

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Collins Intermediate      Rating: Met Standard**

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

**Collins Intermediate School** will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Master Rigorous Academic Standards**

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

**Close the Performance Gap**

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

**Successful Completion of High School**

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

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> 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. <b>The 2016-17, incremental progress will be 99% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science</li> <li>• Increase Attendance Rate from 97.5% to 97.6%</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b> <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 57. <b>In 2016-2017, the Index 2 Score will be 59.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Focus on <u>Genre Study</u> for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I Best Practices.</li> <li>• Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to reading content for “SMART” focused reading TEKS that support 5<sup>th</sup> and 6<sup>th</sup> grade</li> </ul>

	<p>reading instruction.</p> <ul style="list-style-type: none"> <li>• Examine the effectiveness of Strategic Reading in the 3-6 classroom through in-depth and on-going examination of instructional strategies; and monitoring practice for whole group, small groups, and individual, and their effectiveness in meeting the needs of all students.</li> <li>• Continue the integration of Elementary Language Arts into all curricular areas.</li> <li>• Ensure that we are building a growth mindset for all students in regard to improving reading skills, value mistakes in the classroom, and help students understand everyone can read.</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small-group Guided Reading instruction.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments, and Special Education.</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• Implementation of long-term ELL frameworks such as <u>Siedlitz's 7 Steps to a Language Rich Instructional Classroom</u> and 3D Instruction.</li> </ul>
<p><b>WRITING Strategies</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Address the vertical alignment of the Lucy Calkins Writing Model for grades K-6 for fidelity and integration of higher level thinking practices.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 5 – 6.</li> <li>• Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-6.</li> <li>• Collaborate with vertical and horizontal subject area teams to analyze and identify strengths and weaknesses in the curriculum.</li> <li>• Writing will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring 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 <u>Units of Study</u>.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences.</li> <li>• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Focus on evidence based best practices specifically for serving students with disabilities.</li> </ul>
<p><b>MATH Strategies</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• 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.</li> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as</li> </ul>

	<p>part of CISD Solves Math Structure.</p> <ul style="list-style-type: none"> <li>• Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to math content for “SMART” focused math TEKS that support 5<sup>th</sup> and 6<sup>th</sup> grade math instruction.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focus on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Ensure that we are building a growth mindset for all students in regard to math learning. Value mistakes in the classroom and help students understand everyone can do math.</li> <li>• CISD Solves Poster Method</li> <li>• CISD Solves Math Fluency</li> <li>• Algebra Tiles</li> <li>• Guided Math</li> <li>• Grade Level Team Meetings</li> <li>• Process Standards</li> </ul>
<p><b>SOCIAL STUDIES Strategies</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies such as cooperative learning, use of multiple intelligences, differentiated instruction, and based on History Alive/Social Studies Alive and Our World textbook.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Use technology such as Quizlet, Kahoot!, Plickers, Google Docs to enhance instruction and formative assessment.</li> <li>• Have students complete a test reflection sheet and set goals for the next test.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary and secondary sources and interpreting information.</li> <li>• Use data from common and formative assessments to drive instruction and establish “SMART” time groups and curriculum.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Provide staff development to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017</li> </ul>
<p><b>SCIENCE Strategies</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Collaboratively plan 5E Lessons and implement Scientific Investigation Reasoning Skills in those lessons. 40% of targeted planned time for investigation, discovery, research, and kinesthetic will be required in 6th grade science lesson. Discussion of best practices will take place in meetings and lesson differentiations so all students can learn.</li> <li>• Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to science content for “SMART” focused science TEKS that support 5<sup>th</sup> and 8th grade Science STAAR.</li> <li>• Interactive Science Notebooks will be a mandatory tool to measure student growth and academic achievement through student choice formative assessments and reflections of science</li> </ul>

	<p>discovery/investigation.</p> <ul style="list-style-type: none"> <li>• Major Grade Assessments will be produced by 6th Grade PLC that will be varied through the quarterly grading time.</li> <li>• Implement intervention strategies to help close achievement gaps between each reporting category, 8th grade supporting standards, and readiness standards.</li> <li>• Low supporting categories 1 and 2 that were taught in the Fall semester will be reviewed before the end of the year assessment to reach achievement goals.</li> <li>• Students will complete graphic representations of word wall words, present the 1st Wednesday of the month on KCOL, and hang poster in the main 5th grade hall.</li> <li>• Increase STEM activities in the science classrooms.</li> <li>• Teachers will group students based on TEKS for SMART time instruction and enrichment.</li> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• 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.</li> <li>• Students will set SMART goals as well as complete their own heat maps on common assessments and benchmarks. Students will use the data to focus on areas of growth by utilizing centers in the classroom.</li> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• 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 Cadres.</li> <li>• The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres.</li> </ul>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; Eco Dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>      In 2015-2016, the Index 3 Score was 71 and included the student groups of Eco Dis, White, and Asian.  <b>In 2016-2017, the Index 3 Score will be 72 and will include the student groups of Eco Dis, White, and Hispanic.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day (SMART time) and before school</li> <li>• Provide mentors to targeted students at risk.</li> <li>• Provide intensive, systematic, research-based reading instruction to students identified dyslexic at-risk.</li> <li>• Ensure that students identified as ELL receive appropriate English language acquisition.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 97.6% average attendance.</li> <li>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: pep rallies, student visits, parades, “Education: Go Get It!” Week, Read for a Better Life and the NEAT (Never Ever Absent or Tardy) program, etc.</li> <li>• Communicate with parents of students at-risk to form a partnership for academic success.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• Have all key staff members participate in COS meetings to discuss students’ progress towards mastery of the grade level objectives and make changes to their IEP as necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with students with disabilities to increase time doing more independent practice during learning lab and work stations so that they may be eligible to be assessed at a higher level of the STAAR.</li> <li>• Implementation of CHAMPS and PBIS training to reshape the adults' approach to behavior and instruction. CHAMPS allows the staff to take a proactive, positive, and instructional approach to classroom and school structure.</li> </ul>
<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 94% of Eco Dis students, 98% of White student group, and 98% of Asian student group met Level II standard. In addition, 32% of Eco Dis students, 57% of White student group, and 60% of Asian student group met Level III standard.</p> <p><b>In 2016-17, 95% of Eco Dis students, 99% of White student group, and 97% of Hispanic student group will meet Level II standard. In addition, 33% of Eco Dis students, 58% of White student group, and 50% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: RC3 Informational Text  Reading Performance Safeguard Target, if applicable: Special Education</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Focus on <u>Genre Study</u> for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to reading content for "SMART" focused reading TEKS that support 5<sup>th</sup> and 6<sup>th</sup> grade reading instruction.</li> <li>• Examine the effectiveness of Strategic Reading in the 3-6 classroom through in-depth and on-going examination of instructional strategies; and monitoring practice for whole group, small group, and individuals, and their effectiveness in meeting the needs of all students.</li> <li>• Continue the integration of Elementary Language Arts into all curricular areas.</li> <li>• Ensure that we are building a growth mindset for all students in regard to improving reading skills, valuing mistakes in the classroom and helping students understand everyone can read.</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• Implementation of long-term ELL frameworks such as <u>Siedlitz's 7 Steps to a Language Rich Instructional Classroom</u> and 3D Instruction.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs students who receive special education services in all content areas. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas.</li> </ul>

	<p>(DSG)</p> <ul style="list-style-type: none"> <li>• Provide on-going support through professional learning communities, planning and training on the use of TELPAS data and ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 68% of Eco Dis students, 81% of African American student group, and 77% of Hispanic student group met Level II standard. In addition, 14% of Eco Dis students, 14% of African American student group, and 12% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students, 90% of African American student group, and 90% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students, 35% of African American student group, and 35% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 7.17A(ii), 7.14 C, 7.14 D</p> <p>Writing Performance Safeguard Target, if applicable: Special Education and ELL (Current &amp; Monitored)</p> <p>Or</p> <p>70% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Address the vertical alignment of the Lucy Calkins Writing Model for grades K-6 for fidelity and integration of higher level thinking practices.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 5 – 6.</li> <li>• Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-6.</li> <li>• Collaborate with vertical and horizontal subject area teams to analyze and identify strengths and weaknesses in the curriculum.</li> <li>• Writing will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring 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 <u>Units of Study</u>.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences.</li> <li>• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year.</li> <li>• Collaborate professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Focus on evidence based best practices specifically for serving students with disabilities.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of students who receive special education services in all content areas. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 92% of Eco Dis students, 99% of White student group, and 98% of Asian student group met Level II standard. In addition, 26% of Eco Dis students, 55% of White student group, and 74% of Asian</p>



	<p>student group met Level III standard.  <b>In 2016-17, 93% of Eco Dis students, 99% of White student group, and 96% of Hispanic student group will meet Level II standard. In addition, 27% of Eco Dis students, 56% of White student group, and 53% of Hispanic student group will meet Level III standard.</b>  Target: Reporting Category: Computation and Algebraic Relationships  Math Performance Safeguard Target, if applicable: Special Education</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• 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.</li> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</li> <li>• Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to math content for “SMART” focused math TEKS that support 5<sup>th</sup> and 6<sup>th</sup> grade math instruction.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Ensure that we are building a growth mindset for all students in regard to math learning, valuing mistakes in the classroom and helping students understand everyone can do math.</li> <li>• CISD Solves Poster Method</li> <li>• CISD Solves Math Fluency</li> <li>• Algebra Tiles</li> <li>• Guided Math</li> <li>• Grade Level Team Meetings</li> <li>• Process Standards</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of students who receive special education services in all content areas. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> </ul>
<p><b>SOCIAL STUDIES Performance Objectives</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 68% of Eco Dis students, 64% of African American student group, and 81% of Hispanic student group met Level II standard. In addition, 14% of Eco Dis students, 20% of African American student group, and 28% of Hispanic student group met Level III standard.  <b>In 2016-17, 90% of Eco Dis students, 90% of African American student group, and 90% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students, 35% of African American student group, and 35% of Hispanic student group will meet Level III standard.</b>  Target Reporting Category: Fall TEKS 8.2 and 8.5 Spring TEKS 8.9, 8.13, and 8.24.</p>

	<p>Social Studies Performance Safeguard Target, if applicable: Special Education and ELL (Current &amp; Monitored); 85% of all students and student groups taking the 5<sup>th</sup> Grade <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p> <p>90% of all students and student groups taking the 6<sup>th</sup> Grade <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies such as cooperative learning, use of multiple intelligences, differentiated instruction, and based on History Alive/Social Studies Alive and Our World textbook.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Use technology such as Quizlet, Kahoot!, Plickers, Google Docs to enhance instruction and formative assessment.</li> <li>• Utilize student test reflection sheet to set goals for the next test.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary and secondary sources and interpreting information.</li> <li>• Use data from common and formative assessments to drive instruction and establish “SMART” time groups and curriculum.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of students who receive special education services in all content areas. (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> </ul>
<p><b>SCIENCE Performance Objectives</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 96% of Eco Dis students, 97% of White student group, and 100% of Asian student group met Level II standard. In addition, 25% of Eco Dis students, 30% of White student group, and N/A of Asian student group met Level III standard.</p> <p><b>In 2016-17, 97% of Eco Dis students, 98% of White student group, and 100% of Hispanic student group will meet Level II standard. In addition, 26% of Eco Dis students, 31% of White student group, and 27% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: RC Earth and Space</p> <p>Science Performance Safeguard Target, if applicable: Special Education; 80% of all 6<sup>th</sup> grade students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Collaboratively plan 5E Lessons and implement Scientific Investigation Reasoning Skills in those</li> </ul>



	<p>lessons. Forty percent of targeted planned time for investigation, discovery, research, and kinesthetic will be required in 6th grade science lesson. Discussion of best practices will take place in meetings and lesson differentiations so all students can learn.</p> <ul style="list-style-type: none"> <li>• Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to science content for “SMART” focused science TEKS that support 5<sup>th</sup> and 8th grade Science STAAR.</li> <li>• Interactive Science Notebooks will be a mandatory tool to measure student growth and academic achievement through student choice formative assessments and reflections of science discovery/investigation.</li> <li>• Major Grade Assessments will be produced by 6th Grade PLC that will be varied through the quarterly grading time.</li> <li>• Implement intervention strategies to help close achievement gaps between each reporting category, 8th grade supporting standards, and readiness standards.</li> <li>• Low supporting categories 1 and 2 that were taught in the Fall semester will be reviewed before the end of the year assessment to reach achievement goals.</li> <li>• Students will complete graphic representations of word wall words, present the 1st Wednesday of the month on KCOL, and hang poster in the main 5th grade hall.</li> <li>• Increase STEM activities in the science classrooms.</li> <li>• Teachers will group students based on TEKS for SMART time instruction and enrichment.</li> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• 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.</li> <li>• Students will set SMART goals as well as complete their own heat maps on common assessments and benchmarks. Students will use the data to focus on areas of growth by utilizing centers in the classroom.</li> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings.</li> <li>• 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 Cadres.</li> <li>• The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of students who receive special education services in all content areas. (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> </ul>
<p><b>HEALTH Performance Objectives</b></p>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>

<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (Fall and Spring). Develop an Action Plan to address areas of weakness.</li> <li>Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> <li>Host a first annual "Turkey Trot" for children and their families to promote positive family fitness.</li> <li>All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016, 80% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. <b>In 2016-2017, 82% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 97.5% to 97.6%</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Reward student attendance with the NEAT (Never Ever Absent or Tardy) attendance incentive program. Incentives given every nine weeks for being NEAT.</li> <li>Work with staff in PLCs to analyze data to increase achievement and raise final Level II passing rates.</li> <li>Utilize district truancy warning letters.</li> <li>Share daily attendance rate with parents in the school newsletter and parent information night.</li> <li>Implement CHAMPS and PBIS training to reshape the adults approach to behavior and instruction. CHAMPS allows the staff to take a proactive, positive and instructional approach to classroom and school structure.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III
<b>Additional Resources</b>	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>Recruit highly qualified candidates that can highlight strengths within specific subject areas.</li> <li>Provide mentor support for novice teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and training sessions.</li> <li>• Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> <li>• Provide opportunity for collaborate planning through PLCs.</li> <li>• Provide activities to recognize, appreciate and encourage teachers and staff.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal, Core Team Leaders

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
	<p><b>Indicator 1: Physical Education</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Ensure PE teachers attend four professional development trainings outside the school day.</li> <li>• Provide technology equipment for use in health lessons throughout the school year.</li> <li>• Host a first annual “Turkey Trot” for children and their families to promote positive family fitness.</li> </ul> <p><b>Indicator 2: 21<sup>st</sup> Century Workforce Development</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Host a career day that addresses students’ interests and relevant career opportunities.</li> </ul> <p><b>Indicator 3: Community and Parent Involvement</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Ensure parent participation at all Campus Site Based Meeting.</li> <li>• Continue to participate in community service projects such as; Interfaith food drive, Montgomery County Food Bank Peanut Butter Drive, Together We Rise (Foster Care Blue Bags).</li> <li>• Increase use of Canvas and Dojo to provide timely and useful information to parents regarding academics and behavior.</li> <li>• Continue the use of Facebook by Collins PTO to connect parents to events at school.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of</li> </ul>

	<p>Emergency operations Plans at the district and campus level.</p> <ul style="list-style-type: none"> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Maintain a campus AED Team with CPR certified and non-certified staff members to review, revise, and oversee the implementation of the AED Team.</li> <li>• Maintain a current list of CPR certified, job required, and voluntary staff members.</li> <li>• Ensure all staff members, students, and guests know where the AED is located with signs posted throughout the building and yearly verbal reminders for staff during teacher orientation at the beginning of the school year.</li> <li>• Maintain a campus nonviolent crisis intervention team that will respond to students in crisis. Assist staff members with updating certification on an annual basis and meet quarterly to practice safe restraint techniques.</li> <li>• Remind students of the importance of keeping the outside doors closed and not open them to visitors.</li> <li>• Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Provide programs for student and staff awareness of sexual abuse, dating violence, and the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; <a href="http://www.acadv.org/dating.html">http://www.acadv.org/dating.html</a> ; <a href="http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens">http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens</a> ; <a href="http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs">http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs</a> ; CISD Policy, etc.</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Implement violence prevention and intervention strategies: Safe Schools School; Violence course for faculty; CISD online resources for teachers and parents at <a href="http://ci.conroeisd.net/depts/counseling/">http://ci.conroeisd.net/depts/counseling/</a> ; campus programs and presentations.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations.</li> <li>• Provide student education in Safe Schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</li> <li>• Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school</li> <li>• Utilize new safety feature on front door of campus requiring guests to buzz on intercom before entering the building.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal, Team Leaders

**Goal 5 TECHNOLOGY**

<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Relate technology staff development to specific instructional objectives.</li> <li>• Increase use of Canvas and Dojo to provide timely and useful information to parents regarding academics and behavior.</li> </ul>
<b>Financial Resources</b>	Campus budget Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative          November, January Summative        July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison

**NON-DISCRIMINATION STATEMENT**

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Goal 1.2 Strategy 4; Reading Strategy 4; Math, Strategy 8; Social Studies, Strategy 2; Science Goal 1.3 Strategy 1,2 & 3	Academic Tutorials	4,980	.09
Goal 1.2 Strategy 4; Reading Strategy 4; Math, Strategy 8; Social Studies, Strategy 2; Science Goal 1.3 Strategy 1,2 & 3	Instructional Coach to Address At-Risk Students	63,197	1.00
	<b>TOTAL SCE</b>	<b>68,177</b>	<b>1.09</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III LEP</b>			
Goal 1.2 Strategy 4; Reading Strategy 4; Math, Strategy 8; Social Studies, Strategy 2; Science Goal 1.3 Strategy 1,2 & 3	Extra Duty Tutorials	2,000	.03
	<b>TOTAL Title III LEP</b>	<b>2,000</b>	<b>.03</b>