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 Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students. • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. • 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 in the process of reading. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text. • 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.
WRITING Strategies	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation • Address the vertical alignment of Writing Workshop Model supported by the *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Writing will be addressed in specific sessions at the August District Wide Staff Development. • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on the use of the Writing Workshop format to support writing in all genres. • Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins *Units of Study*. • Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences and other research based best practices. • The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year. • Collaboration of professional development between ELA and Bilingual/ESL departments
MATH Strategies	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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. • Provide strategies and professional learning opportunities 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. • 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 professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards
SOCIAL STUDIES Strategies	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!* • 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-12. · • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • 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. • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending *Social Studies Alive!* • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending *History Alive!* • Professional learning opportunities 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. • 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. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional Strategy Manual. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide

	challenging learning experiences with depth and complexity that result in the creation of advanced-level products
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) • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • 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 • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Professional learning opportunities on Science Interactive Word Walls to science teachers by Dr. Julie Jackson, professor at Texas State University. • Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction. • 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 Professional learning opportunities. • Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings. • Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of common assessment writing during teacher planning 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. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during the Science Leadership Teams meetings. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific *Make-n-Take* professional learning opportunities. • The Science Department Chair will attend safety trainings provided by the Science Coordinator and will provide campus safety trainings to all teachers in the department. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
CLOSING PERFORMANCE GAPS OBJECTIVES	**Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.** **Economically Disadvantaged Students** Performance in 2016-2017: 75% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 78% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards *Racial/Ethnic group: White* Performance in 2016-2017: 94% scored Approaching Grade Level Standards

	58% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards ***Racial/Ethnic group: Hispanic*** Performance in 2016-2017: 93% scored Approaching Grade Level Standards 57% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 58% will score Mastering Grade Level Standards Distinctions: • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	**Special Populations** • Provide intensive, systematic tutoring for identified at-risk students during the day and before school. • Provide mentors to targeted at-risk students. • Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. • 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 for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • 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) • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific 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, "Education: Go Get It!" Week etc. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students.

	- Integrate specially designed instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
	- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
	- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
	- Provide for increased practice turns and feedback during instruction.
	- Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps.
	- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities
	- Training and onsite support will be offered to classroom teachers serving students with disabilities in the following areas:
	    o Effective Accommodations
	    o Technology to Support Learning
	    o Positive Behavior Supports
	    o Collaborative Teaching
	    o Structured Teaching
	    o Differentiating Instruction and High Yield Strategies
	    o Specially Designed Instruction
	    o Transition Planning
	    o Writing Quality IEP's
	    o Disability specific strategies
	    o Data Collection and Progress Monitoring
	    o Working with Paraprofessionals
	- Principles of Universal Design for Learning
	- Training will be provided to support classroom teachers on the basics of dyslexia as well as reading characteristics often observed in students with dyslexia
	- Dyslexia Identification in Grades K-2
	- Dyslexia Identification in Grades 3-6
	- Training will be offered to assist campuses in serving dyslexia students in Section 504 as well as discussions about accommodations.
	- Serving Dyslexia Students in Section 504
	- Professional learning opportunities will be provided to support classroom teachers on the basics of dysgraphia as well as characteristics often observed in students with dysgraphia:
	- Dysgraphia in Elementary and Intermediate Classrooms

READING Performance Objectives	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 75% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 76% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards *Racial/Ethnic group: White* Performance in 2016-2017: 94% scored Approaching Grade Level Standards 58% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 59% will score Mastering Grade Level Standards

	Racial/Ethnic group: Hispanic Performance in 2016-2017: 93% scored Approaching Grade Level Standards 47% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 48% will score Mastering Grade Level Standards Target Reading Reporting Category: Reading Performance Safeguard Target.
Focus Strategies	• 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 Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices • 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 • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
WRITING Performance Objectives	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 80% scored Approaching Grade Level Standards 0% scored Mastering Grade Level Standards Goal for 2017-2018: 81% will score Approaching Grade Level Standards 3% will score Mastering Grade Level Standards *Racial/Ethnic group: White* Performance in 2016-2017: 97% scored Approaching Grade Level Standards 45% scored Mastering Grade Level Standards Goal for 2017-2018: 98% will score Approaching Grade Level Standards 46% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 92% scored Approaching Grade Level Standards 50% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 51% will score Mastering Grade Level Standards Target: Reporting Category: n/a Writing Performance Safeguard Target, if applicable: n/a
Focus Strategies	• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation • Address the vertical alignment of Writing Workshop Model supported by the *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices

	- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. - Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. - Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. - Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 83% scored Approaching Grade Level Standards 50% scored Mastering Grade Level Standards Goal for 2017-2018: 84% will score Approaching Grade Level Standards 51% will score Mastering Grade Level Standards *Racial/Ethnic group: White* Performance in 2016-2017: 96% scored Approaching Grade Level Standards 65% scored Mastering Grade Level Standards Goal for 2017-2018: 97% will score Approaching Grade Level Standards 66% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 93% scored Approaching Grade Level Standards 71% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 72% will score Mastering Grade Level Standards Target: Reporting Category: n/a Math Performance Safeguard Target, if applicable: n/a
Focus Strategies	- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. - 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. - Provide strategies and professional learning opportunities 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. - 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 professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. - Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 100% of all students and student groups taking the *District Benchmarks* in **Social Studies** will meet District performance standards.
Focus Strategies	- Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!* - Integrate content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. - Implement the Interactive Student Notebook K-4. · - Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. - 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	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 100% of all students and student groups taking the *District Benchmarks* in **Science** will meet District performance standards.
Focus Strategies	- Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) - Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. - 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 - Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
HEALTH Performance Objectives	**HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	- Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time. - Provide students with opportunities and activities that allow "choice." - Provide students with technology that promotes self-assessment. - Provide students with relevant information that encourages healthy nutrition choices. - Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns. - Ensure students demonstrate responsible personal and social behavior that respects self and others. - Ensure students recognize the value of physical activity for long term health, enjoyment, challenge,

	• self-expression and social interaction.
	• Assess student's Health-Related fitness using the *Fitness Gram* assessment, twice per year.
	• Provide instruction that incorporates a high percentage of engaged time.
	• Provide students with a safe and barrier free environment in which to learn and move.
	• Ensure that the teacher-student ratio does not exceed 45:1.
	• Ensure that students receive the appropriate number of state required minutes in physical education per week or 10 day period.
	• Ensure that teachers are receiving *up to date* curriculum and instruction opportunities needed for growth.
	• Ensure that students have adequate amounts of space to move and play safely.
	• Provide students with opportunities to participate in extracurricular fitness/sport activities.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS

	POST-SECONDARY READINESS
	Attendance rate will increase from 97.6% in 2016/17 to 98% in 2017/18.
	Meet eligible campus Academic Achievement Distinction Designations (AADD)
	50% of indicators will be in top quartile
	Meet Top 25% in Student Progress Distinction Designations
	Top quartile of campus comparison group in performance for student progress
	Meet Top 25% in Closing Performance Gaps Distinction Designations
	Top quartile of campus comparison group in performance for closing performance gaps
	Meet eligible Postsecondary Readiness Distinction Designations
	50% of indicators will be in top quartile
	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
Focus Strategies	• 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.
	• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery.
	• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students.
Financial Resources	Campus budget
	SCE, 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	- Ensure the appropriate certification and highly qualified requirements for professional and 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.
Focus Strategies	- 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. - 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. - Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. - Provide opportunities to parents to give input regarding the academic needs of students and programs. - 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. - Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. - Develop plans for assisting students in transition to better adjust to the next educational level. - Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. - Hold weekly team meetings to ensure teacher collaboration within each department/grade.

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
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-downs, 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' sign in with a valid, government issued ID and wear visitor badges in the school. - Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. - Involve parents and community members in activities to support a safe school environment. - Promote clubs and organizations in areas of interest to promote student involvement in 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	- 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
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

State Compensatory Education Program
2017-2018 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategies 1, 2, 9, 10, 11	Academic Tutorials	3,360	.06
	TOTAL SCE	**3,360**	**.06**

Resources Allocated for Title III
2017-2018 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Imagine Learning	Technology	2,500.00	.00
	TOTAL Title III LEP	**2,500.00**	**.00**