

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: Ford Elementary

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Ford 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	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 80% of All students combined over all subject areas met Level II standard. In 2021-2022, 89% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 83% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science • Increase Attendance Rate from 96.2% to 97%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 45. In 2016-2017, the Index 2 Score will be 47. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices • 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

	<p>the process of reading.</p> <ul style="list-style-type: none"> • Continue the integration of Elementary Language Arts into Social Studies content K-6 • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. District Safeguard (DSG) • 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) <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” • Components of the CISD Instructional Model and Tier 1 Best Practices 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 Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. • Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • Implementation of long-term ELL frameworks such as Siedlitz’s 7 Steps to a Language Rich Instructional Classroom and English 3D.
<p>WRITING Strategies</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • Writing will be addressed in specific sessions at the August District Wide Staff Development. • Staff development will be provided through the Fall and Spring on the use of the Writing Workshop format to support writing in all genres. Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins Units of Study. • Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences. • The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. (DSG) • Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)

<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • 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. • 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. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive math instructional opportunities for all students. (DSG) <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • New TEKS Training
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • 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. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project. • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)

	<p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>History Alive!</i> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017
<p>SCIENCE Strategies</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <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). • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary; and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) <p>Recommended Staff Development Strands</p> <ul style="list-style-type: none"> • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the <i>Science Buffet for K-12th Grades</i>. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. • Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> staff developments. • Secondary Science Department Chairs will attend safety trainings provided by the Science Coordinator and will in-turn provide campus safety trainings to all teachers in their departments. • The Science Coordinator will provide trainings and state updates at fall and spring Cadres. • Campuses will learn how to begin a robotics program at their school by attending the afterschool staff development - <i>Robotics-I’ve Got My Robotics Team-Now What?</i>
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 52 and included the student groups of Eco Dis, African American, and</p>

	<p>Hispanic. In 2016-2017, the Index 3 Score will be 53 and will include the student groups of Eco Dis, African American, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide rigorous resources for teachers and students in the special education programs. • Continue our Enrichment/Intervention plan during school. • Introduce students to activities that promote college and career readiness, such as “Eagle War Challenge, Career Week, Etc. (SW 7) • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. (SW 2) • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. (SW 9) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG)(CSG) (SW 4) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 82% of Eco Dis students, 87% of African American student group, and 83% of Hispanic student group met Level II standard. In addition, 23% of Eco Dis students, 30% of African American student group, and 26% of Hispanic student group met Level III standard. In 2016-17 85% of Eco Dis students, 89% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 31% of African American student group, and 27% of Hispanic student group will meet Level III standard. Target Reading Reporting Category:3 Reading Performance Safeguard Target, if applicable: All safeguards were met for our Eco Dis, African American and Hispanic student groups.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure differentiation of literacy strategies in all the grade levels through Tier I best practices. • Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Emphasize interactive lessons with higher thinking level questions while implementing the components of CISD READS (SW2). • Address the rigor in the classroom through higher level thinking strategies during strategic reading, shared reading, individual instruction and whole group instruction. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Continue to develop rigorous common assessments, continuous formative assessments, and using the data to collaborate and monitor student achievement (SW 1, 8).

	<ul style="list-style-type: none"> • Provide rigorous resources for teachers and students in the special education programs. • Continue our Enrichment/Intervention plan during school. • Introduce students to activities that promote college and career readiness, such as “Eagle War Challenge, Career Week, Etc. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area (SW 9, 2). • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students. (DSG) (CSG) (SW 2, 4). • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 74% of Eco Dis students, African American student group not measured due to size, and 76 % of Hispanic student group met Level II standard. In addition, 9% of Eco Dis students, African American student group not measured due to size, and 15% of Hispanic student group met Level III standard.</p> <p>In 2016-17 76% of Eco Dis students, African American student group not measured due to size, and 78% of Hispanic student group will meet Level II standard. In addition, 11% of Eco Dis students, African American student group not measured due to size, and 18% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category:1</p> <p>Writing Performance Safeguard Target, if applicable: All safeguards met for our target groups.</p> <p>Or</p> <p>75% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure writing instruction in all grade levels Pk-4 on a daily basis in both genres, expository and narrative. • Collaborate vertically to ensure the alignment and consistent use of the Lucy Calkins Writing Model. • Implement mentor sentences to teach grammar and conventions in all grade levels. • Provide rigorous Writing resources for teachers and students in the special education programs. • Continue our Writing Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area (SW 7). • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) (SW 4) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to

	<p>address the unique academic needs of special education students in all content areas. (DSG)</p> <ul style="list-style-type: none"> • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 84% of Eco Dis students, 83% of African American student group, and 86% of Hispanic student group met Level II standard. In addition, 25% of Eco Dis students, 13% of African American student group, and 33% of Hispanic student group met Level III standard.</p> <p>In 2016-17 86% of Eco Dis students, 85% of African American student group, and 88% of Hispanic student group will meet Level II standard. In addition, 26% of Eco Dis students, 15% of African American student group, and 35% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category:3</p> <p>Math Performance Safeguard Target, if applicable: All safeguards met for our target groups.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide staff development on the implementation of CISD Solves and its components. • Implement the poster method and math review in all grade level classrooms from PK-4. • Continue to implement small group instruction and document the student progress through AMI to target the student needs. (SW1) • Provide Math staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. (SW4) • Implement iLearn and Accelerated math for at-risk students. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Provide rigorous resources for teachers and students in the special education programs. (DSG) • Continue our Math Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in this academic area. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<p>SOCIAL STUDIES Performance</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>78.5% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District</p>

Objectives	Performance standards.
Focus Strategies	<ul style="list-style-type: none"> • Provide rigorous social studies resources for teachers and students in all grade levels. • Continue to integrate social studies during language arts instruction. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in this academic area. (SW9) • Continue to use processing skills during social studies instruction to help student analyze information being presented. • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Implement a school wide STEM challenge posted in a bulletin board. • Continue to implement the 5E lesson model in all grade levels. • Increase the exposure of science vocabulary though other content areas integration and interactive word walls in the classrooms. (SW 7) • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in this content areas. • Provide rigorous resources for teachers and students in the special education programs. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) (SW 7) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking

	reading, and writing for ELLs. (DSG)
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Teach students physical activities that they can continue to use outside of school to promote lifetime fitness. Monitor students' level of fitness through fitnessgram and other programs to help students achieve their short and long term fitness goals. Allow for exercise, games, and activities throughout the day.
SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS In 2015-2016 45% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017 47% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 96.2% to 97% <i>Distinctions:</i> <ul style="list-style-type: none"> Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate
Focus Strategies	<ul style="list-style-type: none"> Implement reward system for perfect attendance NEAT Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. Continue to implement our STAAR Pal program for at Risk students (SW8). Continue to provide sheltered instruction to our English language learners Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	Campus budget SCE, Title I, Title III SW10
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
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.

Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. (SW 3) • Give new teachers a mentor teacher to support and help them. • Provide opportunities for staff development for all teachers. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. (SW 5) • Improve qualifications of teachers by providing opportunities to attend workshops and trainings. (SW 3, 5) • Allow teachers to observe and be observed by peers to improve instruction. • Hold bi-weekly team leader meetings to ensure that communication and collaboration are part of each grade level learning community.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
Indicator 1. Community and parent involvement	Indicator 1 Focus Strategies <ul style="list-style-type: none"> • Provide communication to parents about our activities, initiatives and different school programs through blackboard connect, the school website, monthly newsletters and grade level newsletters (SW 6). • Develop campus plan that addresses communication to staff, parents, and our district communication office in case of an emergency, disaster, or special events. • Provide Title 1 Nights, curriculum nights, and after school academic family activities to provide our parents with academic resources (SW 6).
Indicator 2. Second language acquisition	Indicator 2 Focus Strategies <ul style="list-style-type: none"> • Provide education sessions for our English language learners' parents through our outreach program. • Increase percentage of students meeting exit criteria each year.
Indicator 3. 21st Century work force development	Indicator 3 Focus Strategies <ul style="list-style-type: none"> • Provide opportunities for our students to contribute to the community through student council. • Students will participate in Junior Achievement (Finance Park; Careers In Energy) • Students will participate in safety patrol
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
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Allow students to participate in various ways through our safety patrol. • Scan students when they are dismissed to ensure they are tracked as they leave the building. • Provide opportunities to educate students in safety, drug and alcohol abuse. • Conduct faculty trainings through safe schools for bullying, hazardous material, sexual harassment, blood-borne pathogen, pest management and suicide. • Ensure that we have included crisis management, health services and safety control in our EOP.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the use of technology in all grade levels PK-4 by providing meaningful opportunities to access technology. • Emphasize the importance of integrating technology across content areas. • Providing staff development for our staff through our technology department. • Communicate technology initiatives to the staff • Integrate technology standards in the lessons when applicable.
Financial Resources	Campus budget Title I, Title III, SW 10
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

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

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

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4 Reading: Strategy 3, 10	Academic Tutorials	9,398	0.17
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4 Reading: Strategy 3,10	Instructional Materials for At-Risk Students	2,682	0.00
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 1,2,3,5,6 Math: Strategy 2,3,5 Reading: Strategy 1,4,5,6,9 Science: Strategy 2,3,4 Social Studies: Strategy 1,2,3	General Ed Teachers Addressing At-Risk Students	1,390,005	25.00
	TOTAL SCE	1,402,085	25.17

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4 Reading: Strategy 3,10	Instructional Support – Instructional Coaches/Teachers	137,037	2.49
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2,6 Math: Strategy 4,6,7 Reading: Strategy 8,9	Instructional Support – Extra Duty Professionals	13,200	0.24
Technology Strategy 1	Technology	46,185	0.00
Reading Strategy 1-7	Books	8,000	0.00
Closing Performance Gap: Strategy 1,2, 3, 10	Instructional Materials	8,865	0.00
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2,6 Math: Strategy 4,7 Reading: Strategy 8,9	Student Travel Tutorials	2,500	0.00
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4 Reading: Strategy 3	Staff Development	6,300	0.00
Parents and Community Strategy 3	Parent Involvement	3,187	0.00
	TOTAL Title IA	225,274	2.49

Title III LEP			
Closing Performance Gap: Strategy 1, 4, 5	Extra Duty Tutorials	2,500	0.04
Technology Strategy 1	Technology	2,000	0.00
Reading Strategy 1-7	Books	500	0.00
Closing Performance Gap: Strategy 1, 2, 3, 10	Instructional Materials	1,500	0.00
	TOTAL Title III LEP	6,500	0.04