

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: Cox Intermediate

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

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

Close the Performance Gap

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

Successful Completion of High School

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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 93% of All students combined over all subject areas met Level II standard. In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 94% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science • Increase Attendance Rate from 96% to 98%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 43. In 2016-2017, the Index 2 Score will be 48. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • 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. • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Continue the integration of Elementary Language Arts into Social Studies Content K-6.

	<p>Staff Development Strands</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. District Safeguard Federal SG-F (DSG). • Utilize campus Instructional Coach to assist teachers with student engagement and monitor student performance and help develop strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day. • Maintain the reading incentive program, G.R.A.B (Go Read a Book) in order to motivate students to read and help build a school culture of readers. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Teacher trainings on components of CISD Reads, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher”. • Components of CISD Instructional Model and Tier 1 Best Practices will be addressed in specific session at the August District Wide Staff Development. 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. • The Coordinator of Elementary Language Arts and District and Campus 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.
<p>WRITING Strategies</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every 5-6 classroom in both fiction and nonfiction. Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades 5-6 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model. <p>Staff Development Strands</p> <ul style="list-style-type: none"> • 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 Units of Study. • The Coordinator of Elementary Language Arts and District and Campus Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the year. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG)
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. • 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.

	<ul style="list-style-type: none"> • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive math instructional opportunities for all students. (DSG) <p>Staff Development Strands</p> <ul style="list-style-type: none"> • CISD Solves Math Review/mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level PLC Meetings • Process Standards • New TEKS Training
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Implement the Interactive Student Notebook K-12. • Integrate content literacy strategies K-12 with pre-reading, during reading and after reading support from the Social Studies Strategy Manual. <p>Staff Development Strands</p> <ul style="list-style-type: none"> • 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 Strategy Manual at Cadres in 2016-2017. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • 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)
	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve vocabulary building in Science through the Science Word of the Week, Science word walls and the use of Marzano Words in the Scope and Sequences. • Ensure that teachers plan and implement science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • 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. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the <i>Science Buffet for K-12th Grades</i>. • 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

	<p>afterschool staff developments.</p> <ul style="list-style-type: none"> • 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. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> staff developments. • The Science Coordinator will provide trainings and state updates at fall and spring Cadres.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 53 and included the student groups of Eco Dis, African American, and Hispanic. In 2016-2017, the Index 3 Score will be 55 and will include the student groups of Eco Dis, African American, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide systematic tutoring before or after school and during the day to students identified as at risk to help them close their achievement gap. • Provide rigorous resources for teachers and students in the special education programs. • Introduce students to activities that promote college and career readiness. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG). • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 85% of Eco Dis students, 81% of African American student group, and 90% of Hispanic student group met Level II standard. In addition, 24% of Eco Dis students, 26% of African American student group, and 31% of Hispanic student group met Level III standard. In 2016-17 85% of Eco Dis students, 85% of African American, and 90% of Hispanics will meet Level II standard. In addition, 25% of Eco Dis students, 30% African American student group, and 90% of Hispanic student group will meet Level III standard. Target Reading Reporting Category: Target Reading Reporting Category 2, 3; 5th and 6th grade; Eco Dis, AA, Hispanic Reading Performance Safeguard Target, if applicable: NA</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Ensure differentiation of literacy strategies in all the grade levels through Tier I best practices. • Provide intensive, systematic, research-based reading instruction to identified dyslexic and special

	<p>education at-risk students.</p> <ul style="list-style-type: none"> • Emphasize interactive lessons with higher thinking level questions while implementing the components of CISD READS. • Address the rigor in the classroom through higher level thinking strategies during strategic reading, shared reading, individual instruction and whole group instruction. • Continue to develop rigorous common assessments, continuous formative assessments, and using the data to collaborate and monitor student achievement. • Continue our Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG). • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide on-going support through professional learning communities and planning regarding use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Collaborate vertically to ensure alignment and consistent use of the Lucy Calkins Writing Model. • Implement mentor sentences to teach grammar and conventions in all grade levels. • Provide rigorous Writing resources for teachers and students in the special education programs. • Continue our Writing Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas (DSG).
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 85% of Eco Dis students, 83% of African American student group, and 92% of Hispanic student group met Level II standard. In addition, 18% of Eco Dis students, 14% of African American student group, and 26% of Hispanic student group met Level III standard. In 2016-17 88% of Eco Dis students, 88% of student group, and 92% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 20% of African American student group, and 26% of Hispanic student group will meet Level III standard. Target: Reporting Category: 3, 4; 5th and 6th grade; Eco Dis, AA, Hispanic Math Performance Safeguard Target, if applicable: NA</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Provide rigorous resources for teachers and students in the special education programs. (DSG) • Provide Math staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Provide staff development on the implementation of CISD Solves and its components. • Continue to implement small group instruction and document the student progress to target the student needs. • Continue our Math Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that

	<p>are identified as needing improvement in this academic area.</p> <ul style="list-style-type: none"> • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide rigorous social studies resources for teachers and students in all grade levels. • Continue to integrate social studies during language arts instruction. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in this academic area. • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research-based instructional strategies. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 86% of Eco Dis students, 87% of African American student group, and 93% of Hispanic student group met Level II standard. In addition 10% of Eco Dis students, 12% of African American, 16% Hispanic student group met Level III standard.</p> <p>In 2016-17 88% of Eco Dis students, 88% of African American student group, and 93% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 20% of African American, and 20% of Hispanic student group, will meet Level III standard.</p> <p>Target: Reporting Category: 1, 3, 4; 5th Grade, Eco Dis, AA, Hispanic</p> <p>Science Performance Safeguard Target-Met</p> <p>95% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Continue to implement the 5E lesson model in all grade levels. • Increase the exposure of science vocabulary though other content areas integration and interactive word walls in the classrooms. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in this content areas. • Provide rigorous resources for teachers and students in the special education programs. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research based instructional strategies to

	<p>address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG)</p> <ul style="list-style-type: none"> • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Coordinate lesson plans that have students involved in MVPA for at least 65% of class time. • Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.
SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016 60% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p>In 2016-2017 75% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 96% to 98%</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group <p>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate: Met</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	Campus budget SCE, Title III
Additional Resources	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented</p> <p>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</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR

	Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. • Provide new teachers a mentor to support them and provide resources. • Provide opportunities for staff development for all teachers. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings. • Allow teachers to observe and be observed by peers to improve instruction.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Indicator 1. <i>Community and Parent Involvement</i> Indicator 2. <i>Gifted and Talented Programs</i> Indicator 3. <i>(21st Century work force development)</i>	Indicator 1 Focus Strategies <ul style="list-style-type: none"> • Provide communication to parents about our activities, initiatives and different school programs. • Develop campus plan that addresses communication to staff, parents, and our district communication office in case of an emergency, disaster, or special events. • Provide opportunities for parents to participate in school activities such as curriculum nights, and family activities during and after school; Reading Night, Science Night, Zombie Run, PTO, W.A.T.C.H. Dog program. Indicator 2 Focus Strategies <ul style="list-style-type: none"> • Ensure all teachers who serve Gifted and Talented (GT) students have completed the 30-hour GT Foundational Training and those that are certified have obtained 6 hours of GT updates each year. • Provide opportunities for out-of-school experiences for students who receive GT services. Indicator 3 Focus Strategies <ul style="list-style-type: none"> • Provide student leadership opportunities through student council (office, technology, and/or librarian helper, community service projects). • Students will participate in Junior Achievement (Biz Town, Careers Awareness). • Campus will participate in Generation Texas Week. • Provide a School Based Enterprise activity (School Store).
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website

	information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Scan students when they are dismissed to ensure they are tracked as they leave the building. • Provide opportunities to educate students in safety, drug and alcohol abuse. • Conduct faculty trainings through safe schools for bullying, hazardous material, sexual harassment, blood-borne pathogen, pest management and suicide. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Maintain a Campus Technology Committee to review, revise, and oversee the implementation of technology in the school. • Provide hands-on training in use of new technology hardware and software. • Build teacher capacity to fully implement technology in instruction. • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas.
Financial Resources	Campus budget Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

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

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

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close Performance Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 1	Academic Tutorials	7,680	0.14
Close the Achievement Gap: 2,3,5,6 Reading: 2,8 Math: 2,8	Instructional Materials for At-Risk Students (Technology)	520	0.00
Closing the Achievement Gap: Strategy 1 Math: Strategy 1 Reading: Strategy 1	Tutorial Transportation for At-Risk Students	1,200	0.00
Closing the Achievement Gap: Strategy 1 Reading: Strategy 2,8 Math: Strategy 2,3,8	Supplies and Equipment for At-Risk Students	500	0.00
Close the Achievement Gap: Strategy 1,5,7,8 Reading: Strategy 2,3,4,5,7,8	Instructional Coach	53,995	1.00
	TOTAL SCE	63,895	1.14

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Achievement Gap: Strategy 1 Reading: Strategy 1	Extra Duty	1,000	.02
Closing the Achievement Gap: Strategy 1,4,5	Technology	500	.00
Closing the Achievement Gap: Strategy 1,2,3,4	Books	200	.00
Closing the Achievement Gap: Strategy 1,2,5,9	Instructional Materials	550	.00
	TOTAL Title III LEP	2,250	.02