

**Campus Improvement Plan
2017-2018
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

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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 95% Approaching Grade Level Standards</p> <p>Goal for 2017-2018 97% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 78% of students who met Expected or Accelerated Growth measures. 43% of students who met Accelerated Growth measures only. Goal for 2017-2018 80% of students who will meet Expected or Accelerated Growth measures. 50% of students who will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Ensure greater emphasis in reading on critical analysis rather than literal understanding for all

students and all student groups.

- Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas & Pinnell.
- Emphasize choice, authentic experiences, in-depth comprehension within each component of CISD Reads.
- Continue Year 2 in Communities of Learning for Grades Kindergarten-2nd Grade in Language Arts.
- Add 3rd Grade to Communities of Learning in Language Arts
- Pilot Communities of Learning for Grades Kindergarten-2nd Grade in Language Arts.
- 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.
- Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.
- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.
- Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.
- 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.
- Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in language arts.
- 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.
- Monthly Titans Teach vertical content planning.
- Titans Teach Enhancing Small Group Instruction.
- 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.
- 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.
- Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing
- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students
- Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices
- 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
- Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
- 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.
- Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG)
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)

	<ul style="list-style-type: none"> • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation • Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math

	<p>Structure.</p> <ul style="list-style-type: none"> • Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. • 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. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)

	<ul style="list-style-type: none"> Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity Ensure that teachers require all students utilize a science interactive notebook as part of their learning process 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 Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 90% scored Approaching Grade Level Standards * % scored Mastering Grade Level Standards (*results are masked due to small numbers) Goal for 2017-2018: 92% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 91% scored Approaching Grade Level Standards 58% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017: 96% scored Approaching Grade Level Standards</p>

	<p>56% scored Mastering Grade Level Standards Goal for 2017-2018: 98% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and before school. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Students can participate in our Programming Club, Robotics Team and Destination Imagination Team. • Provide new student registration for incoming students. • Ensure that ELL students receive appropriate English language acquisition. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • 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. • 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. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • 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. • 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. • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 92% scored Approaching Grade Level Standards * % scored Mastering Grade Level Standards (*results are masked due to small numbers) Goal for 2017-2018: 94% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 92% scored Approaching Grade Level Standards 65% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 67% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017: 96% scored Approaching Grade Level Standards</p>

	<p>57% scored Mastering Grade Level Standards Goal for 2017-2018: 98% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: all grade levels and all student groups Reading Performance Safeguard Target, if applicable: District- Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure rigorous instruction in reading for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups. • Improve phonics, vocabulary, and spelling instruction using hands-on, developmentally driven strategies developed by Fountas & Pinnell. • Emphasize choice, authentic experiences, in-depth comprehension within each component of CISD Reads. • Continue Year 2 in Communities of Learning for Grades Kindergarten-2nd Grade in Language Arts. • Add 3rd Grade to Communities of Learning in Language Arts • Pilot Communities of Learning for Grades Kindergarten-2nd Grade in Language Arts. • 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. • Focus on <u>Genre Study</u> for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. • 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. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in language arts. • 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. • Monthly Titans Teach vertical content planning. • Titans Teach Enhancing Small Group Instruction. • 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. • 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. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices • 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 • Gifted services are provided to students identified in alignment with CISD's curriculum that provide

	<p>challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</p> <ul style="list-style-type: none"> • 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. • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: * % scored Approaching Grade Level Standards (*results are masked due to small numbers) * % scored Mastering Grade Level Standards (*results are masked due to small numbers) Goal for 2017-2018: 95% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 83% scored Approaching Grade Level Standards 43% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017: 90% scored Approaching Grade Level Standards 34% scored Mastering Grade Level Standards Goal for 2017-2018: 92% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p>

	<p>Target: Reporting Category: all grade levels and all student groups Writing Performance Safeguard Target, if applicable: (District- Special Education, ELL Current & Monitored)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation • Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) • Work with feeder campuses together with our district coordinator to better address areas of weakness for our 4th grade students in writing.
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 92% scored Approaching Grade Level Standards * % scored Mastering Grade Level Standards (*results are masked due to small numbers) Goal for 2017-2018: 94% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 96% scored Approaching Grade Level Standards 61% scored Mastering Grade Level Standards Goal for 2017-2018: 98% will score Approaching Grade Level Standards 65% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017:</p>

	<p>98% scored Approaching Grade Level Standards 64% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 68% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: all grade levels and all student groups Math Performance Safeguard Target, if applicable: District- Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers. • 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. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12.

	<ul style="list-style-type: none"> • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.
<p>SCIENCE Performance Objectives</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: * % scored Approaching Grade Level Standards (*results are masked due to small numbers) * % scored Mastering Grade Level Standards (*results are masked due to small numbers) Goal for 2017-2018: 80% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 79% scored Approaching Grade Level Standards 38% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017: 95% scored Approaching Grade Level Standards 43% scored Mastering Grade Level Standards Goal for 2017-2018: 97% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: all grade levels and all student groups Science Performance Safeguard Target, if applicable: District- Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process • 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 • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process

	<ul style="list-style-type: none"> 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 Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Coordinate lesson plans that have students involved in MVPA (moderate to vigorous physical activity) for at least 85% of class time. 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. 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. Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS	
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97.6% in 2016/17 to 98% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): n/a Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p>
Focus Strategies	<ul style="list-style-type: none"> Continue to emphasize the state's recommended graduation plan for all students. Increase awareness of Career Pathways for all students. Attendance Awards and Recognition each 9-week grading period. Provide college readiness information and opportunities to students and teachers. Encourage attendance and speak with parents about any concerns. Educate parents on importance of attendance. Monitor, locate, and provide resources for potential dropouts including special education students.
Financial Resources	Campus budget SCE, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April

Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

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

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<p>Indicator 1: Parent Involvement</p> <p>Focus Strategies</p> <ul style="list-style-type: none"> • Lead a Parent Book Study on Resiliency during and after school sessions. • Parent Sessions in the evening on Social Media & Drugs and Alcohol. <p>Indicator 2: Fine Arts</p> <p>Focus Strategies</p> <ul style="list-style-type: none"> • Provide additional opportunities for Fine Arts performances in a public venue. • Provide opportunities for all students to participate in the creation of a campus mural to promote art education. <p>Indicator 3: Digital Learning Environment</p> <p>Focus Strategies</p> <ul style="list-style-type: none"> • Students and parents will utilize Canvas to access content area materials, extensions and learning materials. • Teachers will utilize Canvas to extend professional development.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training for all staff members. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • All teachers utilize Canvas with the parents and students starting in September 2016. • Monthly campus technology learning for staff members at Titans Teach. • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Use of technology to increase higher level thinking skills through apps and programs. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

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

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

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
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	5,814	0.10
Closing Performance Gap: Strategy Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Instructional Coach	55,520	1.00
	TOTAL SCE	61,334	1.10

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing Performance Gap: Strategy 1 Reading/ELA Strategy 1; Writing Strategy 1 and 3; Math Strategy 1	Extra Duty Tutorials	4,000	0.04
	TOTAL Title III LEP	4,000	0.04