

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Stewart Elementary      Rating: Met Standard**

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

**Stewart 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-6: Based on performance in top quartile for 50% 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 Hispanic; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**Successful Completion of High School**

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas
- *Post-secondary Readiness Distinction*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 89% of All students combined over all subject areas met Level II standard. In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 91% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science</li> <li>• Increase Attendance Rate from 96% to 98%</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b> <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 39. <b>In 2016-2017, the Index 2 Score will be 45.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• 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>• 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>• Provide leadership, training, and follow-through on the implementation of the CISD Reads Structure, and 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>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> </ul>

	<ul style="list-style-type: none"> <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>• Provide staff development for all language arts teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop literacy strategies to modify for identified gifted students and/or close learning gaps, such as vocabulary strategies using graphic organizers, literacy centers, anchor activities, and use of technology to improve skills and fluency.</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>• Emphasis on small group reading instruction such as in guided reading, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies.</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction to address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.</li> <li>• Continued modeling and utilization of Mentor Sentences (mentor sentence notebook).</li> <li>• Utilization of the TEA writing rubric to score benchmark writing and to provide feedback in preparing students for understanding the expected level of writing required on State assessments.</li> </ul>
<b>MATH Strategies</b>	<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 staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</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>• Emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies.</li> <li>• The expectation and encouragement of 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 staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 6.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-6 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</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>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence, CISD Remembers &amp; adopted curricular materials.</li> </ul>
<b>SCIENCE Strategies</b>	<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</li> </ul>

	<p>5-E lesson model (engage, explore, explain, elaborate, and evaluate) in alignment with CISD Investigates and the district scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary/intermediate 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>• Hands-on opportunities for learning/exploring will be provided via labs K- 6.</li> </ul>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and Hispanic; weighted performance (Level II and Level III)</b>      In 2015-2016, the Index 3 Score was 45 and included the student groups of Eco Dis and Hispanic.  <b>In 2016-2017, the Index 3 Score will be 50 and will include the student groups of Eco Dis and Hispanic.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and/or after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Goal setting opportunities between students and staff.</li> <li>• Provide motivational activities/programs to promote success and improvement in academic performance among all students.</li> <li>• Work with the ARD Committee to determine the most appropriate tests for students with disabilities.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• General education teachers provide differentiated instructional materials and strategies to improve the achievement of all at-risk students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 98% average attendance</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Generation Texas” Week, etc.</li> <li>• Provide opportunities to facilitate/ensure a smooth transition for students transitioning to Jr. High.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement which corresponds to student data.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs, develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), and follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.</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 all content areas (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>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)</li> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 71% of Eco Dis students, and 89% of the Hispanic student group met Level II standard. In addition, 12% of Eco Dis students and 26% of the Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students and 92% of the Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students and 30% of the Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: 3 Understanding/Analysis of Informational Texts</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the consistent incorporation of 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>• Provide differentiated literacy instruction in grades K-6.</li> <li>• Vertical alignment of Tier I best practices.</li> <li>• Guided Reading in the K-6 classroom.</li> <li>• BAS Literacy Assessment in K – 2.</li> <li>• Identify and provide staff development for all language arts teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop literacy strategies to close learning gaps, such as vocabulary strategies using graphic organizers, literacy centers for anchor activities, and use of technology to improve skills and fluency.</li> <li>• Emphasis on small group reading instruction, monitoring individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies.</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 50% of Eco Dis students, and 33% of the Hispanic student group met Level II standard. In addition, 5% of Eco Dis student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students and 90% of the Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 1 Composition</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Daily writing in every K-6 classroom in both fiction and nonfiction.</li> <li>• Vertical alignment of Writing Workshop Model and explicitly teach grammar and conventions.</li> <li>• Continued modeling and utilization of Mentor Sentences (mentor sentence notebook).</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 78% of Eco Dis students and 89% of the Hispanic student group met Level II standard. In addition, 12% of Eco Dis students and 15% of the Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students, 92% of the Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, and 25% of the Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 2 Computations and Algebraic Relationships</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Consistent implementation of the CISD Solves Math Structure.</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 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>• Emphasis on small group math instruction, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies.</li> <li>• The expectation and encouragement of all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Utilization of manipulatives and technology to support learning.</li> </ul>

<b>SOCIAL STUDIES Performance Objectives</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instruction.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 84% of Eco Dis students, and 93% of the Hispanic student group met Level II standard. In addition, 11% of Eco Dis student group met Level III standard. <b>In 2016-17, 90% of Eco Dis students and 95% of the Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis student group will meet Level III standard.</b> Target: Reporting Category: 3 Earth and Space 90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.
<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) in alignment with CISD Investigates and the district scope &amp; sequence.</li> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary/intermediate classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Hands-on opportunities for learning/exploring will be provided via labs K- 6.</li> <li>• All students utilize a science interactive notebook as part of their learning process.</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b> 95% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Coordinate lesson plans that have students involved in MVPA for at least 75% of class time.</li> <li>• Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep themselves physically active for a lifetime.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016, 48% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. <b>In 2016-2017, 55% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 96% to 98%</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>• Will meet Post-secondary Readiness Distinction K-6: Performance in top 25% of comparison group Grade 3-12 Safeguard Indicator: 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), and provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure basic advanced placement course offerings for all students and student groups.</li> <li>• Ensure the identification of GT students.</li> <li>• Maintain a rigorous curriculum that meets diverse student needs.</li> <li>• Communicate attendance laws to parents and reinforce the importance of regular school attendance.</li> </ul>

	<ul style="list-style-type: none"> <li>Provide incentives to students who maintain perfect attendance/no tardies each grading period and at the end of the school year.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III, GT PTO
<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, COGAT, BAS, DRA, OS, QPS, PAPI Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool, Rtl on-line progress monitoring
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, & Counselor

<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 training sessions.</li> <li>Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>Provide opportunities for teachers to acquire ESL certification.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III, PTO
<b>Additional Resources</b>	Position Control Reports, Allocation Reports, OHI Data
<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. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
	<b>Indicator 1: Parent and Community Involvement</b> <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>Build the campus partnerships with our business community to support the educational achievement of all students.</li> <li>Provide opportunities at school for parents to participate in academic and social events with students.</li> </ul>

	<p><b>Indicator 2: 21<sup>st</sup> Century Workforce</b></p> <p><b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide students with opportunities to participate in community service projects.</li> <li>• Campus participates in safety programs to promote good citizenship.</li> </ul> <p><b>Indicator 3: Digital Learning Environment</b></p> <p><b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Faculty will begin the implementation of Canvas for staff communications and information for upcoming meetings to facilitate a flipped meeting model.</li> <li>• Teachers will create new and varied opportunities for students to access, communicate and demonstrate their learning.</li> </ul>
<b>Financial Resources</b>	Campus budget PTO
<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 press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Involve parents and community members in activities to support a safe school environment.</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> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> </ul>
<b>Financial Resources</b>	Campus budget PTO
<b>Additional Resources</b>	Emergency operations plan PBIS
<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> <li>• Relate technology staff development to specific instructional objectives.</li> </ul>
<b>Financial Resources</b>	Campus budget PTO 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 Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison

**NON-DISCRIMINATION STATEMENT**

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

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



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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>	<b>0</b>		
Close the Performance Gap Strategies: 1 & 9	Academic Tutorials	10,010	.18
	<b>TOTAL SCE</b>	<b>10,010</b>	<b>.18</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III LEP</b>			
Reading Strategies: 4 & 7	Books	200	.00
Reading Strategies: 4 & 7	Technology	500	.01
Reading Strategies: 4 & 7 Math Strategies: 2, 3, & 5 Close the Performance Gap Strategy: 9	Extra Duty	600	.01
Reading Strategies: 4 & 7 Math Strategies: 2, 3, & 5 Close the Performance Gap Strategy: 9	Instructional Materials	490	.00
	<b>TOTAL Title III LEP</b>	<b>1,790</b>	<b>.01</b>