

# Campus Improvement Plan 2016-2017

**Elementary/Intermediate Campus: Sam Houston Elementary**

**Rating: Did Not Meet Standard**

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

**Sam Houston 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*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 57% of All students combined over all subject areas met Level II standard.</p> <ul style="list-style-type: none"> <li>• 32% of All Special Education students combined over all subject areas met Level II standard with 29% in Reading, 43% in Mathematics, and 11% in Writing.</li> <li>• 41% of All African American students combined over all subject areas met Level II standard with 34% in Reading, 47% in Mathematics, and 47% in Writing.</li> </ul> <p>In 2021-2022, <u>90%</u> of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 65% met Level II standard.</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Increase Attendance Rate from 96.9% to 97.2%</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></p> <p>In 2015-2016, the Index 2 Score was 27. <b>In 2016-2017, the Index 2 Score will be 35.</b></p> <p><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>• 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. SW 2</li> <li>• Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing. SW 2</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of CISD READS. SW 4</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Coaches will provide training on the DRA/BAS and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. SW 8</li> <li>• Continue the integration of Elementary Language Arts into Social Studies content K-4. SW 2</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. SW 8</li> <li>• The Campus Instructional Literacy Coach will provide campus-based “customized” reading staff development and assist teachers with reading instruction throughout the school year. SW 4</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title I Teacher allocations for Reading. SW 9 &amp; Campus Safe Guard (CSG)</li> <li>• Provide intensive, systematic, research-based instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> <li>• Provide training in Guided Reading instruction and support for teachers to address reading strategies in small group. (CSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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. (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> </ul>
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<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. SW 2</li> <li>• Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. SW 2</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences. SW 2</li> <li>• Writing will be addressed in specific sessions at the August Campus and District Staff Development. SW 4</li> <li>• Staff development will be provided at the Lucy Calkins Institute in July to train on the Writers' Workshop approach to teaching writing using the Lucy Calkins Units of Study. SW 4</li> <li>• The Coordinator of Elementary Language Arts and the District Instructional Coaches will provide campus-based “customized” writing trainings throughout the school year. SW 4</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4. SW 7</li> <li>• The Campus Instructional Literacy Coach will provide third and fourth grade teachers with a staff development to focus on using the TEA writing rubric to score common assessments and benchmark writing to provide feedback in preparing students for writing for the STAAR. 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 when developing and reviewing common assessments. SW 8</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title I Teacher allocations for Writing. (CSG)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide intensive, systematic, research-based instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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. (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> </ul>
<b>MATH Strategies</b>	<b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <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. SW 4</li> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. 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 when developing and reviewing common assessments. SW 8</li> <li>• Ensure that all teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. SW 4</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 intervention programs for teachers. SW 8</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-4. SW 4</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. SW 2 &amp; 4</li> <li>• Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions to facilitate academic improvement for identified students. SW 1</li> <li>• The Campus Instructional Coaches will provide campus-based “customized” math staff development and assist teachers with math instruction throughout the school year. SW 4</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title I Teacher allocations for Writing. (CSG)</li> <li>• Provide intensive, systematic, research-based instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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> </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 access ELLs in all content areas. (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> </ul>
<b>SOCIAL STUDIES Strategies</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Implementation of common assessments for classroom testing and benchmarks. SW 8</li> <li>• Use of tutoring strips after assessments to help students visually identify their areas of strength and areas of needed concentration. By doing this, the student becomes an active participant in their own educational process. SW 8</li> <li>• Detailed analysis of previous year’s STAAR data to ensure alignment of what is taught, how it is taught, and the rigor of the state assessment. For example, analysis will include the SS standards from STAAR, heat mapping, and teacher subject content perception vs. student performance content data. SW 2 &amp; 8</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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. (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> </ul>
<b>SCIENCE Strategies</b>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of CISD Investigates. SW 4</li> <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>• 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. SW 7</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. SW 2</li> <li>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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. (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> </ul>

<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<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 28 and included the student groups of Eco Dis, African American, and Hispanic. <b>In 2016-2017, the Index 3 Score will be 32 and will include the student groups of Eco Dis and African American.</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<b>Program Focus Strategies</b>	<b>Special Populations: Eco-Dis and African American</b> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk student during the day.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>• Promote students as “Future Conroe High Students” through activities within the feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It” week, etc.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs.</li> </ul>
<b>READING Performance Objectives</b>	<b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 56% of Eco Dis students, 41% of African American student group, and 59% of Hispanic student group met Level II standard. In addition, 56% of Eco Dis students, 9% of African American student group, and 18% of Hispanic student group met Level III standard. Reading Performance Safeguard Target, if applicable: African American (Student Group) 65% of all students and student groups taking the District Benchmarks in Reading will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop and implement systematic goal setting for students to set reading level goals.</li> <li>• Provide and implement scheduled goal setting days for teachers to review progress and set goals with students.</li> <li>• Schedule and meet with teachers to review class progress based on goal setting data.</li> <li>• Develop a data cycle calendar and review data each cycle and develop action plan for intervention.</li> <li>• Provide Saturday tutorials based on specific student needs.</li> <li>• Focused Walkthroughs.</li> </ul>
<b>WRITING Performance Objectives</b>	<b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 49% of Eco Dis students, 47% of African American, and 52% of Hispanics met Level II standard. In addition, 5% of Eco Dis students, 12% of African American, and 3% of Hispanic met Level III standard. Writing Performance Safeguard Target, if applicable: African American 65% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop and implement systematic goal setting for students to set reading level goals.</li> <li>• Provide and implement scheduled goal setting days for teachers to review progress and set goals with students.</li> <li>• Schedule and meet with teachers to review class progress based on goal setting data.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a data cycle calendar and review data each cycle and develop action plan for intervention.</li> <li>• Provide Saturday tutorials based on specific student needs.</li> <li>• Focused Walkthroughs</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 59% of Eco Dis students, 47% of African American, and 61% of Hispanic met Level II standard. In addition, 7% of Eco Dis students, 4% of African American, and 7% of Hispanic met Level III standard.</p> <p>Math Performance Safeguard Target, if applicable: African American</p> <p>65% of all students and student groups taking the District Benchmarks in Math will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop and implement systematic goal setting for students to set reading level goals.</li> <li>• Provide and implement scheduled goal setting days for teachers to review progress and set goals with students.</li> <li>• Schedule and meet with teachers to review class progress based on goal setting data.</li> <li>• Develop a data cycle calendar and review data each cycle and develop action plan for intervention.</li> <li>• Provide Saturday tutorials based on specific student needs.</li> <li>• Focused Walkthroughs.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% 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>• Develop and implement systematic goal setting for students to set reading level goals.</li> <li>• Provide and implement scheduled goal setting days for teachers to review progress and set goals with students.</li> <li>• Schedule and meet with teachers to review class progress based on goal setting data.</li> <li>• Develop a data cycle calendar and review data each cycle and develop action plan for intervention.</li> <li>• Provide Saturday tutorials based on specific student needs.</li> <li>• Focused Walkthroughs</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</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>• 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 utilize a science interactive notebook as part of their learning process.</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% 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>• Track and evaluate students' level of health-related fitness by conducting two FitnessGram 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 should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016 17% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p>In 2016-2017 22% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</p>



	Increase Attendance Rate from 96.9% to 97.2% <i>Distinctions:</i> <ul style="list-style-type: none"> <li>Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul> Grade 3-12 Safeguard Indicator: Safeguard Target for Participation and Performance Rate(if applicable):
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Maintain a rigorous curriculum that meets diverse student needs. SW 2</li> <li>Communicate attendance laws to parents and reinforce the importance of regular school attendance.</li> <li>Jet Way committee will discuss and address attendance issues.</li> <li>Provide incentives to students who maintain perfect attendance/no tardies each month and at the end of the school year.</li> <li>Provide attendance incentives on Monday and Friday of each week.</li> <li>Data meeting will support targeting students to ensure students meet Post-secondary standard in 2 or more areas on STAAR. SW 7</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III, & Coordinate and integrate Federal, State, and Local funds and programs. SW 10
<b>Additional Resources</b>	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
<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 Principal

<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>	Create and give a survey to all new teachers to determine areas of support. Develop individual plans to provide support based on surveys. Meet with teachers new to the campus once a month to touch base and offer staff development <ul style="list-style-type: none"> <li>Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. 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. SW 4</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. SW 3 &amp; 5</li> <li>Provide opportunities for teachers to attend GT training. SW 4</li> <li>Provide opportunities for teachers to acquire ESL certification. SW 4</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III, & Coordinate and integrate Federal, State, and Local funds and programs. SW 10
<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 Principal
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<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: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
<b>Indicator 1.</b>	<p><b>Indicator 1 Focus Strategies: Parental Involvement</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to give input regarding the academic needs of students, student-parent-school compacts, parental involvement policies, and evaluation of the Title I program. SW 6</li> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. SW 6</li> <li>• Expand the campus partnerships with HEB to support the educational achievement of all students. SW 6</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students. SW 6</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. SW 6</li> </ul> <p><b>Indicator 2 Focus Strategies: Community Involvement</b></p> <ul style="list-style-type: none"> <li>• Establish relationships with local businesses: State Farm Insurance, local churches and community members.</li> <li>• Provide opportunities for members of the community to volunteer on campus.</li> </ul> <p><b>Indicator 3 Focus Strategies: Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• Increase our percent identified to fall within the 3% of the district’s identified rate.</li> <li>• Destination Imagination and LEGO/Robotics groups will be created to include gifted and non-gifted students.</li> </ul>
<b>Indicator 2.</b>	
<b>Indicator 3.</b>	
<b>Financial Resources</b>	Campus budget, Title I, & Coordinate and integrate Federal, State, and Local funds and programs. SW 10
<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

<b>Goal 4 SAFE SCHOOLS</b>	
<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> </ul>



<b>Financial Resources</b>	Campus budget, & Coordinate and integrate Federal, State, and Local funds and programs. SW 10
<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. SW 2</li> <li>• Provide meaningful opportunities for students to access technology for learning. SW 9</li> </ul>
<b>Financial Resources</b>	Campus budget Title I, Title III, & Coordinate and integrate Federal, State, and Local funds and programs. 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 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>			
Closing the Performance Gap: Strategy 1, 5, Reading: Strategy 5, Math: Strategy 5, Writing: Strategy 5	Academic Tutorials	16,460	.30
Closing the Performance Gap: Strategy 1	General Education Teachers for At-Risk Students	915,790	17.00
	<b>TOTAL SCE</b>	<b>932,250</b>	<b>17.30</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Reading: Strategy 3, 6, 10, 11, Writing: Strategy 4, 8, 9, Math: Strategy 1, 2, 3, 7, 9	Instructional Support – Instructional Coaches/Teachers	278,436	4.00
Reading: Strategy 7, 12	Technology	7,500	.00
Reading: Strategy 1, 3, Writing: Strategy 1, 2, 3, Math: Strategy 1, 2	Instructional Materials	23,000	.00
Reading: Strategy 3, 10, Writing: Strategy: 5, 6, 8, Math: Strategy 1, 2, 4, 6	Staff Development Travel & Materials	7,221	.00
Parents and Community: Strategy 1-10	Parent Involvement	3,187	.00
	<b>TOTAL Title IA</b>	<b>319,344</b>	<b>4.00</b>
<b>Title III LEP</b>			
Closing the Performance Gap: Strategy 1, 5, Reading: Strategy 5, Math: Strategy 5, Writing: Strategy 5	Extra Duty Tutorials	2,500	.05
Reading: Strategy 1, 3, Writing: Strategy 1, 2, 3, Math: Strategy 1, 2	Instructional Materials	4,000	.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.05</b>