

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: San Jacinto Elementary**

**Rating: Met Standard**

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

**San Jacinto 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.
- *Postsecondary 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, 71% of All students combined over all subject areas met Level II standard.<br/>In 2020-2021, 83% 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 74% 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 Increase Attendance Rate from 95.4% to 96.5%</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 37.<br/><b>In 2016-2017, the Index 2 Score will be 40.</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>  | <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>• Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on critical role of texts and the expert teaching in the process of reading.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices.</li> <li>• The Coordinator of Elementary Language Arts will provide training on the use of higher level questioning in the components of CISD READS through customized campus staff development</li> </ul> |

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|                                  | <p>throughout the school year. Topics include strategies for building fluency and the Prompting Guide Part II.</p> <ul style="list-style-type: none"> <li>• Staff development will be provided through the Fall and Spring Elementary Cadres with a focus on Guided Reading in the K-4 classroom examining the process of reading with more problem solving strategies.</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, African American, and economically disadvantaged students in reading. DSG</li> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing.</li> <li>• Continue the integration of Elementary Language Arts into Social Studies content K-4.</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. DSG</li> <li>• Research based best practices implemented for students to achieve Phase-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> </ul>   |
| <p><b>WRITING Strategies</b></p> | <ul style="list-style-type: none"> <li>• Continue the emphasis on individual writing conferences tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers and students.</li> <li>• Explicitly teach grammar and conventions within the context of CISD READS, Writer’s Workshop model implementing Mentor Sentences in grade 1-4 and Lucy Calkins.</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-4.</li> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW4</li> <li>• Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Provide fourth grade teachers with a staff development to focus on using the TEA writing rubric to score benchmark writing to provide feedback in preparing students for writing for the STAAR.</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, African American, and economically disadvantaged students in all content areas. DSG</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. DSG</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 student achievement and raise final level II passing rates. SW8</li> </ul> |
| <p><b>MATH Strategies</b></p>    | <ul style="list-style-type: none"> <li>• Develop and implement common and 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 guided math, tracking individual progress through documentation (including AMI) 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 during guided math, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> <li>• Provide leadership, training, and follow-through on the implementation of CISD Solves Math Structure.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African</li> </ul>   |

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|   | <p>American, and economically disadvantaged students in math. DSG</p> <ul style="list-style-type: none"> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</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>• Monitor, locate, and provide resources for potential dropouts including special education students. DSG</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> </ul>  |
| <b>SOCIAL STUDIES Strategies</b>                    | <ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive!/Social Studies Alive!</i></li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Implement the interactive student notebook K-4.</li> <li>• Integrate content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. DSG</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. DSG</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. SW8</li> </ul> |
| <b>SCIENCE Strategies</b>                           | <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate.)</li> <li>• Implement 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 require all students to utilize a science interactive notebook as part of their learning process.</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, African American, and economically disadvantaged students in all content areas. 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><br/> In 2015-2016, the Index 3 Score was 42 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><br/> <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>• <b>Monitor progress of all students through RTI, and data meetings. SW 9</b></li> <li>• <b>Provide specific interventions to students according to data.</b></li> <li>• <b>Provide intervention/enrichment time within the school day for teachers to meet with small groups of students based on identified areas of remediation. SW 2</b></li> <li>• <b>Ensure that ELL students are receiving appropriate language and vocabulary acquisition instruction. SW 10</b></li> <li>• <b>Implement attendance conferences with parents whose students have inadequate attendance to ensure 96.7 % attendance.</b></li> <li>• <b>Ensure that students meet attendance requirements of 95% on testing days (participation)</b></li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Incorporate “A Day in Kindergarten” to assist in the transition of pre-k students to kindergarten. SW 7</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. District Safeguard Federal. DSG, CSG, FSG</li> <li>• Implement a collaborative model in SPED, to ensure special education students are accessing the general education curriculum for the maximum time appropriate. CSG, DSG, FSG</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and current and monitored ELL students. DSG, CSG, FSG</li> <li>• Implement Tier 1 Best practices with fidelity and Tier II and III interventions to facilitate academic improvement for identified students CSG, FSG</li> </ul>   |
| <p><b>READING Performance Objectives</b></p> | <p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b><br/>         In 2015-2016, 69% of Eco Dis students, 69% of Hispanic student group met Level II standard. In addition, 16% of Eco Dis students, 21% of Hispanic student group met Level III standard.<br/> <b>In 2016-17 75% of Eco Dis students, 75% of Hispanic student group will meet Level II standard. In addition, 18% of Eco Dis students, 25% of Hispanic student group, will meet Level III standard.</b><br/>         Target Reading Reporting Category:1-3<br/>         Reading Performance Safeguard Target, Special Ed.</p>  |
| <p><b>Focus Strategies</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. FSG</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on critical role of texts and the expert teaching in the process of reading. FSG</li> <li>• Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. FSG</li> <li>• The Coordinator of Elementary Language Arts will provide training on the use of higher level questioning in the components of CISD READS through customized campus staff development throughout the school year. Topics include strategies for building fluency and the Prompting Guide Part II.</li> <li>• Staff development will be provided through the Fall and Spring Elementary Cadres with a focus on Guided Reading in the K-4 classroom examining the process of reading with more problem solving strategies.</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, African American, and economically disadvantaged students in reading. DSG</li> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing.</li> <li>• Continue the integration of Elementary Language Arts into Social Studies content K-4.</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. DSG, FSG</li> <li>• Research based best practices implemented for students to achieve Phase-III. SW 2</li> </ul> |

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|                                       | <ul style="list-style-type: none"> <li>Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> </ul>   |
| <b>WRITING Performance Objectives</b> | <p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 49% of Eco Dis students, 49% of Hispanic student group met Level II standard. In addition, 6% of Eco Dis students, 9% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 55% of Eco Dis students, 55% of Hispanic student group, will meet Level II standard. In addition, 10% of Eco Dis students, 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category:1-3<br/>Writing Performance Safeguard Target: Special Ed. And ELL (current and monitored)</p>   |
| <b>Focus Strategies</b>               | <ul style="list-style-type: none"> <li>Explicitly teach grammar and conventions within the context of CISD READS, Writer’s Workshop model implementing Mentor Sentences in grade 1-4 and Lucy Calkins. CSG, FSG</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. CSG, FSG</li> <li>Continue to implement the Six Traits of Writing as the CISD Assessment tool for grades K-4.</li> <li>Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW4</li> <li>Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>Provide fourth grade teachers with a staff development to focus on using the TEA writing rubric to score benchmark writing to provide feedback in preparing students for writing for the STAAR.</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, African American, and economically disadvantaged students in all content areas. DSG, CSG, FSG</li> <li>Monitor, locate, and provide resources for potential dropouts including special education students. DSG, CSG, FSG</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 student achievement and raise final level II passing rates. SW8, CSG, FSG</li> </ul> |
| <b>MATH Performance Objectives</b>    | <p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 80% of Eco Dis students, 86% of Hispanic student group, met Level II standard. In addition, 23% of Eco Dis students, 27% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 82% of Eco Dis students, 87% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 30% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category:1-3<br/>Math Performance Safeguard Target: Special Ed.</p>   |
| <b>Focus Strategies</b>               | <ul style="list-style-type: none"> <li>Develop and implement common and 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. FSG</li> <li>Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers and students. FSG</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 during guided math, and use of technology to improve skills, fact fluency, and problem solving strategies.</li> <li>Provide leadership, training, and follow-through on the implementation of CISD Solves Math Structure.</li> <li>Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in math. DSG</li> <li>Provide strategies and staff development in the use of age appropriate algebra readiness skills as</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>part of CISD Solves Math Structure.</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>Monitor, locate, and provide resources for potential dropouts including special education students. DSG, FSG</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> </ul>  |
| <b>SOCIAL STUDIES Performance Objectives</b> | <p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>65% 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 <i>History Alive!/Social Studies Alive!</i></li> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>Implement the interactive student notebook K-4.</li> <li>Integrate content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>Provide training and support for teachers with various research based instructional strategies to address the unique needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. DSG</li> <li>Monitor, locate, and provide resources for potential dropouts including special education students. DSG</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. SW8</li> </ul> |
| <b>SCIENCE Performance Objectives</b>        | <p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>70% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p>   |
| <b>Focus Strategies</b>                      | <ul style="list-style-type: none"> <li>Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate.)</li> <li>Implement 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 require all students to utilize a science interactive notebook as part of their learning process.</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, African American, and economically disadvantaged students in all content areas. DSG</li> </ul>  |
| <b>HEALTH Performance Objectives</b>         | <p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>   |
| <b>Focus Strategies</b>                      | <ul style="list-style-type: none"> <li>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 Fitness Gram two times a year (Fall and Spring) and practice sessions at least once each 6 weeks.</li> <li>Ensure students are well informed of physical activity that can be performed outside of the Physical Education class room 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>  |

| SUCCESSFUL COMPLETION OF HIGH SCHOOL<br>POSTSECONDARY READINESS (Index 4)<br>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS |   |
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| <b>Index 4:<br/>POSTSECONDARY<br/>READINESS<br/>OBJECTIVES</b>  | <b>INDEX 4: POST-SECONDARY READINESS</b><br>In 2015-2016 33% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.<br><b>In 2016-2017 36% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b><br><b>Increase Attendance Rate from 95.4% to 96.5%</b><br><i>Distinctions:</i> <ul style="list-style-type: none"> <li>Postsecondary 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 monthly, by nine weeks and semester.</li> <li>iPad parent check in/check out program to record for parents the hours of instruction lost when children arrive late to school or leave early.</li> <li>Conduct attendance meetings with parents of children who have missed 10% or more instructional days.</li> </ul>  |
| <b>Financial Resources</b>  | Campus budget<br>SCE, Title I, Title III  |
| <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<br>Assessment: STAAR, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, PAPI, SAT, ACT, Logramos, IOWA, CoGAT<br>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool, Lead4ward |
| <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  |

| Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF |  |
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| <b>Objective</b>  | To recruit, retain and develop highly qualified teachers and staff for all students.   |
| <b>Focus Strategies</b>                                 | Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. SW 3<br>Recruit and retain highly qualified staff by participating in the CISD hosted Job Fair. SW 5<br>Provide mentor support for beginning teachers.<br>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5 |
| <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   |

| Goal 3 PARENTS AND COMMUNITY |
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| <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.<br>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.  |
| <b>Indicator 1.</b><br><b>Indicator 2.</b><br><b>Indicator 3.</b> | <p><b>Indicator 1 Focus Strategies: Focus Strategies: Fine Arts</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to volunteer in school events, including but not limited to, Watch dogs, Sunshine festival, PTO, and classrooms. SW6</li> <li>• Increase the number of active PTO members.</li> <li>• Provide additional opportunities to demonstrate content knowledge through the Fine Arts.</li> <li>• Develop a field trip generated by Fine Arts experience.</li> <li>• Provide an additional performance that demonstrates learning of the TEKS and is driven by the CISD Fine Arts Curriculum.</li> </ul> <p><b>Indicator 2 Focus Strategies : 21<sup>st</sup> Century Workforce Development</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to participate in classroom career awareness activities.</li> <li>• Expand current school based enterprises.</li> <li>• Career day provided by representatives from Exxon Mobile.</li> </ul> <p><b>Indicator 3 Focus Strategies : Second Language Acquisition</b></p> <ul style="list-style-type: none"> <li>• Closely monitor progress of former LEP students in M1 and M2 year.</li> <li>• Provide additional staff development on 7 Steps to a Language Rich Classroom.</li> <li>• Add newcomer element to Parent Information Night and Meet the Teacher Night. SW 6</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 CaSE  |
| <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>• Continue fire, disaster, lock-downs, 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' 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/studentguide.asp;campus">http://www.conroeisd.net/Bullying/studentguide.asp;campus</a> programs and presentations.</li> </ul> |
| <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 staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within the 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> <li>• Relate technology staff development to specific instructional strategies.</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 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>                                |   |                       |             |
| ELA strategy 1,2 Math strategy 2,9        | Academic Tutorials for at-risk students         | 5,799                 |             |
| Close the performance gap strategy 2,4,10 | Instructional Support Teacher                   | 6,262                 | .13         |
| Close the performance gap strategy 2,4,10 | General Education Teachers for At-risk students | 1,456,724             | 23.13       |
|   | <b>TOTAL SCE</b>                                | <b>1,468,785.</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 1,2 Math strategy 2,9        | Instructional Support – Instructional Coaches/Teachers | 254,276               | 3.87        |
| ELA strategy 1,2 Math strategy 2,9        | Instructional Materials                                | 2,985                 |             |
| Parents and community strategy 1,2,3      | Parent Involvement                                     | 2,985                 |             |
|   | <b>TOTAL Title IA</b>                                  | <b>260,246</b>        | <b>3.87</b> |
| <b>Title III LEP</b>                      |  |                       |             |
| Close the Performance gap strategy 2,4,10 | Extra Duty Tutorials                                   | 2,000                 |             |
| Technology strategy 2,4                   | Technology   | 2,000                 |             |
| Close the Performance gap strategy 2,4,10 | Books  | 750                   |             |
| Close the Performance gap strategy 2,4,10 | Instructional Materials                                | <b>750</b>            |             |
|   | <b>TOTAL Title III LEP</b>                             | <b>5,500</b>          |             |