

**Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Creighton Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Creighton 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/Post-secondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 66% Approaching Grade Level Standards</p> <p>Goal for 2017-2018 71% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 56% of students met Expected or Accelerated Growth measures. 22% of students met Accelerated Growth measures only. Goal for 2017-2018 61% of students will meet Expected or Accelerated Growth measures. 27% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement <i>CISD Reads</i>, which is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading and independent reading.

<p>WRITING Strategies</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD READS Writer’s Workshop model which includes the instructional components of modeled writing, shared writing, interactive writing, guided writing, independent writing, writing mini-lesson, student conferring and sharing.
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement <i>CISD Solves</i>, which is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency.
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement <i>CISD Remembers</i>, which includes engagement through student centered instructional strategies based on History Alive! Or Social Studies Alive! Integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
<p>SCIENCE Strategies</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement <i>CISD Investigates</i>, which includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process.
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 66% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 71% will score Approaching Grade Level Standards 21% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 65% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> Provide intensive, systematic tutoring for identified at-risk students during the school day for both Reading and Math. District Safeguard (DSG) Campus Safeguard (CSG) Provide mentors to targeted at-risk students. Ensure that we are building a growth mindset for all students in regards to learning. Value mistakes in the classroom and help students understand everyone can achieve with hard work and effort. 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. (DSG) (CSG) Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. (DSG) (CSG) 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. (DSG) (CSG)

- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. (DSG) (CSG)
- Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (DSG) (CSG)
- Provide specific interventions to targeted students within the school day through small group settings according to data identified academic needs. (DSG) (CSG)
- Monitor progress of all students through RtI Academic and Behavior meetings, Vertical Team Meetings, Reading Talks, Writing Talks, Core Team meetings and PLCs. (DSG) (CSG)
- Ensure that ELL students receive appropriate English language acquisition support and sheltered instruction through utilization of the 7 Steps to a Language Rich Interactive Classroom for ELLs. (DSG) (CSG)
- Implement Tier I Best Practices with fidelity and Tier II and III interventions to facilitate academic improvement for identified students. (DSG) (CSG)
- All teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students. (DSG) (CSG)
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Implement attendance conferences and home visits with parents whose students have inadequate attendance to ensure 97% 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 new student registration for incoming students.
- Incorporate PK Parent Information Meetings to assist in the transition from home to school for PK students.
- Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.
- Ensure that strategies for implementation of IEP and 504 accommodations are monitored.
- Implement a collaborative model in SPED to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (DSG) (CSG)
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG)
- 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)
- Staff development on the effective use of In-Class Support Models and Strategies will be provided to the campus by District RtI Coach. (CSG)
- 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.
- Provide training and support for teachers with various researched-based instructional strategies to address the unique academic needs of special education students and English Language Learners (ELLs) in all content areas. (DSG) (CSG)
- 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) (CSG)
- Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible for ELLs in all content areas. (DSG) (CSG)
- 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) (CSG)
- Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) (CSG)

	<ul style="list-style-type: none"> • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) (CSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 59% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 64% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 61% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 66% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Categories: Understanding/Analysis of Literary Texts and Understanding/Analysis of Informational Texts Reading Performance Safeguard Target, if applicable: Eco. Dis., ELL and Sp. Ed. Student Groups</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible groups and with individual students. (DSG) (CSG) • K-4 reading teachers will turn in a Reading Level Monitoring Sheet every three weeks to monitor all students' progress in reading. (DSG) (CSG) • Address rigor of questioning in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I Best Practices. (DSG) (CSG) • 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. (CSG) • Focus team planning and vertical team discussions on best practices, instructional strategies that promote depth and rigor in reading and specific student interventions needed to promote student mastery. (DSG) (CSG) • The Coordinator of Elementary Language Arts and a District instructional Literacy Coach will provide in-depth training on all components of CISD READS and how to use BAS data to guide small group Guided Reading instruction through the K-2 Community of Learning Cohort. (DSG) (CSG) • Bilingual focus on early native language literacy skills through Leer Mas II, Estrellita and Spanish Word Study training. (DSG) (CSG) • Focus on effective evidence-based reading support practices through Leveled Literacy Intervention (LLI) materials and training specifically for serving students with disabilities. (DSG) (CSG) • Ensure teachers are implementing Marzano and 7 Steps strategies to build language acquisition and academic vocabulary. (DSG) (CSG) • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Increase the amount of independent reading and track reading stamina for all students during the school day. (CSG) • Teachers will participate in monthly <i>Reading Talks</i> in partnership with campus administrators, campus literacy coach and campus bilingual to have conversations around student progress, student language acquisition, choice of tests (English/Spanish) and specific instructional suggestions to ensure all students are making adequate progress to master all grade level reading TEKS.(DSG)

	<p>(CSG)</p> <ul style="list-style-type: none"> All teachers will participate and rotate through reading, writing or math vertical teams once a month to deepen TEKS understandings in order to build stronger and consistent instructional best practices between and within grade levels. (DSG) (CSG) Implement a collaborative model in SPED to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (DSG) (CSG) District Coach and Campus Coaches will facilitate planning sessions with teams to ensure the reading TEKS are being taught to the level of depth and rigor expected. (CSG) Use the practice of Instructional Rounds to provide teachers opportunities to observe reading best practices from peers. (CSG) Implement a <i>Guys Read Club</i> in the spring semester targeting 3rd and 4th grade boys who are struggling in reading comprehension. (CSG) Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading will take place in July/August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” Components of CISD READS 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 quality practices to grow readers and writers and assist in deepening teacher understanding of text. (DSG) (CSG) 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. (DSG) (CSG) Campus Coach will conduct coaching cycles with teachers to ensure implementation of CISD READS. (DSG) (CSG) Continue to increase classroom libraries.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 49% scored Approaching Grade Level Standards 2% scored Mastering Grade Level Standards Goal for 2017-2018: 55% will score Approaching Grade Level Standards 7% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 53% scored Approaching Grade Level Standards 2% scored Mastering Grade Level Standards Goal for 2017-2018: 58% will score Approaching Grade Level Standards 7% will score Mastering Grade Level Standards</p> <p>Target Reporting Category 1: Composition Writing Performance Safeguard Target: All, Hispanic, White, ELL, Eco. Dis., and Sp. Ed. Student Groups</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information and Narrative Writing</i> by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices. (DSG) (CSG) Explicitly teach grammar and conventions within the context of the CISD READS Writer’s Workshop model implementing Mentor Sentences and other research-based best practices. (DSG) (CSG) 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. Implement the STAAR Writing Rubric as the CISD assessment tool for grades K-6.

	<ul style="list-style-type: none"> • Increase writing across the curriculum for all grades in the subjects of math, science and social studies. (DSG) (CSG) • Provide third and fourth grade teachers with focused staff development on quality instructional practices to prepare students for success on the STAAR writing test. (DSG) (CSG) • 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. (DSG) (CSG) • 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 <i>Units of Study</i>. • 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. (DSG) (CSG) • Collaboration of professional development between ELA and Bilingual/ESL departments. • Bilingual focus on supporting both English and Spanish writers in grades 2-4. (DSG) (CSG) • All teachers will participate and rotate through either reading, writing or math vertical teams once a month to deepen TEKS understandings to build stronger and consistent instructional best practices between grade levels. (DSG) (CSG) • District and Campus Coaches will facilitate planning sessions with teams to ensure the writing TEKS are being taught to the level of depth and rigor expected. (DSG) (CSG) • Use the practice of Instructional Rounds to provide teachers opportunities to observe Writer’s Workshop best practices from peers. (DSG) (CSG) • Campus Coach will conduct coaching cycles with teachers to ensure implementation of components of Writer’s Workshop and Units of Study. (DSG) (CSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 77% will score Approaching Grade Level Standards 26% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 74% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards Goal for 2017-2018: 79% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p>Target Reporting Categories: Computations and Algebraic Relationships and Geometry and Measurement Math Performance Safeguard Target: Sp. Ed. Student Group</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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 to ensure differentiation for all learners. (DSG) (CSG) • 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. (DSG) (CSG) • Ensure that teachers are maximizing student conversations in math to deepen their understanding, increase the transference and mastery of all math TEKS. (DSG) (CSG) • Provide leadership, training and follow-through on the implementation of the CISD Solves Math Structure. (DSG) (CSG) • 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

	<p>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. (DSG) (CSG)</p> <ul style="list-style-type: none"> • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-4. (DSG) (CSG) • 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 in developing and reviewing common assessments. (DSG) (CSG) • All teachers will participate and rotate through either reading, writing or math vertical teams once a month to deepen TEKS understandings to build stronger and consistent instructional best practices between grade levels. (DSG) (CSG) • Campus Coach will conduct coaching cycles with teachers to ensure implementation of CISD SOLVES. (DSG) (CSG) • District Coach and Campus Coach will facilitate planning sessions with teams to ensure the math TEKS are being taught to the level of depth and rigor expected. (DSG) (CSG) • Use the practice of Instructional Rounds to provide teachers opportunities to observe math best practices from peers. (CSG) • Implement <i>Do the Math</i> program in RtI to provide intensive, specific intervention for students on Tier III. (DSG)
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 56% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 60% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 59% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 62% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 8.11B, 8.6A Social Studies Performance Safeguard Target: Hispanic, Eco. Dis., ELL and Sp. Ed. Student Groups</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implement the Interactive Student Notebook K-4. (DSG) • 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. • Design units based on enduring understandings that answer essential questions. • Focus on engagement through student centered instructional strategies based on <i>History Alive!/Social Studies Alive!</i>. (DSG) • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • 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. • Emphasize writing expository pieces based on events in history. (DSG) • Implement social studies themed stations within classroom anchor stations.

	<ul style="list-style-type: none"> 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 the Social Studies Leadership Teams meeting. (DSG)
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 80% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). (DSG) Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary. (DSG) Ensure that teachers require all students to utilize a Science Interactive Notebook as part of their learning process. (DSG) 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. (DSG) 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. (DSG) Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings. (DSG)
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. 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 <i>Fitness Gram</i> assessment, twice per year. 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 <i>up to date</i> curriculum and instruction opportunities needed for growth. Ensure that students have adequate amounts of space to move and play safely. Provide teachers with leadership opportunities. Provide students with opportunities to participate in extracurricular fitness/sport activities such as, <i>Girls on the Run</i> and <i>First Tee Program</i>. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POST-SECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	POST-SECONDARY READINESS Attendance rate will increase from 95.9% in 2016/17 to 96.6% in 2017/18. Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i>

	<p>Meet Top 25% in Student Progress Distinction Designations Top quartile of campus comparison group in performance for student progress</p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations Top quartile of campus comparison group in performance for closing performance gaps</p> <p>Meet eligible Postsecondary Readiness Distinction Designations 50% of indicators will be in top quartile</p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable):</p>
Focus Strategies	<ul style="list-style-type: none"> • Reward perfect student attendance each month. • Reward class from each grade level that has the most days of 100% attendance each grading period. • Each classroom will create attendance incentives to increase daily attendance. • Implement attendance intervention plans for students experiencing attendance issues. • Teachers will call home the first day a student is absent. • Team with District Truancy Officer to decrease student absences through home visits and truancy filings. • All teachers will complete a SAE on a student once a week. • Implement one <i>Destination Imagination</i> team (4th), one <i>Rising Stars</i> team (K-2) and one <i>Robotics</i> team (4th).
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate, examine attendance records monthly
Summative Evaluation	TEA Accountability Summary, TAPR, Attendance Reports, SAE End-of Year Report
Project Manager(s):	Principal, Assistant Principals, PEIMS Clerk

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers and teachers new to the district. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • 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. (DSG) • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.

	<ul style="list-style-type: none"> • Provide stipends for critical staff for self-contained special education settings. • Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compact, parent involvement policies and evaluation of Title I Programs. • Implement research-based best practices for students to achieve Phase-In III. • Work with staff in PLCs to analyze data to increase achievement and raise Meets and Masters passing rates. (DSG) (CSG) • Take a team of teachers and administrators to the PLC Conference in June 2018 to expand our understanding of the function and role of campus PLCs.
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, TEA Accountability Summary, Eduphoria Workshop Reports
Project Manager(s):	Principal, Assistant Principals, Campus Instructional Coaches, District Coaches

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Provide opportunities at school for parents to participate in academic and social events with students, including but not limited to, Author Celebrations, Donuts with Dad, Family Nights (fall and spring), Field Day, Veteran’s Day Celebration Luncheon, Holiday Parties, Parent Volunteers, etc. • Increase the number of our parent volunteers. • Utilize the CISD and campus website to promote campus and district events and information to parents, families, communities and businesses. • Provide communications regarding campus initiatives, program meeting, etc. through a variety of media including campus website and Facebook page, email, newsletters, Blackboard Connect and other sources. • Provide 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, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website

	information is current and accurate, Record of parent participation at school events
Summative Evaluation	Meet Performance Indicators for Campus, Parent Involvement Log, Annual Parent Survey results
Project Manager	Principal, Assistant Principals, Campus Webmaster, Parent Volunteer Coordinator

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. • 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: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. • Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. • 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 Principals, Campus Safety Team

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"> • 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 more 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 I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January

	Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principals, Campus Technology Liaison, District Technology Coach

NON-DISCRIMINATION STATEMENT

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

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

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing Performance Gaps Strategy 1-4, 7-15, 21, 23-26, 28, 34-35	General Education Teachers for At-Risk Students	1,241,747	23.00
Closing Performance Gaps Strategy 1, 11; Reading Strategy 17; Math Strategy 1	Academic Tutorials	16,648	.30
	TOTAL SCE	1,258,395	23.30

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing Performance Gaps Strategy 5, 9, 12-13, 24-25, 27, 29-32; Reading Strategy 4-10, 12-13, 15-16, 18-21; Writing Strategy 2, 7-17; Math Strategy 4-12	Instructional Support – Instructional Coaches	213,015	3.00
Closing Performance Gaps Strategy 1, 4, 10-11, 26, 35; Reading Strategy 8; Math Strategy 1, 12	Instructional Support – Paraprofessionals	86,979	3.50
Closing Performance Gaps Strategy 1, 4, 10-11, 14, 21, 27-33; Reading Strategy 6-8, 15—21; Writing Strategy 7-14, 16-17; Math Strategy 1, 4-7, 9-12	Instructional Materials	12,584	.00
Closing Performance Gaps Strategy 12, 34-35; Reading Strategy 5; Recruitment, Development and Retention of Staff Strategy 4-5, 11-12	Staff Development – PLC Conference	11,500	.00
Closing Performance Gaps Strategy 12, 34-35; Reading Strategy 5; Recruitment, Development and Retention of Staff Strategy 4-5, 11-12	Staff Development-Function 23 (Admin.) – PLC Conference	2,800	.00
Parents and Community Strategy 1, 6-7	Parent Involvement	2,985	.00
	TOTAL Title IA	329,863	6.50
Title III LEP			
Closing Performance Gaps Strategy 1, 11; Reading Strategy 17; Math Strategy 1	Extra Duty Tutorials	4,500	.08
Technology Strategy 1-2, 5, 7	Technology	500	.00
Closing Performance Gaps Strategy 1, 10-11, 15; Reading Strategy 8, 11, 17, 23	Books	500	.00
Closing Performance Gaps Strategy 1, 4, 10-11, 14, 21, 27-33; Reading Strategy 6-8, 15—21; Writing Strategy 7-14, 16-17; Math Strategy 1, 4-7, 9-12	Instructional Materials	1,000	.00
	TOTAL Title III LEP	6,500	.08