

**Campus Improvement Plan  
2017-2018  
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**

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
  - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
  - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
  - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
  - **Distinction** – 50% of Indicators are in the top quartile

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS</b>	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b> Performance in 2016-2017 68% Approaching Grade Level Standards Goal for 2017-2018 80% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science</li> </ul>
<b><u>STUDENT PROGRESS OBJECTIVES</u></b>	<p><b>Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects</b> Performance in 2016-2017 59% of students met Expected or Accelerated Growth measures. 31% of students met Accelerated Growth measures only. Goal for 2017-2018 65% of students will meet Expected or Accelerated Growth measures. 40% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>• Will meet AADD indicator for Accelerated Growth in Reading and Math.</li> </ul>
<b><u>READING Strategies</u></b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing</li> <li>• Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and</li> </ul>

	<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.”</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.</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.</li> <li>• Collaboration of professional development between ELA and Bilingual/ESL departments</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II.</li> </ul>
<p><b>WRITING Strategies</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <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>• 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 Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.</li> <li>• Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.</li> <li>• Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test.</li> <li>• Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> <li>• Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins <i>Units of Study</i>.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences and other research based best practices.</li> <li>• The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year.</li> </ul>
<p><b>MATH Strategies</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> <li>• Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</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</li> </ul>

	<p>review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</p> <ul style="list-style-type: none"> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12.</li> </ul>
<p><b>SOCIAL STUDIES Strategies</b></p>	<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 in Social Studies.</li> </ul>
<p><b>SCIENCE Strategies</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>• Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity</li> <li>• Ensure that teachers require all students 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> </ul>
<p><b><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></b></p>	<p><b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  67% scored Approaching Grade Level Standards  25% scored Mastering Grade Level Standards  Goal for 2017-2018:  75% will score Approaching Grade Level Standards  30% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: White</b>  Performance in 2016-2017:  65% scored Approaching Grade Level Standards  25% scored Mastering Grade Level Standards  Goal for 2017-2018:  75% will score Approaching Grade Level Standards  30% will score Mastering Grade Level Standards</p> <p>Distinctions: Mathematics</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ul>

<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG)</li> <li>• Provide on-going support and training 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 and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> <li>• Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)</li> <li>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> <li>• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)</li> <li>• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)</li> </ul>
<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  64% scored Approaching Grade Level Standards  14% scored Mastering Grade Level Standards  Goal for 2017-2018:  75% will score Approaching Grade Level Standards  20% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: White</b>  Performance in 2016-2017:  63% scored Approaching Grade Level Standards  18% scored Mastering Grade Level Standards  Goal for 2017-2018:  75% will score Approaching Grade Level Standards  25% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: R3 Understanding and Analysis of Informational Text  Reading Performance Safeguard Target: Special Education</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <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.”</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> </ul>

	<ul style="list-style-type: none"> <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.</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.</li> <li>• Collaboration of professional development between ELA and Bilingual/ESL departments</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II.</li> </ul>
<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  46% scored Approaching Grade Level Standards  15% scored Mastering Grade Level Standards  Goal for 2017-2018:  65% will score Approaching Grade Level Standards  20% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: White</b>  Performance in 2016-2017:  40% scored Approaching Grade Level Standards  12% scored Mastering Grade Level Standards  Goal for 2017-2018:  65% will score Approaching Grade Level Standards  20% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: RC1 Composition; 80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.  Writing Performance Safeguard Target: All Student Groups</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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>• 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 Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices</li> <li>• Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research-based best practices.</li> <li>• Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test.</li> <li>• Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> <li>• Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins <i>Units of Study</i>.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences and other research based best practices.</li> <li>• The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year.</li> </ul>
<p><b>MATH Performance</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p>

<p><b>Objectives</b></p>	<p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  80% scored Approaching Grade Level Standards  36% scored Mastering Grade Level Standards  Goal for 2017-2018:  85% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: White</b>  Performance in 2016-2017:  79% scored Approaching Grade Level Standards  31% scored Mastering Grade Level Standards  Goal for 2017-2018:  85% will score Approaching Grade Level Standards  35% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: R2 Computation and Algebraic Relationships</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> <li>• Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. (DSG)</li> </ul>
<p><b>SOCIAL STUDIES Performance Objectives</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  56% scored Approaching Grade Level Standards  15% scored Mastering Grade Level Standards  Goal for 2017-2018:  60% will score Approaching Grade Level Standards  18% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  59% scored Approaching Grade Level Standards (Moorhead Junior High)  15% scored Mastering Grade Level Standards (Moorhead Junior High)  Goal for 2017-2018:  62% will score Approaching Grade Level Standards (Moorhead Junior High)  18% will score Mastering Grade Level Standards (Moorhead Junior High)</p> <p>Target Social Studies Reporting Category: 8.11B, 8.6A</p>

	Social Studies Performance Safeguard Target: His, EcoDis, SpEd,ELL
<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></p> <p><b>Economically Disadvantaged Students</b></p> <p>Performance in 2016-2017: 67% scored Approaching Grade Level Standards (Grangerland Intermediate) 12% scored Mastering Grade Level Standards (Grangerland Intermediate) Goal for 2017-2018: 70% will score Approaching Grade Level Standards (Grangerland Intermediate) 15% will score Mastering Grade Level Standards (Grangerland Intermediate)</p> <p><b>Racial/Ethnic group: Hispanic</b></p> <p>Performance in 2016-2017: 63% scored Approaching Grade Level Standards (Grangerland Intermediate) 9% scored Mastering Grade Level Standards (Grangerland Intermediate) Goal for 2017-2018: 65% will score Approaching Grade Level Standards (Grangerland Intermediate) 15% will score Mastering Grade Level Standards (Grangerland Intermediate)</p> <p>Target Reporting Category: RI Matter and Energy, R4 – Organisms and Environments; and 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>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students 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> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>70% 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>• Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.</li> <li>• Provide students with opportunities and activities that allow “choice.”</li> <li>• Provide students with relevant information that encourages healthy nutrition choices.</li> <li>• Ensure students demonstrate responsible personal and social behavior that respects self and others.</li> <li>• Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction.</li> </ul>

	<ul style="list-style-type: none"> <li>Assess student's Health-Related fitness using the FitnessGram assessment, twice per year.</li> <li>Ensure that students receive the appropriate number of state required minutes in physical education per week or 10 day period.</li> <li>Ensure that students have adequate amounts of space to move and play safely.</li> <li>Provide students with opportunities to participate in extracurricular fitness/sport activities.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS</b>	
<b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<p><b>POST-SECONDARY READINESS</b> Attendance rate will increase from 97.2% in 2016/17 to 97.8% in 2017/18.</p> <p><b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b> <i>50% of indicators will be in top quartile</i></p> <p><b>Meet Top 25% in Student Progress Distinction Designations</b> <i>Top quartile of campus comparison group in performance for student progress</i></p> <p><b>Meet Top 25% in Closing Performance Gaps Distinction Designations</b> <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p><b>Meet eligible Post-secondary Readiness Distinction Designations</b> <i>50% of indicators will be in top quartile</i></p>
<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.</li> <li>Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates.</li> <li>Provide opportunities for students to explore post-secondary options including career and colleges during Generation Texas Week.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III, LEP & Immigrant
<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
<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>	<ul style="list-style-type: none"> <li>Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>Provide mentor support for beginning teachers.</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide opportunities for teachers to attend GT training.</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>	
<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.
<b>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.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• Provide opportunities to parents to give input regarding the academic needs of students and programs.</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> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> <li>• Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</li> <li>• Hold weekly 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 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
<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>• 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</li> </ul>

	<p>and health services.</p> <ul style="list-style-type: none"> <li>• Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at <a href="http://ci.conroeisd.net/depts/counseling/">http://ci.conroeisd.net/depts/counseling/</a> ; campus programs and presentations.</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>• Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I, Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<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  
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Closing the Achievement Gap: Strategy 1 - 3	Academic Tutorials	14,470	.26
Reading Strategy 1, Math Strategy 5	General Education Teachers for At-Risk Students	1,214,741	22.00
	<b>TOTAL SCE</b>	<b>1,229,211</b>	<b>22.26</b>

**Resources Allocated for Title I - III  
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
ELA Strategy 7; Writing Strategy 5; Math Strategy 10	Instructional Support – Instructional Coaches	136,861	2.00
ELA Strategy 1, Math Strategy 1	Instructional Support – Paraprofessionals	34,197	1.50
ELA Strategy 7; Writing Strategy 6; Math Strategy 1	Subs	5,175	.09
Close the Performance Gap Strategy 1 & 6	Extra Duty	20,900	.38
ELA Strategy 1, 2 & 4	Books	24,000	.00
ELA Strategy 1; Writing Strategy 3; Math Strategy 5 & 11; Social Studies Strategy 2; Science Strategy 2	Instructional Materials	36,409	.00
Technology Strategy 6	Computer Equipment	12,000	.00
ELA Strategy 7, Math Strategy 1, Writing Strategy 1, Close the Performance Gap Strategy 1 & 6	Staff Development	11,500	.00
Parent and Community Strategy 1-4, 7	Parent Involvement	2,985	.00
	<b>TOTAL Title IA</b>	<b>284,026</b>	<b>3.97</b>
<b>Title III LEP</b>			
Close the Performance Gap Strategy 1 & 6	Extra Duty	4,500	.08
Technology Strategy 6	Technology	500	.00
Close the Performance Gap Strategy 4	Books	500	.00
Close the Performance Gap Strategy 4-6	Instructional Materials	1,000	.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.08</b>