

Campus Improvement Plan 2016-2017

Elementary/Intermediate Campus: Reaves Elementary School Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Reaves 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*

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| GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS | |
| MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS | |
| INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE | <p>Index 1: Student Achievement In 2015-2016, 83% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 85% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math and Increase Attendance Rate from 96.7% to 98% |
| INDEX 2: STUDENT PROGRESS OBJECTIVES | <p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 43. In 2016-2017, the Index 2 Score will be 50. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math. |
| READING Strategies | <p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher”. • Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development. • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and setting reading instructional goals for students. |

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| | <ul style="list-style-type: none"> • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. • Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita Training. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • Implementation of long-term ELL frameworks such as <i>Siedlitz's 7 Steps to a Language Rich Instructional Classroom</i>. • The Campus Instructional Coach will provide campus based "customized" reading staff development and assist teachers with reading instruction throughout the school year. SW 4 • Provide leadership, training and follow-through on the implementation of CISD READS. SW 4 • The tutor and bilingual paraprofessional will provide small group instruction of targeted reading skills for at-risk students needing additional interventions. SW 9 • Staff development will be provided at the Community of Learning Training in July to train on the Benchmark Assessment System (BAS) and to teach reading using the Lucy Calkins <i>Units of Study</i>. SW 4 • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) SW 4 • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) SW 4, 8 |
| <p>WRITING Strategies</p> | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Writing will be addressed in specific sessions at the August District Wide Staff Development. SW 4 • Staff development will be provided through the Fall and Spring Cadres on the use of the Writing Workshop format to support writing in all genres. SW 4 • 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>. SW 4 • Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences. SW 4 • The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year. SW 4 • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. • Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers. • Focus on evidence based best practices specifically for serving students with disabilities. • The Campus Instructional Coach will provide campus based "customized" writing staff development and assist teachers with writing instruction throughout the school year. SW 4 • Provide leadership, training, and follow-through on the implementation of CISD READS Writers' Workshop model using the Lucy Calkins Writing Model for grades K-4. SW 4 • Provide staff development for assessing writing samples collaboratively and vertically across grade levels. SW 4 • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) SW 4 • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) SW 4, 8 • 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) SW 4 |

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| | <ul style="list-style-type: none"> • 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) SW 4 • 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) SW 4 |
| MATH Strategies | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. SW 4 • 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 anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW 4 • Provide staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. SW 4 • Provide staff development and follow through for all math teachers in grades K – 4 on the implementation of the new mathematics TEKS. SW 4 • Provide staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 4. SW 4 • The Campus Instructional Coach will provide campus based “customized” math staff development and assist teachers with math instruction throughout the school year. SW 4 • The tutor and bilingual paraprofessional will provide small group instruction of target math skills for at-risk students needing additional interventions. SW 9 • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) SW 4 • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) SW 4, 8 |
| SOCIAL STUDIES Strategies | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of CISD Remembers. SW 4 • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending Social Studies Alive! SW 4 • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. SW 4 • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. SW 4 • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing Standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017. SW 4 • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) SW 4 • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) SW 4, 8 • Provide training and support for teachers with various research-based instructional strategies to address unique academic needs of English Language Learners (ELLs) in all content areas (DSG) SW4 • 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) SW 4 • 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) SW 4 |

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| <p>SCIENCE Strategies</p> | <p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of CISD Investigates. SW 4 • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the Science Buffet for K-12th Grades. SW 4 • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary. SW 4 • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. SW 4 • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres. SW 4 • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific Make-n-Take staff developments. SW 4 • The Science Coordinator will provide trainings and state updates at fall and spring Cadres. SW 4 • The campus will learn how to begin a robotics program (Lego League). • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) SW 4 • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) SW 4, 8 |
| <p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p> | <p>Index 3: Closing Performance Gaps All subjects; Eco Dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 50 and included the student groups of Eco Dis, White, and Hispanic. In 2016-2017, the Index 3 Score will be 55 and will include the student groups of Eco Dis, African American, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps |
| <p>Program Focus Strategies</p> | <p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 9 • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. SW 2 • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 1 • 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 • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Promote students as “Future CISD High School Students” through activities within feeder and district, including: pep rallies, student visits, parades, etc. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7 • Provide new student registration for incoming students. SW 7 • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data. • Ensure collaboration between General Education teachers and Special Education teachers in order 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 |

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| | <p>necessary as a result of the student’s disability related needs.</p> <ul style="list-style-type: none"> • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. • Hold monthly faculty and grade level meetings to provide “customized” staff development in all content areas for teachers throughout the school year. SW 4 • Hold weekly PLC meetings and lesson planning meetings to ensure teachers collaborate within each department/ grade. SW 8 |
| <p>READING Performance Objectives</p> | <p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 78% of Eco Dis students, 92% of White student group, and 77% of Hispanic student group met Level II standard. In addition, 15% of Eco Dis students, 15% of White student group, and 15% of Hispanic student group met Level III standard.</p> <p>In 2016-17 80% of Eco Dis students, 80% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 35% of African American student group, and 25% of Hispanic student group will meet Level III standard.</p> <p>Target Reading- Reporting Category 1: 3rd & 4th grade male, Hispanic, Eco Dis and 3rd grade all students, female, Black/African American, LEP, Special Ed.; Reporting Category 2: 3rd & 4th grade all students, male, Hispanic, Black/African American, Eco Dis, LEP, Special Ed. and 4th grade White; Reporting Category 3: 3rd grade & 4th grade all students, male, female, Hispanic, Black/African American, White, Eco. Dis., LEP, SpEd. 90% of all students and student groups taking the <i>District Benchmarks</i> in Reading will meet District performance standards.</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom and strategy groups in 3-4 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. • Continue the integration of Elementary Language Arts into Social Studies content K-4. • 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 • Provide teachers with collaboration time (half-day) each grading period to create common assessments, dissect scope and sequence, study resources and plan interventions. SW 4 • Continue to use differentiated instruction to develop reading strategies that modify for identified gifted reading students and/or close learning gaps. SW 2 |
| <p>WRITING Performance Objectives</p> | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 77% of Eco Dis students, 81% of White student group, and 73% of Hispanic student group met Level II standard. In addition, 10% of Eco Dis students, 13% of White student group, and 5% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 80% of Eco Dis students, 90% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 25% of African American student group, and 25% of Hispanic student group will meet Level III standard.</p> <p>Target Writing- Reporting Category 1: 4th grade all students, male, female, Hispanic, Black/African</p> |

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| | <p>American, White, Eco Dis, LEP, Special Ed.; Reporting Category 2: 4th grade all students, male, Hispanic, Eco Dis, LEP, Special Ed.; Reporting Category 3: 4th grade all students, male, female, Hispanic, Black/African American, Eco Dis, LEP, Special Ed.</p> <p>Writing Performance Safeguard Target, if applicable: N/A</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both narrative and expository. • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 4 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences. • 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 • Provide teachers with collaboration time (half-day) each grading period to create common assessments, dissect scope and sequence, study resources and plan interventions. SW 4 |
| <p>MATH Performance Objectives</p> | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 86% of Eco Dis students, 93% of White student group, and 84% of Hispanic student group met Level II standard. In addition, 30% of Eco Dis students, 25% of White student group, and 29% of Hispanic student group met Level III standard.</p> <p>In 2016-17 90% of Eco Dis students, 85% of African American student group, and 90% of Hispanic student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of African American student group, and 50% of Hispanic student group will meet Level III standard.</p> <p>Target Math- Reporting Category 1: 3rd grade Black/ African American; Reporting Category 2: 3rd & 4th grade Black/African American, Special Ed. and 4th grade all students, Eco Dis and LEP; Reporting Category 3: 3rd & 4th grade Black/African American, Special Ed. and 4th grade all students, male, female, Hispanic, white, Eco Dis and LEP; Reporting Category 4: 3rd & 4th grade Black/African American and 4th grade all students, male, female, Hispanic, Black/African American, White, Eco Dis, LEP and Special Ed.</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Math will meet District performance standards.</p> <p>Math Performance Safeguard Target: N/A</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • 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 • Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models and explain their thinking process through math talk. • Ensure that we are building a growth mindset for all students in regard to math learning. Value mistakes in the classroom and help students understand that everyone can do math. • Provide small group instruction of target math skills with the use of technology, such as the iLearn program (2nd grade) and Think Through Math (3rd & 4th grade), for at-risk students needing additional interventions. SW 9 • Continue to use differentiated instruction to develop math strategies that modify for identified gifted reading students and/or close learning gaps. SW 2 • Provide teachers with collaboration time (half-day) each grading period to create common assessments, dissect scope and sequence, study resources and plan interventions. SW 4 |

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| SOCIAL STUDIES Performance Objectives | SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards. |
| Focus Strategies | <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on Social Studies Alive! • Implement the Interactive Student Notebook K-4. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence and CISD Remembers. • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. |
| SCIENCE Performance Objectives | SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards. Target Science- Reporting Category: Earth and Space Science Performance Safeguard Target: Special ed. and ELL |
| Focus Strategies | <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in classrooms. • Ensure that teachers require all students to utilize a Science Interactive Notebook as part of their learning process. |
| HEALTH Performance Objectives | HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards. |
| Focus Strategies | <ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • 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. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning. |
| SUCCESSFUL COMPLETION OF HIGH SCHOOL | |
| POST-SECONDARY READINESS (Index 4) | |
| CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS | |
| Index 4: POST-SECONDARY READINESS OBJECTIVES | INDEX 4: POST-SECONDARY READINESS In 2015-2016 38% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017 50% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 96.7% to 98% <i>Distinctions:</i> <ul style="list-style-type: none"> • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group |
| Focus Strategies | <ul style="list-style-type: none"> • Ensure that teachers implement strategies/techniques in their classroom to promote regular attendance. • Communicate the attendance laws to parents annually and reinforce the importance of regular school attendance. • Promote students as “Future CISD High School Students” through activities within feeder and district, including: Tiger Challenge, pep rallies, student visits, parades, etc. SW 7 |

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| | <ul style="list-style-type: none"> Provide college readiness information and opportunities to all stakeholders, such as Generation Texas Week and Career Day. SW 7 |
| Financial Resources | Campus budget SCE, Title I, Title III SW 10 |
| Additional Resources | Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs and Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool |
| Monitoring Timeline | November, January, April |
| Formative Evaluation | CISD Benchmarks at passing rate |
| Summative Evaluation | TEA Accountability Summary, TAPR, Meet Performance Indicators for CaSE |
| Project Manager(s): | Principal, Assistant Principal |

| Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF | |
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| Objective | To recruit, retain and develop highly qualified teachers and staff for all students. |
| Focus Strategies | <ul style="list-style-type: none"> Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. SW 3 Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5 Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. SW 3,5 Provide opportunities for teachers to attend GT training. Provide opportunities for teachers to acquire ESL certification. Provide stipends for critical staff for bilingual assessment and self-contained special education settings. SW 5 |
| Financial Resources | Campus budget, Teacher Activity Fund, Title III |
| Additional Resources | Position Control Reports, Allocation Reports |
| Monitoring Timeline | November, January, March |
| Formative Evaluation | HQ data from Human Resources |
| Summative Evaluation | TAPR, HQ Report to TEA |
| Project Manager(s): | Principal, Assistant Principal |

| Goal 3 PARENTS AND COMMUNITY | |
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| Objective | To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement. |
| | <p>Indicator 1 Focus Strategies Community and Parent Involvement</p> <ul style="list-style-type: none"> Provide opportunities at school for parents to participate in academic and social events with students. SW 6 Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6 <p>Indicator 2 Focus Strategies 21st Century Workforce Development</p> <ul style="list-style-type: none"> Provide opportunities at school for students to participate in classroom career awareness activities (career exploration) and career day speakers to represent a variety of career clusters. |

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| | <ul style="list-style-type: none"> • Provide opportunities at school for students to participate in community service projects. • Provide opportunities at school for students to participate in a School Based Enterprise activity (Holiday Market). <p>Indicator 3 Focus Strategies Digital Learning Environment</p> <ul style="list-style-type: none"> • Provide opportunities for teacher to participate in instructional technology staff development offered on the campus. • Provide students access to content support programs (iLearn, Think Through Math) |
| Financial Resources | Campus budget, Title I SW 10 |
| Additional Resources | Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology |
| Monitoring Timeline | Formative November, January Summative July |
| Formative Evaluation | Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate |
| Summative Evaluation | Meet Performance Indicators for Campus Meet Performance Indicators for CaSE |
| Project Manager | Principal |

| Goal 4 SAFE SCHOOLS | |
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| Objective | To provide a safe and orderly school environment conducive to learning for all students and staff. |
| Focus Strategies | <ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • 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. • Provide programs for student and staff awareness of sexual abuse, and the dangers of drugs, alcohol, and tobacco. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies. • Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; campus programs and presentations. • Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide. • 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. |
| Financial Resources | Campus budget |
| Additional Resources | Emergency Operations Plan |
| Monitoring Timeline | Formative November, January Summative July |
| Formative Evaluation | Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus |
| Summative Evaluation | Clean safety audit |

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| Project Manager(s): | Principal, Assistant Principal |
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| Goal 5 TECHNOLOGY | |
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| Objective | To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. |
| Focus Strategies | <ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. SW 4 • Provide staff development on integration of technology across the curriculum. SW 4 • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives. |
| Financial Resources | Campus budget Title I, Title III |
| Additional Resources | Technology staff |
| Monitoring Timeline | Formative November, January Summative July |
| Formative Evaluation | Records of professional development in technology, Campus and District Technology Plans align with strategies |
| Summative Evaluation | Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE |
| Project Manager(s): | Principal, Assistant Principal, Technology Liaison |

NON-DISCRIMINATION STATEMENT

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

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

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

| Strategy | Program/Service | Funds Budgeted | FTEs |
|---|--|-----------------------|--------------|
| SCE | | | |
| Closing Performance Gaps Strategy 1 | Academic Tutorials | 13,280 | .24 |
| Closing Performance Gaps Strategy 1, 2, 6 | General Ed Teachers for At-Risk Students | 1,125,220 | 21.00 |
| | TOTAL SCE | 1,138,500 | 21.24 |

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

| Strategy | Program/Service | Funds Budgeted | FTEs |
|--|--|-----------------------|-------------|
| Title IA | | | |
| Reading Strategy 9; Writing Strategy 9; Math Strategy 6 | Instructional Support – Instructional Coaches/Teachers | 131,783 | 2.0 |
| Reading Strategy 11; Math Strategy 7 | Instructional Support – Paraprofessionals | 23,657 | 1.0 |
| Reading Strategy 7; Writing Strategy 5; Math Strategy 7 | Subs | 5,175 | .09 |
| Reading Strategy 11; Math Strategy 7 | Extra Duty | 11,000 | .20 |
| Technology Strategies 1, 5, 7 | Technology | 25,000 | .00 |
| Reading Strategy 1-2, 4; Social Studies Strategy 7; Writing Strategy 1 | Books | 5,000 | .00 |
| Reading Strategy 1-5; Writing Strategy 1-3; Math Strategy 2-3, Social Studies Strategy 1, 5,6; Science Strategy 1-2 | Instructional Materials | 35,000 | .00 |
| Reading Strategy 10; Writing Strategy 10; Math Strategy 1; Social Studies Strategy 1; Science Strategy 1 | Staff Development - Employee Travel | 3,500 | .00 |
| Reading Strategy 10; Writing Strategy 10; Math Strategy 1; Social Studies Strategy 1; Science Strategy 1 | Staff Development – Admin. Travel | 1,500 | .00 |
| Parents and Community Strategy 4,5 | Parent Involvement | 2,985 | .00 |
| Reading Strategy 1-5; Writing Strategy 1-3; Math Strategy 2-3, Social Studies Strategy 1, 5,6; Science Strategy 1-2 | Staff Development Books | 9,511 | .00 |
| | TOTAL Title IA | 251,444 | 3.29 |
| Title III LEP | | | |
| Closing Performing Gaps Strategy 1 | Extra Duty Tutorials | 2,000 | .04 |
| Technology Strategies 1, 5, 7 | Technology | 2,000 | .00 |
| Reading Strategy 1-2, 4; Social Studies Strategy 7; Writing Strategy 1 | Books | 750 | .00 |
| Reading Strategy 1-5; Writing Strategy 1-3; Math Strategy 2-3, Social Studies Strategy 1, 5, 6; Science Strategy 1-2 | Instructional Materials | 750 | .00 |
| | | 5,500 | .04 |