

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Milam Elementary**

**Rating: Met Standard**

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

Milam 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 67% 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*

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| <b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>  |  |
| <b>MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS<br/>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><br/>In 2015-2016, 67% of All students combined over all subject areas met Level II standard.<br/>In 2021-2022, 85% of All students combined over all subject areas will meet Level II performance standard on STAAR.<br/><b>The 2016-17 incremental progress will be 75% met Level II standard.</b><br/><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 96% to 97%</li> </ul>  |
| <b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>  | <p><b>Index 2: Student Progress</b><br/><b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b><br/><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><br/>In 2015-2016, the Index 2 Score was 34.<br/><b>In 2016-2017, the Index 2 Score will be 45.</b><br/><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.</li> <li>• New teacher trainings on CISD READS and Guided Reading will take place in August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” SW 4</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</li> <li>• Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>• Staff development will be provided through the fall and Spring Elementary and Intermediate Cadres with a focus on Benchmark Assessment System. Representatives will share this information on the home campuses for further site based staff development. SW 4</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Continue the integration of Elementary Language Arts into Social Studies content K-4.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in reading. (DSG)</li> </ul>   |
| <b>WRITING Strategies</b>        | <p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 1-4.</li> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on expository writing along with the effective teaching of revising and editing. SW 4</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>• Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-6.</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, students in Writing. (DSG)</li> <li>• Ensure that (All, Hispanic, White, Eco Dis, ELL) students receive appropriate support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom. (CSG)</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. SW 8</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress by using anecdotal notes and implementation of effective tutorial programs for teachers.</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. SW 4</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 leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. 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 students in math. (DSG)</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 History Alive! /Social Studies Alive!</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the interactive Student Notebook K-12.</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>• 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</li> </ul>  |

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|   | in Social Studies. (DSG)   |
| <b>SCIENCE Strategies</b>                           | <p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <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 Words in the Scope and Sequences.</li> <li>• Ensure that teachers require all students to 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>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in Science. (DSG)</li> </ul>  |
| <b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b> | <p><b>Index 3: Closing Performance Gaps</b><br/> <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b></p> <p>In 2015-2016, the Index 3 Score was 37 and included the student groups of Eco Dis, and Hispanic.<br/> <b>In 2016-2017, the Index 3 Score will be 45 and will include the student groups of Eco Dis, and Hispanic.</b></p> <p><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>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 2, 9</li> <li>• Provide mentors to targeted at-risk students. (CSG)</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. SW 2, 9</li> <li>• Ensure that ELL students receive appropriate English language acquisition.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to Facilitate academic improvement for identified students. SW 2, 9</li> <li>• As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1</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. SW 4</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 describe the specially designed instruction necessary as a result of the student’s disability related needs. SW 4</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). SW 4</li> <li>• Review, revise, and implement daily attendance procedures to meet 97% average attendance.</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> </ul> |
| <b>READING Performance Objectives</b>               | <p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 68% of Eco Dis students, and 73% of Hispanic student group met Level II standard. In addition, 12% of Eco Dis students, and 12% of Hispanic student group met Level III standard.<br/> <b>In 2016-17 80% of Eco Dis students, and 85% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: All students in 3<sup>rd</sup> &amp; 4<sup>th</sup> grade.</p>   |
| <b>Focus Strategies</b>                             | <ul style="list-style-type: none"> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and</li> </ul>  |

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|  | <p>Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</p> <ul style="list-style-type: none"> <li>• New teacher trainings on CISD READS and Guided Reading will take place in August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” SW 4</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</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>• Staff development will be provided through the fall and Spring Elementary and Intermediate Cadres with a focus on Benchmark Assessment System. Representatives will share this information on the home campuses for further site based staff development. SW 4</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Continue the integration of Elementary Language Arts into Social Studies content K-4.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in reading. (DSG)</li> </ul> |
| <p><b>WRITING Performance Objectives</b></p> | <p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 50% of Eco Dis students, and 55% of Hispanic student group met Level II standard. In addition, 5% of Eco Dis students, and 6% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 70% of Eco Dis students, and 70% of Hispanic student group will meet Level II standard. In addition, 12% of Eco Dis students, and 12% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: All 4<sup>th</sup> grade students.<br/>Writing Performance Safeguard Target, if applicable: Hispanic, White, Eco Dis, and ELL.</p>  |
| <p><b>Focus Strategies</b></p>               | <ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 1-4.</li> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on expository writing along with the effective teaching of revising and editing. SW 4</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>• Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-6.</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, students in Writing. (DSG)</li> <li>• Ensure that (All, Hispanic, White, Eco Dis, ELL) students receive appropriate support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom. (CSG)</li> </ul>   |
| <p><b>MATH Performance Objectives</b></p>    | <p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 67% of Eco Dis students, and 72% of Hispanic student group met Level II standard. In addition, 11% of Eco Dis students, and 12% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 75% of Eco Dis students, and 80% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: All students in 3<sup>rd</sup> &amp; 4<sup>th</sup> grade.</p>   |
| <p><b>Focus Strategies</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. SW 8</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress by using anecdotal notes and implementation of effective tutorial programs for teachers.</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</li> </ul>   |

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|   | <p>graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW 4</p> <ul style="list-style-type: none"> <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 leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. 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 students in math. (DSG)</li> </ul>  |
| <b>SOCIAL STUDIES Performance Objectives</b>  | <p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b><br/>80% 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>• Focus on engagement through student centered instructional strategies based on History Alive! /Social Studies Alive!</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the interactive Student Notebook K-12.</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>• 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 Social Studies. (DSG)</li> </ul>  |
| <b>SCIENCE Performance Objectives</b>   | <p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b><br/>80% 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>• 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 Words in the Scope and Sequences.</li> <li>• Ensure that teachers require all students to 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>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in Science. (DSG)</li> </ul> |
| <b>HEALTH Performance Objectives</b>  | <p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b><br/>85% 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>• Coordinate lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks.</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>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> </ul>   |
| <p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)</b><br/><b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p> |   |
| <b>Index 4: POST-SECONDARY READINESS</b>  | <p><b>INDEX 4: POST-SECONDARY READINESS</b><br/>In 2015-2016 28% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p>  |

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| <b>OBJECTIVES</b>           | <p><b>In 2016-2017 35% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 96% to 97%</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 in 9 weeks, and all year.</li> <li>• Create weekly incentives to improve yearly attendance, but with more frequent intervals.</li> <li>• Research based best practices implemented for students to achieve Phase-in III. SW 2</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> <li>• Provide opportunities for students to explore post-secondary options including career and colleges during Generation Texas Week SW7</li> </ul> |
| <b>Financial Resources</b>  | Campus budget<br>SCE, Title I, Title III, LEP and Immigrant SW10   |
| <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>  | November, January, April   |
| <b>Formative Evaluation</b> | CISD Benchmarks at passing rate  |
| <b>Summative Evaluation</b> | TEA Accountability Summary<br>TAPR<br>Meet Performance Indicators for CaSE   |
| <b>Project Manager(s):</b>  | Principal<br>Assistant Principal   |

| <b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b> |   |
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| <b>Objective</b>   | To recruit, retain and develop highly qualified teachers and staff for all students.  |
| <b>Focus Strategies</b>  | <ul style="list-style-type: none"> <li>• Ensure the appropriate certification 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.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. SW 3, 5</li> <li>• Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> </ul> |
| <b>Financial Resources</b>                                     | Campus budget, Teacher Activity Fund, Title III   |
| <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  |

| <b>Goal 3 PARENTS AND COMMUNITY</b> |  |
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| <b>Objective</b>                    | To work jointly with parents and the community to maximize learning for all students through |

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|  | communication, collaborative partnerships and unity of purpose.<br><i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.   |
| <b>Indicator 1.<br/>Community and<br/>Parent Involvement</b> | <b>Indicator 1 Focus Strategies</b> <ul style="list-style-type: none"> <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>• Provide opportunities at school for parents to participate in academic and social events with students. SW 6</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> <li>• Provide education sessions and information about the Parent Resource Center for parents of students with disabilities</li> </ul> |
| <b>Indicator 2.<br/>Second Language<br/>Acquisition</b>      | <b>Indicator 2 Focus Strategies</b> <ul style="list-style-type: none"> <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>• Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</li> </ul>  |
| <b>Indicator 3.<br/>Dropout Prevention</b>                   | <b>Indicator 3 Focus Strategies</b> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. SW 6</li> <li>• Hold weekly team meetings to ensure teacher collaboration within each department/grade.</li> </ul>  |
| <b>Financial Resources</b>                                   | Campus budget, Title I   |
| <b>Additional Resources</b>                                  | Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology   |
| <b>Monitoring Timeline</b>                                   | Formative November, January<br>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<br>Meet Performance Indicators for <i>CaSE</i>  |
| <b>Project Manager</b>                                       | Principal  |

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| <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 fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations.</li> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Provide student education in safe schools and personal safety/wellness through implementation</li> </ul> |

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|                             | of programs on character development, conflict resolution; drug, alcohol, and tobacco resistance, and life/coping skills.            |
| <b>Financial Resources</b>  | Campus budget  |
| <b>Additional Resources</b> | Emergency operations plan  |
| <b>Monitoring Timeline</b>  | Formative November, January<br>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>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <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>• Increase student opportunities for utilizing technology across the curriculum areas.</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>• Utilize intervention and academic support software to provide additional learning opportunities for students.</li> </ul> |
| <b>Financial Resources</b>  | Campus budget<br>Title I, Title III  |
| <b>Additional Resources</b> | Technology staff   |
| <b>Monitoring Timeline</b>  | Formative November, January<br>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<br>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**

| <b>Strategy</b>                             | <b>Program/Service</b>                          | <b>Funds Budgeted</b> | <b>FTEs</b>  |
|---|---|-----------------------|--------------|
| <b>SCE</b>                                  |   |                       |              |
| Closing the Achievement Gap: Strategy 1 - 3 | Academic Tutorials                              | 14,980                | 0.26         |
| Reading Strategy 1, Math Strategy 5         | General Education Teachers for At-Risk Students | 1,158,616             | 21.00        |
|   | <b>TOTAL SCE</b>                                | <b>1,173,596</b>      | <b>21.26</b> |

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

| <b>Strategy</b>   | <b>Program/Service</b>                        | <b>Funds Budgeted</b> | <b>FTEs</b> |
|---|---|-----------------------|-------------|
| <b>Title IA</b>   |   |                       |             |
| ELA Strategy 7; Writing Strategy 5; Math Strategy 10  | Instructional Support – Instructional Coaches | 134,842               | 200         |
| ELA Strategy 1, Math Strategy 1   | Instructional Support – Paraprofessionals     | 54,803                | 3.00        |
| ELA Strategy 7; Writing Strategy 6; Math Strategy 1   | Subs  | 5,175                 | 0.09        |
| Close the Performance Gap Strategy 1 & 6  | Extra Duty                                    | 26,400                | 0.48        |
| ELA Strategy 1, 2 & 4   | Books   | 20,000                | 0.00        |
| ELA Strategy 1; Writing Strategy 3; Math Strategy 5 & 11; Social Studies Strategy 2; Science Strategy 2 | Instructional Materials                       | 44,671                | 0.00        |
| Parent and Community Strategy 1-4, 7  | Parent Involvement                            | 3,187                 | 0.00        |
|   | <b>TOTAL Title IA</b>                         | <b>289,078</b>        | <b>5.57</b> |
| <b>Title III LEP</b>  |   |                       |             |
| Close the Performance Gap Strategy 1 & 6  | Extra Duty Tutorials                          | 2,500                 | 0.05        |
| Technology Strategy 6   | Technology                                    | 2,000                 | 0.00        |
| Close the Performance Gap Strategy 4  | Books   | 500                   | 0.00        |
| Close the Performance Gap Strategy 4-6  | Instructional Materials                       | 1,500                 | 0.00        |
|   | <b>TOTAL Title III LEP</b>                    | <b>6,500</b>          | <b>0.05</b> |