

## Campus Improvement Plan 2016-2017

### Elementary/Intermediate Campus: Coulson Tough Rating: Met Standard

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

**Coulson Tough 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*

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	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 97% of All students combined over all subject areas met Level II standard. In 2021-2022, 100% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 98% 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 97.5% 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 56. <b>In 2016-2017, the Index 2 Score will be 60.</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>• Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups.</li> <li>• Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas &amp; Pinnell.</li> <li>• Emphasize choice, authentic experiences, in-depth comprehension within each component of CISD Reads.</li> <li>• Pilot Communities of Learning for Grades Kindergarten-2<sup>nd</sup> Grade in Language Arts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase the depth and effectiveness of Guided Reading in K-6 classrooms using ongoing literacy assessments and selecting appropriate texts from our new Leveled Literacy Library.</li> <li>• Focus on <u>Genre Study</u> 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>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in language arts.</li> <li>• Ensure that differentiated instruction in reading is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building and student engagement.</li> <li>• Quality Questioning Staff Development at Titans Teach at 3 fall sessions.</li> <li>• Monthly Titans Teach vertical content planning.</li> <li>• Titans Teach Enhancing Small Group Instruction.</li> <li>• Improve Questioning Strategies in language arts through staff development (Compare/Contrast/ Summarization; QUILT; Kilgo’s level of questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions) and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Differentiated Instruction Student Engagement in language arts through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</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.</li> </ul>
<b>WRITING Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in writing for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Emphasize expository writing, including persuasive writing, and personal narrative writing for all students and all student groups grades K-6.</li> <li>• Continue to provide staff development and strategies to model and support Writers’ Workshop through the Lucy Calkins Initiative/Six Traits grades K-6.</li> <li>• Ensure that differentiated instruction in writing is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building, student engagement, and management.</li> <li>• Improve Questioning Strategies in writing through staff development in Kilgo’s level of questions and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Student Engagement in writing through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas &amp; Pinnell.</li> <li>• Provide explicit instruction of writing for a variety of purposes: expository, narrative, persuasive and research writing.</li> </ul>
<b>MATH Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in math for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of</li> </ul>

	<p>effective tutorial programs for teachers to ensure differentiation for all learners.</p> <ul style="list-style-type: none"> <li>• Titans Teach Quality Questioning Staff Development over 3 sessions.</li> <li>• Thinking Maps training for staff development.</li> <li>• Vertical Math content planning during monthly Titans Teach.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math.</li> <li>• Ensure that differentiated instruction in math is provided to all students and all student groups through CISD's focus strategies: questioning, vocabulary building, student engagement, and management.</li> <li>• Improve Questioning Strategies in math through staff development in question stems and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• 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 everyone can do math.</li> <li>• Improve Differentiated Instruction in math through staff development and application of tiered assignments for all K-6 teachers, including general ed. and special ed.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math.</li> </ul>
<p><b>SOCIAL STUDIES Strategies</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> </ul>
<p><b>SCIENCE Strategies</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Continue to work with vertical teams in our building to analyze areas to improve curriculum.</li> <li>• Titans Teach Quality Questioning Staff Development.</li> <li>• Monthly Vertical Science Meetings and Planning.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> </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 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>      In 2015-2016, the Index 3 Score was 69 and included the student groups of Eco Dis, White, and Hispanic. <b>In 2016-2017, the Index 3 Score will be 74 and will include the student groups of Eco Dis, White, 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 before school.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk</li> </ul>

	<p>students.</p> <ul style="list-style-type: none"> <li>• Students will be provided with academic enrichment to focus on their areas of need during the school day for 30 minutes.</li> <li>• Students can participate in our Programming Club, Robotics Team and Destination Imagination Team.</li> <li>• Provide new student registration for incoming students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition.</li> <li>• Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</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 (PLAAPF) statement which corresponds to student data.</li> <li>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: games, pep rallies, student visits, parades, “Generation Texas” Week etc.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</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.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math.</li> <li>• Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities</li> <li>• 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.</li> <li>• Ensure that strategies for implementation of Section 504 plans are monitored.</li> </ul>
<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 84% of Eco Dis students, 97% of White student group, and 95% of Hispanic student group met Level II standard. In addition, 37% of Eco Dis students, 59% of White student group, and 54% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 87% of Eco Dis students, 99% of White student group, and 97 % of Hispanic student group will meet Level II standard. In addition, 50% of Eco Dis students, 70 % of White student group, and 60% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: all grade levels and all student groups  Reading Performance Safeguard Target, if applicable: (District- Special Education)</p>
<p><b>Focus Strategies</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups.</li> <li>• Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas &amp; Pinnell</li> <li>• Emphasize choice, authentic experiences, in-depth comprehension within each component of CISD Reads.</li> <li>• Pilot Communities of Learning for Grades Kindergarten-2<sup>nd</sup> Grade in Language Arts.</li> <li>• Increase the depth and effectiveness of Guided Reading in K-6 classrooms using ongoing literacy assessments and selecting appropriate texts from our new Leveled Literacy Library.</li> <li>• Focus on <u>Genre Study</u> 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>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I</li> </ul>

	<p>best practices.</p> <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>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in language arts.</li> <li>• Ensure that differentiated instruction in reading is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building and student engagement.</li> <li>• Quality Questioning Staff Development at Titans Teach at 3 fall sessions.</li> <li>• Monthly Titans Teach vertical content planning.</li> <li>• Titans Teach Enhancing Small Group Instruction.</li> <li>• Improve Questioning Strategies in language arts through staff development (Compare/Contrast/ Summarization; QUILT; Kilgo’s level of questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions) and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Differentiated Instruction Student Engagement in language arts through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</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.</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. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> </ul>
<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 100% of Eco Dis students, 93% of White student group, and 88% of Hispanic student group met Level II standard. In addition, 40% of Eco Dis students, 46% of White student group, and 43% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 95% of White student group, and 92% of Hispanic student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of White student group, and 50% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 4<sup>th</sup> grade, all student groups  Writing Performance Safeguard Target, if applicable: (Special Education, ELL); 100% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in writing for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Emphasize expository writing, including persuasive writing, and personal narrative writing for all students and all student groups grades K-6.</li> <li>• Continue to provide staff development and strategies to model and support Writers’ Workshop through the Lucy Calkins Initiative/Six Traits Grades K-6.</li> <li>• Ensure that differentiated instruction in writing is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building, student engagement, and management.</li> <li>• Improve Questioning Strategies in writing through staff development in Kilgo’s level of questions and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• Improve Student Engagement in writing through staff development and application of cooperative learning for all K-6 teachers, including general ed. and special ed.</li> <li>• Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas &amp; Pinnell</li> <li>• Provide explicit instruction of writing for a variety of purposes: expository, narrative, persuasive and research writing.</li> </ul>

	<ul style="list-style-type: none"> <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. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• 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> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible 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>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 89% of Eco Dis students, 99% of White student group, and 96% of Hispanic student group met Level II standard. In addition, 37% of Eco Dis students, 62% of White student group, and 64% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 100% of White student group, and 100% of Hispanic student group will meet Level II standard. In addition, 50% of Eco Dis students, 70% of White student group, and 70% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reporting Category: all grade levels and all student groups Math Performance Safeguard Target: Special Education</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in math for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI), and using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</li> <li>• Titans Teach Quality Questioning Staff Development over 3 sessions.</li> <li>• Thinking Maps training for staff development.</li> <li>• Vertical Math content planning during monthly Titans Teach.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math.</li> <li>• Ensure that differentiated instruction in math is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building, student engagement, and management.</li> <li>• Improve Questioning Strategies in math through staff development in question stems and implementation by all K-6 teachers, including general ed. and special ed.</li> <li>• 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.</li> <li>• Improve Differentiated Instruction in math through staff development and application of tiered assignments for all K-6 teachers, including general ed. and special ed.</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. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>

Focus Strategies	<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>History Alive! /Social Studies Alive!</i></li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> </ul>
SCIENCE Performance Objectives	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 100% of Eco Dis students, 94% of White student group, and 94% of Hispanic student group met Level II standard. In addition, 25% of Eco Dis students, 39% of White student group, and 24% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 100% of Eco Dis students, 98% of White student group, and 98% of Hispanic student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of White student group, and 50% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: all grade levels and all student groups  Science Performance Safeguard Target, if applicable: (Special Education)  100% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p>
Focus Strategies	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Continue to work with vertical teams in our building to analyze areas to improve curriculum.</li> <li>• Titans Teach Quality Questioning Staff Development.</li> <li>• Monthly Vertical Science Meetings and Planning.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> </ul>
HEALTH Performance Objectives	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> <li>• Coordinate lesson plans that have students involved in MVPA (moderate to vigorous physical activity) for at least 85% of class time.</li> <li>• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram once a year.</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL  POST-SECONDARY READINESS (Index 4)  CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	

<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016, 83% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p><b>In 2016-2017, 88% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 97.5% to 98%</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul> <p>Grade 3-12 Safeguard Indicator: Safeguard Target for Participation and Performance Rate</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Continue to emphasize the state’s recommended graduation plan for all students.</li> <li>• Increase awareness of Career Pathways for all students.</li> <li>• Attendance Awards and Recognition each 9-week grading period.</li> <li>• Provide college readiness information and opportunities to students and teachers.</li> <li>• Encourage attendance and speak with parents about any concerns.</li> <li>• Educate parents on importance of attendance.</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III
<b>Additional Resources</b>	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</p> <p>Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</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> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal



<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
	<p><b>Indicator 1: Parent Involvement</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Lead a Parent Book Study on Resiliency during and after school sessions.</li> <li>• Parent Sessions in the evening on Social Media &amp; Drugs and Alcohol.</li> </ul> <p><b>Indicator 2: Fine Arts</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide additional opportunities for Fine Arts performances in a public venue.</li> <li>• Provide opportunities for all students to participate in the creation of a campus mural to promote art education.</li> </ul> <p><b>Indicator 3: Digital Learning Environment</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Students and parents will utilize Canvas to access content area materials, extensions and learning materials.</li> <li>• Teachers will utilize Canvas to extend professional development.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus 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 for all staff members.</li> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management 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> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit

<b>Project Manager(s):</b>	Principal, Assistant Principal
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<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>• All teachers utilize Canvas with the parents and students starting in September 2016.</li> <li>• Monthly campus technology learning for staff members at Titans Teach.</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Use of technology to increase higher level thinking skills through apps and programs.</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 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>			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Academic Tutorials & Instructional Materials for At-Risk Students	6,080	.11
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Instructional Coach	54,395	1.00
	<b>TOTAL SCE</b>	<b>60,475</b>	<b>1.11</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III LEP</b>			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Extra Duty Tutorials	1,500	.03
	<b>TOTAL Title III LEP</b>	<b>3,000</b>	<b>.03</b>