

**Campus Improvement Plan  
2016-2017**

**Elementary 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**

- *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	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 68% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 74% 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</li> <li>• Increase Attendance Rate from 95.9% to 96.4%</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 37. <b>In 2016-2017, the Index 2 Score will be 40.</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>• 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.</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Implement <i>CISD READS Writer’s Workshop</i> model which includes the instructional components of modeled writing, shared writing, interactive writing, guided writing, independent writing, writing mini-lesson, student conferring and sharing.</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<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 38 and included the student groups of Eco Dis and Hispanic.  <b>In 2016-2017, the Index 3 Score will be 44 and will include the student groups of Eco Dis and Hispanic.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Will meet Top 25% Closing Performance Gaps</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>Provide intensive, systematic tutoring for identified at-risk students during the school day and after school (Camp Avengers) for both Reading and Math. (DSG) (CSG) SW 2, 9</li> <li>Provide specific interventions to targeted students within the school day through small group settings according to data identified academic needs. (DSG) (CSG) SW 2, 9</li> <li>Monitor progress of all students through RtI Academic and Behavior meetings, Reading Talks, Core Team meetings and PLCs. (DSG) (CSG) SW 9</li> <li>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) SW 2, 10</li> <li>Implement Tier I Best Practices with fidelity and Tier II and III interventions to facilitate academic improvement for identified students. (DSG) (CSG) SW 2, 9</li> <li>All teachers will provide differentiated instructional strategies to improve the achievement of all at-risks students. SW 1</li> <li>Implement attendance conferences and home visits with parents whose students have inadequate attendance to ensure 96.4% attendance.</li> <li>Ensure that students meet attendance requirements of 95% on testing days (participation).</li> <li>Incorporate a PK Parent Information Meeting to assist in the transition from home to school for PK students. SW 7</li> <li>Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> <li>Ensure that strategies for implementation of IEP and 504 accommodations are monitored.</li> <li>Implement a collaborative model in SPED to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (DSG) (CSG)</li> <li>Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG)</li> <li>Staff development on the effective use of In-Class Support Models and Strategies will be provided to the campus by Special Education Instructional Coaches. (CSG)</li> <li>Staff development on effective strategies to work with identified ADD/ADHD students will be provided to the campus by District Behavior Support Coaches.</li> <li>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) SW 2</li> </ul>

	<ul style="list-style-type: none"> <li>• 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)</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) (CSG)</li> <li>• Campus administrators will provide a “side-by-side” pair coaching model for teachers who are observing a campus instructional coach in their classroom to ensure the fidelity of the observation and to deepen the conversation of the critical instructional elements. (CSG)</li> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 64% of Eco Dis students and 62% of Hispanic student group met Level II standard. In addition, 11% of Eco Dis students and 9% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 70% of Eco Dis students and 68% of Hispanic student group will meet Level II standard. In addition, 17% of Eco Dis students and 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: 3<sup>rd</sup> Expository and 4<sup>th</sup> Persuasive</p> <p>Reading Performance Safeguard Target, if applicable: ELL and Special Ed.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading through whole group, flexible groups and with individual students. (DSG) (CSG) SW 2</li> <li>• K-4 reading teachers will turn in a Reading Level Monitoring Sheet every three weeks to monitor all students’ progress in reading.</li> <li>• Staff development will be provided by the District GT Coordinator using the <i>Teaching Up! Series</i>, which focuses on higher level questioning strategies. (DSG) (CSG)</li> <li>• Address depth and rigor in the differentiated literacy classroom in grades K-4 for vertical alignment of Tier I Best Practices. (DSG) (CSG) SW 2</li> <li>• Focus team planning and PLCs on discussion of best practices and instructional strategies that promote depth and rigor in reading.</li> <li>• 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) (CSGS) SW 2</li> <li>• Conduct a book study for 3-4 reading teachers using Jennifer Serravallo’s Literacy Playbook to deepen teachers’ understanding of how to use reading assessment data to guide small group Guided Reading instruction. (CSG)</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training.</li> <li>• Focus on effective evidence-based reading support practices through Leveled Literacy Intervention (LLI) materials and training specifically for serving students with disabilities. (DSG) SW 2, 9</li> <li>• Ensure teachers are implementing Marzano and 7 Steps strategies to build language acquisition and academic vocabulary. (DSG) (CSG) SW 2</li> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• Increase the amount of independent reading for all students during the school day.</li> <li>• Teachers will participate in monthly <i>Reading Talks</i> in partnership with campus administrators, campus instructional literacy coach and District Bilingual/ESL Coordinator 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. (CSG)</li> <li>• 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) SW 4</li> <li>• Implement a collaborative model in SPED to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (DSG) (CSG)</li> <li>• District Coach, Campus Coach and assigned administrator will facilitate planning sessions with teams to ensure the reading TEKS are being taught to the level of depth and rigor expected. (CSG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement Instructional Rounds to provide teachers opportunities to observe reading best practices from peers. (CSG) SW 4</li> <li>• Implement a <i>Guys Read Club</i> targeting 3<sup>rd</sup> and 4<sup>th</sup> grade boys who are struggling in reading comprehension. (CSG)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 66% of Eco Dis students and 69% of Hispanic student group met Level II standard. In addition, 6% of Eco Dis students and 7% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 72% of Eco Dis students and 76% of Hispanic student group will meet Level II standard. In addition, 12% of Eco Dis students and 13% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 4<sup>th</sup> Composition and Revision</p> <p>72% 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-4 classroom in both fiction and nonfiction.</li> <li>• Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices. (DSG) SW 2</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writer’s Workshop model.</li> <li>• Implement the STAAR Writing Rubric as the CISD assessment tool for grades K-6.</li> <li>• Increase writing across the curriculum for all grades in the subjects of math, science and social studies. (DSG)</li> <li>• 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. (DSG)</li> <li>• 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 deepen the teachers’ understanding of writing instruction through the K-2 Community of Learning Cohort. (CSG) SW 4</li> <li>• 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) SW 4</li> <li>• Implementation of long-term ELL frameworks such as Seidlitz’s 7 Steps to a Language-Rich Interactive Classroom in all classrooms. (DSG) (CSG) SW 2</li> <li>• Implement a collaborative model in SPED to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (DSG) (CSG)</li> <li>• District Coach, Campus Coach and assigned administrator will facilitate planning sessions with teams to ensure the writing TEKS are being taught to the level of depth and rigor expected. (CSG)</li> <li>• Implement Instructional Rounds to provide teachers opportunities to observe Writer’s Workshop best practices from peers. (CSG) SW 4</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 67% of Eco Dis students and 69% of Hispanic student group met Level II standard. In addition, 12% of Eco Dis students and 12% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 73% of Eco Dis students and 76% of Hispanic student group will meet Level II standard. In addition, 18% of Eco Dis students and 18% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 3<sup>rd</sup> &amp; 4<sup>th</sup> Personal Financial Literacy and Measurement, 3<sup>rd</sup> Multiplication and Division of Whole Numbers, 4<sup>th</sup> Geometry</p> <p>Math Performance Safeguard Target, if applicable: Special Ed.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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>• Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. (DSG) (CSG) SW 2</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. (DSG) (CSG) SW 2</li> <li>• Ensure that teachers are maximizing student conversations in math to deepen their</li> </ul>

	<p>understanding, increase the transference and mastery of all math TEKS. (DSG) (CSG) SW 2</p> <ul style="list-style-type: none"> <li>• Provide leadership, training and follow-through on the implementation of the CISD Solves Math Structure. (DSG)</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. (DSG) (CSG) SW 4</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-4. (DSG) (CSG) SW 4</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 in developing and reviewing common assessments. (DSG)</li> <li>• Implement a collaborative model in SPED to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (DSG) (CSG)</li> <li>• Implementation of long-term ELL frameworks such as Seidlitz's 7 Steps to a Language-Rich Interactive Classroom in all classrooms. (DSG) (CSG) SW 4</li> <li>• 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) SW 4</li> <li>• Campus Coach will conduct coaching cycles with teachers to ensure implementation of CISD SOLVES.</li> <li>• District Coach, Campus Coach and assigned administrator will facilitate planning sessions with teams to ensure the math TEKS are being taught to the level of depth and rigor expected. (CSG)</li> <li>• Implement Instructional Rounds to provide teachers opportunities to observe math best practices from peers. (CSG) SW 4</li> </ul>
<p><b>SOCIAL STUDIES Performance Objectives</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 80% of all students and student groups taking the <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>• Implement the Interactive Student Notebook K-4. (DSG) SW 2</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive!/Social Studies Alive!</i>. (DSG) SW 2</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. SW 2</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 sources and interpreting information.</li> <li>• Emphasize writing expository pieces based on events in history. (DSG)</li> <li>• Implement social studies themed stations within classroom anchor stations.</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 district social studies cadres. (DSG) SW 4</li> </ul>
<p><b>SCIENCE Performance Objectives</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 80% of all 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>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). SW 2</li> <li>• Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary. (DSG) SW 2</li> <li>• Ensure that teachers require all students to utilize a Science Interactive Notebook as part of their</li> </ul>

	<p>learning process. (DSG) SW 2</p> <ul style="list-style-type: none"> <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 district science cadres. (DSG) SW 4</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 district science cadres. (DSG) SW 4</li> </ul>
<b>HEALTH Performance Objectives</b>	<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.
<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 Fitness Gram 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>All students will be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> <li>Implement a <i>Girls on the Run Club</i> for targeted 3<sup>rd</sup> and 4<sup>th</sup> grade girls to build their self-confidence and healthy habits.</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>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016 27% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p><b>In 2016-2017 33% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 95.9% to 96.4%</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> <li>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate(if applicable):</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Reward perfect student attendance each month.</li> <li>Reward class from each grade level that has the most days of 100% attendance each grading period.</li> <li>Each classroom will create attendance incentives to increase daily attendance.</li> <li>Implement attendance intervention plans for students experiencing attendance issues.</li> <li>Teachers will call home the first day a student is absent.</li> <li>Team with District Truancy Officer to decrease student absences through home visits and truancy filings.</li> <li>All teachers will complete a SAE on a student once a week.</li> <li>Staff development will be provided by the District GT Coordinator using the <i>Teaching Up! Series</i>, which focuses on higher level questioning strategies.</li> <li>Implement two <i>Destination Imagination</i> teams (3<sup>rd</sup>-4<sup>th</sup>), one <i>Rising Stars</i> team (K-2) and one <i>Robotics</i> team (4<sup>th</sup>).</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III SW 10
<b>Additional Resources</b>	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</p> <p>Assessment: STAAR, 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, Lead4ward Resources</p>
<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 Principals, Campus Coaches, District Coordinator of Elementary LA, District Literacy Coach, District Coordinator of GT, District Math Coach, District Behavior Support Coaches, District Special Ed. Coach, District Truancy Officer

<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 for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. SW 3</li> <li>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5</li> <li>• Provide mentor support for beginning teachers and teachers new to the district. SW 4</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 4</li> <li>• Provide opportunities for teachers to attend GT training. SW 3, 4</li> <li>• Provide opportunities for teachers to acquire ESL certification. SW 3, 4</li> <li>• Provide stipends for critical staff for self-contained special education settings. SW 5</li> <li>• 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. SW 6</li> <li>• Implement research-based best practices for students to achieve Phase-In III. SW 2</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise Final Level II passing rates. SW 8</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III SW10
<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 Principals

<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</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Indicator 1. Community and Parent Involvement</b>	<p><b>Indicator 1 Community and Parent Involvement</b></p> <p><b>Focus Strategies:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Increase the number of our parent volunteers.</li> <li>• Utilize the CISD and campus website to promote campus and district events and information to parents, families, communities and businesses.</li> <li>• Ensure campus website is up to date with upcoming events and important information.</li> <li>• 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.</li> </ul>
<b>Indicator 2.</b>	<b>Indicator 2 Second Language Acquisition</b>

<p><b>Second Language Acquisition</b></p> <p><b>Indicator 3. Dropout Prevention Strategies</b></p>	<p><b>Focus Strategies:</b></p> <ul style="list-style-type: none"> <li>• Meet with all Bilingual Teachers to review their students' TELPAS scores from the previous years.</li> <li>• Work with Bilingual Teachers to set their students' language acquisition goals for the year.</li> <li>• Ensure the Bilingual Model is being followed with fidelity.</li> <li>• Ensure the 7 Steps to a Language Rich Classroom framework is being done with fidelity.</li> </ul> <p><b>Indicator 3 Dropout Prevention Strategies</b></p> <p><b>Focus Strategies:</b></p> <ul style="list-style-type: none"> <li>• The campus attendance vertical committee will develop and implement incentives to reward students for perfect attendance and improved attendance.</li> <li>• Campus administrators will conduct attendance meetings with parents to address their child's school attendance.</li> <li>• Campus administrators will place parents/students on an attendance behavior contracts in cases where school attendance is in jeopardy of being filed on.</li> <li>• The campus will utilize attendance reports and resources to monitor and conference with families.</li> <li>• The campus will work in partnership with the District Truancy Officer and Support to reduce the number of absences.</li> </ul>
<p><b>Financial Resources</b></p>	<p>Campus budget, Title I SW 10</p>
<p><b>Additional Resources</b></p>	<p>Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology</p>
<p><b>Monitoring Timeline</b></p>	<p>Formative November, January Summative July</p>
<p><b>Formative Evaluation</b></p>	<p>Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate</p>
<p><b>Summative Evaluation</b></p>	<p>Meet Performance Indicators for Campus Meet Performance Indicators for CaSE</p>
<p><b>Project Manager</b></p>	<p>Principal</p>

<p><b>Goal 4 SAFE SCHOOLS</b></p>	
<p><b>Objective</b></p>	<p>To provide a safe and orderly school environment conducive to learning for all students and staff.</p>
<p><b>Focus Strategies</b></p>	<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 Emergency Operations Plans at the district and campus level.</li> <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>• Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school.</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. SW 4</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. SW 6</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> </ul>
<p><b>Financial Resources</b></p>	<p>Campus budget</p>
<p><b>Additional Resources</b></p>	<p>Emergency operations plan</p>
<p><b>Monitoring Timeline</b></p>	<p>Formative November, January</p>



	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 Principals

<b>Goal 5 TECHNOLOGY</b>	
<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. SW 4</li> <li>• Provide staff development on integration of technology across the curriculum. SW 4</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>• Increase student opportunities before school to access technology to support their curricular needs.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I, Title III SW 10
<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 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  
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Closing the Performance Gap Strategy 1, 2 Reading/ELA Strategy 1 Math Strategy 3-4, 6	Academic Tutorials	17,080	0.31
Closing the Performance Gap Strategy 3-6, 12-18 Reading/ELA Strategy 1-5, 7-15, 17-18 Writing Strategy 1-6, 8-10, 12 Math Strategy 1-12, 14	General Education Teachers for At-Risk Students	1,227,564	23.00
	<b>TOTAL SCE</b>	<b>1,244,644</b>	<b>23.31</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Closing the Performance Gap Strategy 1-3, 16-19 Reading/ELA Strategy 5-7, 10, 13-14, 16-18 Writing Strategy 2, 6-8, 11-12 Math Strategy 1, 3-8, 11-14	Instructional Support – Instructional Coaches/Teachers	134,832	2.00
Closing the Performance Gap Strategy 1-2 Reading/ELA Strategy 1 Math Strategy 2-4	Instructional Support – Paraprofessionals	107,007	4.50
Closing the Performance Gap Strategy 1-2, 4-6, 14-18 Reading/ELA Strategy 3-7, 9-10, 12, 16 & 18 Math Strategy 2-3, 5—8 & 13 Social Studies Strategy 1 Science Strategy 3	Instructional Materials	86,997	0.00
Closing the Performance Gap Strategy 14-19 Reading/ELA Strategy 3, 5-7, 13-14, 16-17 Writing Strategy 2, 6-8, 11-12 Math Strategy 5-8, 11-14	Staff Development	3,000	0.00
Closing the Performance Gap Strategy 9 Reading/ELA Strategy 18 Health Strategy 5 Post-secondary Readiness Strategy 9 Parents & Community Strategy 1-3	Parent Involvement	3,187	0.00
	<b>TOTAL Title IA</b>	<b>335,023</b>	<b>6.50</b>
<b>Title III LEP</b>			
Parents & Community Strategy 2-3	Extra Duty Translations	2,500	.00
Technology Strategy 1-7	Technology	2,000	.00
Closing the Performance Gap Strategy 1-2, 16 Reading/ELA Strategy 1, 6-7, 9-12, 18	Books	500	.00
Closing the Performance Gap Strategy 1-2, 4-6, 14-18 Reading/ELA Strategy 3-7, 9-10, 12, 16 & 18 Math Strategy 2-3, 5—8 & 13 Social Studies Strategy 1 Science Strategy 3	Instructional Materials	1,500	.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.00</b>

