Campus Improvement Plan
2016-2017
Elementary/Intermediate Campus: Travis Intermediate   Rating: Met Standard

Goal 1:   Student Achievement and Post-Secondary Success
Travis Intermediate 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 –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS **CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS**	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	**Index 1: Student Achievement** In 2015-2016, 72% of All students combined over all subject areas met Level II standard. In 2021-2022, 82% of All students combined over all subject areas will meet Level II performance standard on STAAR. **The 2016-17 incremental progress will be 75% met Level II standard.** *Distinctions:* • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science Increase Attendance Rate from 97.5% to 98%
INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress** **Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress** *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.* In 2015-2016, the Index 2 Score was 44. **In 2016-2017, the Index 2 Score will be 47.** *Distinctions:* • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students (CSG) • 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.
	• Continue the integration of Elementary Language Arts into Social Studies content K-6.
	• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a "refresher."
	• Campus staff development will focus on Word Study skills using *Words Their Way*, and Independent Reading skills.
	• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.
	• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.
	• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.
	• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.
	• Implementation of long-term ELL frameworks such as Siedlitz's 7 Steps to a Language Rich Instructional Classroom and English 3D.
	• Genre Study by Fountas and Pinnell
	• The Comprehension Toolkit by Stephanie Harvey
	• CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars
	• Campus Guided Reading literacy libraries
	• 7 Steps to a Language Rich Interactive Classroom by John Seidlitz
	• 38 Great Academic Language Builders by John Seidlitz
	• Literacy Teacher's Playbook K-2 and 3-6
	• Reading Strategies by Jennifer Serravallo
WRITING Strategies	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction 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. (DSG)
	• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.
	• Writing will be addressed in specific sessions at the August District Wide Staff Development.
	• Staff development will be provided through the fall and spring on the use of the Writing Workshop format to support writing in all genres. Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins Units of Study.
	• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year.
	• Genre Study by Fountas and Pinnell
	• Units of Study by Lucy Calkins
	• CISD READS on-line resources in First Class and CANVAS including the ELA Scope and Sequence and Word Study Calendars
MATH Strategies	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. SW 4
	• Continue the emphasis on small group math instruction such as in guided math, tracking Individual progress through documentation (including AMI) 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 staff development in the use of age appropriate algebra readiness skills as

	part of CISD Solves Math Structure. SW 4
	• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. SW 8
	• Provide staff development and follow through for all math teachers in grades K – 8 on the implementation of the new mathematics TEKS. SW 4
	• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 8. SW 4
	• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. (DSG) SW 2, 4
	• Provide RtI through Tier I research-based best practices and Tie II and III interventions to facilitate academic improvements for identified students.
	• CISD Solves Math Review/Mental Math
	• CISD Solves Poster Method
	• CISD Solves Math Fluency
	• Algebra Tiles
	• Guided Math
	• Grade Level Team Meetings
	• Process Standards
	• New TEKS Training
	• Five Easy Steps to a Balanced Math Program (Christinson)
	• Teaching Student Centered Mathematics (Van de Walle)
	• Engaging Mathematics – Region IV
	• Kim Sutton
	• Grade Level Scope and Sequence Documents
	• lead4ward Resources
SOCIAL STUDIES Strategies	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!*
	• 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.
	• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
	• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
	• Design units based on enduring understandings that answer essential questions.
	• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
	• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.
	• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Strategy Manual at Cadres in 2016-2017.
	• *Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive!*
	• Scholastic News
	• Brain Pop
	• United Streaming
	• National Geographic for Kids
	• Social Studies Model
	• Social Studies Strategy Manual

	• Grade Level Scope and Sequence Documents
	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. • 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. (CSG) • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. (CSG) • Provide leadership, training, and follow-through on the implementation of CISD Investigates. SW 4 **Recommended Staff Development Strands** • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano's Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the *Science Buffet for K-12th Grades*. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. • Staff development will be provided to the campus by a Science Instructional Coach in the area of *Science Success* during teacher planning meetings. • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific *Make-n-Take* staff developments. • The Science Coordinator will provide trainings and state updates at fall and spring Cadres. **Recommended Resources** • Region 4 Educational Service Center- *Gateways to Science* - 1st – 8th grades • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • TEA Science Academies for Grades 5-8 Training and Resources • Page Keeley- *Science Formative Assessment* • Robert Marzano- *Building Background Knowledge* • Robert Marzano- *Classroom Instruction that Works*
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	**Index 3: Closing Performance Gaps** **All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)** In 2015-2016, the Index 3 Score was 38 and included the student groups of Eco Dis, African American, and Hispanic. **In 2016-2017, the Index 3 Score will be 41 and will include the student groups of Eco Dis, African American, and Hispanic.** *Distinctions:* • Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	**Special Populations - African American science, Special Education reading, math, and science.** • 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. SW 3 (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and

	prepare comprehensive instructional opportunities for all students. (DSG)
	• 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. SW 9 (DSG)
	• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)
	• 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)
READING Performance Objectives	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 68% of Eco Dis students, 69% of All student group, and 63% of African American student group and 69% of Hispanic student groups met Level II standard. In addition, 10% of Eco Dis students, 8% of African American student group, and 10% of Hispanic student group met Level III standard. **In 2016-17, 71% of Eco Dis students, 72% of Hispanic student group, and 66% of African American student group will meet Level II standard. In addition, 13% of Eco Dis students, 11% of African American student group, and 13% of Hispanic student group will meet Level III standard.** **Target Reading Reporting Category**: 1,2,3 – 5th & 6th grade Hispanic, African American, Eco Dis, Sped, LEP Reading Performance Safeguard Target, if applicable: District and Campus Safe Guard (DSG, CSG) Special Education *Distinctions:* • Will meet Top 25% Greater than Expected Growth in English Language Arts (ELA) • Will meet Top 25% Grade 7 Reading Performance Level III
Focus Strategies	• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG) SW 2, 4 • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 9 • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 2 • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • 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. • 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. • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). (CSG) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. (CSG) • 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.

	(CSG) • Ensure that strategies for implementation of Section 504 plans are monitored. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • Implementation of long-term ELL frameworks such as Siedlitz's 7 Steps to a Language Rich Instructional Classroom and English 3D. **Recommended Resources** • 7 Steps to a Language Rich Interactive Classroom by John Seidlitz • 38 Great Academic Language Builders by John Seidlitz • Literacy Teacher's Playbook K-2 and 3-6 • Reading Strategies by Jennifer Serravallo
WRITING Performance Objectives	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **In alignment with feeder Junior High Campus:** In 2015-2016, 63% of Eco Dis students, 64 of Hispanic student group, and 64% of African American student group met Level II standard. In addition, 8% of Eco Dis students, 9% of Hispanic student group, and 12% of African American student group met Level III standard. **In 2016-17, 65% of Eco Dis students, 67% of Hispanic student group, and 67% of African American student group will meet Level II standard. In addition, 10% of Eco Dis students, 11% of Hispanic student group, and 14% of African American student group will meet Level III standard.** Target Writing Reporting Categories: Reporting Category 1: Composition. Grade 6 All Student Groups; Reporting Category 2: Revision. Grade 6 All Student Groups; Reporting Category 3: Editing. Grade 6 All Student Groups; Current and Monitored ELLs; Special Education
Focus Strategies	• Collaborate with Junior High Campuses on ways to increase writing success and align curriculum needs. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic writing in all modes. • Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing. • Maintain use of rubrics, such as those utilized in the Traits models. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning.
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 74% of Eco Dis students, 66% of African American student group, and 76% of Hispanic student group met Level II standard. In addition, 8% of Eco Dis students, 4% of African American student group, and 8% of Hispanic student group met Level III standard. **In 2016-17, 77% of Eco Dis students, 70% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 11% of Eco Dis students, 8% of African American student group, and 11% of Hispanic student group will meet Level III standard.** Target: Reporting Category: 1,2,3,4,5 – 5th & 6th grade – Hispanic, African American, Eco Dis, Sped Math Performance Safeguard Target, if applicable: Special Education Student Group
Focus Strategies	• 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. SW 4 • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. (DSG) SW 2, 4 • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 9

	• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • 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 (CSG) • 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 • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. (CSG) SW 2 • 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.
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 75% of all students and student groups taking the *District Benchmarks* in **Social Studies** will meet District performance standards.
Focus Strategies	• Focus on engagement through student centered instructional strategies based on *History Alive! /Social Studies Alive!* • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Promote students as "Future CISD High School Students" through activities within feeder and district, including: football games, pep rallies, student visits, parades, "Education: Go Get It!" Week etc. • 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.
SCIENCE Performance Objectives	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** In 2015-2016, 72% of Eco Dis students, 56% of African American student group, and 75% of Hispanic student group met Level II standard. In addition, 6% of Eco Dis students, 4% of African American student group, and 7% of Hispanic student group met Level III standard. **In 2016-17, 75% of Eco Dis students, 60% of African American student group, and 78% of Hispanic student group will meet Level II standard. In addition, 10% of Eco Dis students, 8% of African American student group, and 11% of Hispanic student group will meet Level III standard.** Target: Reporting Category: 1,3,4 Science Performance Safeguard Target: (CSG) (ELL and Special Education)
Focus Strategies	• 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. (CSG) • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk 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.

	• 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. (CSG) • 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. (CSG) • Ensure that strategies for implementation of Section 504 plans are monitored.
HEALTH Performance Objectives	**HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
SUCCESSFUL COMPLETION OF HIGH SCHOOL **POST-SECONDARY READINESS (Index 4)** **CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**	
Index 4: **POST-SECONDARY READINESS OBJECTIVES**	**INDEX 4: POST-SECONDARY READINESS** In 2015-2016 22% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. **In 2016-2017 25% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.** **Increase Attendance Rate from 97.5% to 98%** *Distinctions:* • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate: All students, African American & Hispanic
Focus Strategies	**Advanced Courses** • Reading/ELA and Math: 50% of measures will be in top quartile • Increase Attendance Rate from 97.5 % to 98 % • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group. • Ensure Advanced Placement course offerings for all students and student groups. • Increase the number of students GT on track for taking AP Exams. **Higher Education Readiness** • Provide college readiness information and opportunities to all stakeholders. • Build rapport with Junior High schools to increase college readiness awareness. • Generation Texas Week • College field trips
Financial Resources	Campus budget SCE, Title I, 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
	Meet Performance Indicators for CaSE
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	- Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. SW 3, 10 - Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5 - Provide mentor support for beginning teachers. - Improve qualifications of teachers by providing opportunities to attend workshops and trainings. - Provide opportunities for teachers to attend GT training. - Provide opportunities for teachers to acquire ESL certification. - Provide stipends for critical staff for bilingual assessment and self-contained special education settings. - Coordinate and integrate Federal, State, and Local funds and programs including family literacy and math nights. SW 10
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. *CaSE*: Will achieve a *CaSE* rating of Exemplary in Parent Involvement.
	Indicator 1 Focus Strategies - Parent Involvement - Increase parent academic conferences campus wide – SW 6 - Ensure that notices are made to parents in an understandable and uniform format – SW 6 - Parent information on how to prepare students for academic success – SW 6, 7 **Indicator 2 Focus Strategies - Second Language Acquisition** - Parent orientation to support affective/instructional needs of newcomers - Maintain or increase percentages of students meeting exit criteria each year - Continued implementation of 7 steps to a language rich classroom framework **Indicator 3 Focus Strategies - Drop Out Prevention** - Campus utilizes positive intervention programs such as Ruby Payne, Capturing Kids Hearts and CHAMPS - Campus offers PASS program for eligible students - Campus offers attendance, behavior, and academic performance contracts to struggling students
Financial Resources	Campus budget, Title I

Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	- Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. - Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. - 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. - Involve parents and community members in activities to support a safe school environment. - Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. - 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. - Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. - Promote clubs and organizations in areas of interest to promote student involvement in 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	- Increase student opportunities for utilizing technology across the curriculum areas. - Ensure the Technology Applications TEKS are met across content areas. - Provide hands-on training in use of new technology hardware and software. - 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 I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

State Compensatory Education Program
2016-2017 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Achievement Gap: 5, 6; Reading: Strategy 2; Math: Strategy 1	General Education Teachers for At-Risk Students	1,106,781	20.00
Closing the Performance Gap: Strategy 1, 2, 7	Dropout Recovery Program – PASS Program	114,456	2.00
Closing the Performance Gap: Strategy: 1,4	Extra Duty/Subs	13,040	.24
	TOTAL SCE	**1,234,277**	**22.24**

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing the Performance Gap: 1, 5, 6, 7, 8 Reading: Strategy 1,2,5; Math: Strategy 3,4 Science Strategy: 2,3	Instructional – Professionals	204,800	3.00
Closing the Performance Gap: Strategy 1	Instructional Support – Paraprofessional	21,827	1.00
Closing the Performance Gap: Strategy 1 Reading: Strategy 2; Math: Strategy 3 Science: Strategy 2,3	Subs	6,281	0.01
Closing the Performance Gap: Strategy 1 Reading: Strategy 2; Math: Strategy 3 Science: Strategy 2,3	Books	2,310	0.00
Reading / ELA Strategy 1,5,7,8, 9	Instructional Supplies	3,000	0.00
Closing the Performance Gap: 2 Health Performance Objective: 3	Healthy Snacks Tutorials	1,000	0.00
Closing the Performance Gap: 1,4, 5	Staff Development & Supplies	6,000	0.00
Parent Involvement: Indicator 1, 2,3	Parent Involvement	3,187	0.00
	TOTAL Title IA	**248,405**	**4.01**
Title III LEP			
Close the Performance Gap Strategy 1	Extra Duty	1,500	0.03
Technology Strategy 1, 2, 4, 6	Computer / AV	1,000	0.00
Reading / ELA Strategy 1,5,7,8, 9	Books	500	0.00
Reading / ELA Strategy 1 – 6; Writing Strategy 1 – 3; Math Strategy 5, 6 & 11; Social Studies Strategy 2 – 8; Science Strategy 2, 3, 5 & 6	General Supplies	500	0.00
	TOTAL Title III LEP	**3,500**	**0.03**