

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Deretchin Elementary**

**Rating: Met Standard**

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

**Deretchin 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, 98% of All students combined over all subject areas met Level II standard. In 2021-2022, 100% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 99% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science</li> <li>• Increase Attendance Rate from 97.4% to 98%</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 58. <b>In 2016-2017, the Index 2 Score will be 61.</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>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students</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>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices</li> <li>• All students receive a 30 minute lesson from the librarian (K-4 – weekly, 5-6 – biweekly) focusing on the different genres</li> </ul>

	<ul style="list-style-type: none"> <li>• Students create SMART goals and track their own learning to determine areas of strength and areas to continue to grow</li> <li>• Tier II vocabulary words are implemented into Genius Hour each week for students to focus on academic vocabulary in the fine arts department</li> <li>• Provide opportunities for teachers to observe another teacher implementing best teaching practices in their classroom</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction</li> <li>• Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model</li> <li>• Teachers confer with students in K-6 regarding their writing and address specific target areas for each student in their D3 intervention time based on the TEA rubric</li> <li>• Continue cross curricular writing in D3 intervention time campus wide on Fridays</li> <li>• Provide opportunities for teachers to observe another teacher implementing best teaching practices in their classroom</li> <li>• Implement writing club for boys and girls to allow students the opportunity to write about topics that are important to the student</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments</li> <li>• Continue the emphasis on small group math instruction such as in 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</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12</li> <li>• Provide opportunities for teachers to observe another teacher implementing best teaching practices in their classroom</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>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></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>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers</li> <li>• Teachers will implement interactive software that incorporates internet technology such as United Streaming and Brain Pop</li> <li>• Third grade will complete an integrated unit entitled “Wax Museum” that allows students to research a famous person and how they impacted the world</li> <li>• Students will learn about economics in the real world through Junior Achievement and the Economics Fair</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</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)</li> <li>• Implement Tier II academic vocabulary words into the science classrooms during D3 intervention time</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments</li> <li>• Provide intensive hands on study groups after school for students based on specific area of growth needed</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 72 and included the student groups of Eco Dis, Hispanic, and White.  <b>In 2016-2017, the Index 3 Score will be 72 and will include the student groups of Eco Dis, Hispanic, and African American.</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 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)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) Special Education teachers will collaborate with the grade level they serve during the weekly PLC meetings</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas, such as TIER II Academic vocabulary words, 7 Steps of Language Acquisition, and ESL Rubrics (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs (DSG)</li> <li>• Continue to build campus cohesiveness through lunch bunch, Principal Proud ceremonies, Character trait ceremonies, DI groups, Genius Hour student led projects, reading buddies, peer tutors, and D3 student leaders</li> <li>• Careful consideration is taken in hand placing every student at Deretchin. Teachers identify areas of strength and target areas of improvement for each student. This information is considered when determining the final placement of all students</li> <li>• Continue meeting as a Child Study team every three weeks to ensure teachers have time to brainstorm ways to help struggling students and that the resources they need to ensure all kids are successful are available to each teacher and student</li> <li>• Teacher leaders will share information learned at the Dr. Knezek workshop, as well as, from observing teachers on campus and at other CISD schools during their PLC meetings</li> <li>• Provide tutorials and study hall for students who are struggling during the school day and before/after school</li> <li>• Mentoring program for students who are identified as at-risk is held monthly by the campus teachers. Students who are in need of a positive role model are partnered with a community member to meet weekly to build rapport and provide encouragement from someone outside of the campus</li> <li>• Student Ambassadors, Student Mentors, Student Council Members, Student Technology Club members are utilized to insure that all students feel welcomed upon arrival to the school</li> <li>• Community Service projects are completed by 5<sup>th</sup> and 6<sup>th</sup> grade students each nine weeks to help students gain a perspective of the community they live</li> <li>• NEAT program is implemented each nine weeks to encourage students to be at school on time and present each day</li> <li>• Teachers collaborate weekly during PLC to determine areas of growth for each student and create an individualized plan for each student for the following week to be the child's goal in their D3</li> </ul>

	intervention time
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 96% of Eco Dis students, 95% of Hispanic student group, and 98% of White student group met Level II standard. In addition, 43% of Eco Dis students, 55% of Hispanic student group, and 62% of White student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 100% of Hispanic student group, and 100% of African American student group will meet Level II standard. In addition, 50% of Eco Dis students, 60% of Hispanic student group, and 50% of African American student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: Grade 3, 4, 6: Understanding Analysis of Informational Texts; Grade 5: Understanding Analysis of Literary Texts</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding</li> <li>• Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together <ul style="list-style-type: none"> <li>○ Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students</li> </ul> </li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments</li> <li>• Students participate in vocabulary connection between subject areas. Pictures are included to ensure the connection is made</li> <li>• Emphasize learning through auditory/graphic connections in interactive journals, read alouds, by modeling and through the use of word walls</li> <li>• Continue Genius Hour with all students grades K-6</li> <li>• Continuous support of all learners based on common assessment data through Dragons Digging Deeper (D3 intervention) Time</li> <li>• 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 Americans, and economically disadvantaged students in all content areas</li> <li>• Implement student led groups in language arts classrooms to facilitate discussions reading the different genres</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 100% of Eco Dis students, 97% of Hispanic student group, and 98% of White student group met Level II standard. In addition, 20% of Eco Dis students, 41% of Hispanic student group, and 51% of White student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 100% of Hispanic student group, and 100% of African American student group will meet Level II standard. In addition, 40% of Eco Dis students, 41% of Hispanic student group, and 40% of African American student group will meet Level III standard.</b></p> <p>Target: Reporting Category: Revising and Editing</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in writing for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS.</li> <li>• Teach Writers' Workshop model implementing Mentor Sentences in grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 1-4.</li> <li>• Implement a campus wide rubric for writing across curriculum areas.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continuous support of all learners based on common assessment data through Dragons Digging Deeper (D3 intervention) Time.</li> <li>• Continue Genius Hour to all students for enrichment.</li> <li>• 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 all content areas.</li> <li>• Continue boys and girls writing clubs to allow students the opportunity to write about topics that interest them.</li> <li>• Third and Fourth grade peer tutoring monitored by the teacher to allow students to confer and model writing with younger students.</li> <li>• Fourth and Fifth grade peer tutoring monitored by the teacher to allow students to confer and model writing with younger students.</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 96% of Eco Dis students, 97% of Hispanic student group, and 98% of White student group met Level II standard. In addition, 41% of Eco Dis students, 70% of Hispanic student group, and 66% of White student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 100% of Hispanic student group, and 100% of African American student group will meet Level II standard. In addition, 50% of Eco Dis students, 75% of Hispanic student group, and 50% of African American student group will meet Level III standard.</b></p> <p>Target: Reporting Category: Grade 3: Data analysis and personal finance, Grade 4, 5, 6: Geometry and Measurement</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure, and the poster method.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers.</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 (including writing).</li> <li>• Implementation of iLearn, iXL, Think Through Math and Mathletics for at-risk students.</li> <li>• Continuous support of all learners based on common assessment data through Dragons Digging Deeper (D3 intervention) Time.</li> <li>• Provide training and support for teachers with various instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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, economically disadvantaged students in all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>

	<ul style="list-style-type: none"> <li>Work with campus teams for the development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 100% of Eco Dis students, 97% of Hispanic student group, and 98% of White student group met Level II standard. In addition, 20% of Eco Dis students, 35% of Hispanic student group, and 38% of White student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 100% of Hispanic student group, and 100% of African American student group will meet Level II standard. In addition, 30% of Eco Dis students, 40% of Hispanic student group, and 35% of African American student group will meet Level III standard.</b></p> <p>Target: Reporting Category: Earth and Space</p>
<b>Focus Strategies</b>	<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).</li> <li>Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano’s Words in the Scope and Sequences.</li> <li>Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> <li>Continuous support of all learners based on common assessment data through Dragons Digging Deeper (D3 intervention) Time.</li> <li>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 Americans, and economically disadvantaged students in all content areas.</li> <li>Continue to use study groups after school for additional hands on labs for targeted areas based on specific student needs.</li> <li>Continue to incorporate Science in Genius Hour focusing on the campus target skills (landforms and force and motion).</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>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.</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 should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> <li>Track and evaluate students’ personal level of health related fitness through student-developed short term and long term goals, and testing with Fitnessgram.</li> <li>Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> <li>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 Americans, economically disadvantaged students in all content areas. (DSG)</li> <li>Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL</b></p> <p><b>POST-SECONDARY READINESS (Index 4)</b></p> <p><b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>Index 4: POST-SECONDARY</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016, 82% all students and 7 race/ethnic groups met post-secondary standard on STAAR</p>

<b>READINESS OBJECTIVES</b>	<p>assessments.</p> <p><b>In 2016-2017, 87% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 97.4% to 98%</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> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Reward student attendance with the Perfect Attendance Award.</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and before and after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Ensure that ELL students receive appropriate English Language acquisition and sheltered instruction.</li> <li>• Provide RTI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Continue to use "Teaching Up" Strategies.</li> <li>• Incorporate Guided Math groups into all classrooms and target specific areas for students based on common assessment information.</li> </ul>
<b>Financial Resources</b>	<p>Campus budget</p> <p>SCE, Title III</p>
<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 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>
<b>Monitoring Timeline</b>	<p>November, January, April</p>
<b>Formative Evaluation</b>	<p>CISD Benchmarks at passing rate</p>
<b>Summative Evaluation</b>	<p>TEA Accountability Summary</p> <p>TAPR</p> <p>Meet Performance Indicators for CaSE</p>
<b>Project Manager(s):</b>	<p>Principal</p> <p>Assistant Principal</p>

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	<p>To recruit, retain and develop highly qualified teachers and staff for all students.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions and complete peer observations.</li> <li>• Provide opportunities to attend GT training to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> <li>• Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> <li>• Hold weekly extended team time meetings to ensure teacher collaboration within each department/grade</li> <li>• Team Huddles will be used weekly with the teachers to ensure they have the opportunity to meet and voice their needs to the administrative team and seek help from other grade levels.</li> </ul>
<b>Financial Resources</b>	<p>Campus budget, Teacher Activity Fund, Title III</p>
<b>Additional Resources</b>	<p>Position Control Reports, Allocation Reports</p>

<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal

**Goal 3 PARENTS AND COMMUNITY**

<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
	<p><b>Indicator 1 Digital Learning Environment</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li><b>Digital Learning Environment</b> – Faculty makes use of Canvas for communication. Deretchin Elementary has created a canvas course for teachers to refer to when needing important information such as grading guidelines, student handbook, child study sign-up sheet, faculty meeting notes, team leader minutes, etc.</li> </ul> <p><b>Indicator 2 Physical Education</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li><b>Physical Education</b> – Physical education teachers attend 4 professional development trainings beyond the school day. Opportunities for the Physical education department are being offered after school. Teachers are attending the campus book study to integrate core curriculum into their class period.</li> </ul> <p><b>Indicator 3 21<sup>st</sup> Century Workforce Development</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li><b>21<sup>st</sup> Century Workforce Development</b> – Campus provides opportunity for students to participate as office helper. Students are given the opportunity through Student Council and the clinic to work in the front office.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

**Goal 4 SAFE SCHOOLS**

<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</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 to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>Involve parents and community members in activities to support a safe school environment.</li> <li>Implement bullying prevention and intervention strategies: faculty training through Safe Schools:</li> </ul>



	<p>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.</p> <ul style="list-style-type: none"> <li>• Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> <li>• Involve students in the arrival and dismissal process by assigning students to the “Safety Patrol”</li> <li>• Continue to implement a barcode system where students are tracked as they leave the building for dismissal.</li> <li>• Implement the Foundations program in regards to the dismissal process on campus</li> <li>• Administrators, Counselors, and key staff members are trained in Non-Violent Crisis Intervention</li> <li>• Campus custodians ensure all exit doors are locked at all times.</li> <li>• Custody binders are kept in the PEIMS clerk’s office and Administrators office. Custody information is also entered into View-it.</li> <li>• Quarterly grade level assembly meetings are held to review the campus expectations and help acclimate new students to the campus.</li> <li>• DARE program implemented for 6<sup>th</sup> grade students weekly.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

<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.</li> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Relate technology staff development to specific instructional objectives.</li> <li>• Technology teacher ensures that staff has support working with technology that they are implementing into the classroom.</li> </ul>
<b>Financial Resources</b>	Campus budget Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison

**NON-DISCRIMINATION STATEMENT**

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

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

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Reading Strategy 1, 7, Math Strategy 2, 3, Special Populations strategy 5, 10, Science Strategy 2	Academic Tutorials	6,080	.11
Reading Strategy 1, 8	Instructional Support – Instructional Coaches/Teachers	55,395	1.00
	<b>TOTAL SCE</b>	<b>61,475</b>	<b>1.11</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III LEP</b>			
Reading Strategy 1, 7, Math Strategy 2, 3, Special Populations strategy 5, 10, Science Strategy 2	Extra Duty Tutorials	1,500	.03
Reading Strategy 1, 7, Math Strategy 2, 3, Special Populations strategy 5, 10, Science Strategy 2	Technology	500	.00
Reading Strategy 1, 7, Math Strategy 2, 3, Special Populations strategy 5, 10, Science Strategy 2	Books	500	.00
	Instructional Materials	500	<b>.00</b>
	<b>TOTAL Title III LEP</b>	<b>3,000</b>	<b>.03</b>