

# Campus Improvement Plan 2016-2017

## Campus: Wilkinson Elementary Rating: Met Standard

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

**Wilkinson School** will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

#### Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*  
*K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures*
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

#### Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

#### Successful Completion of High School

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

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	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 89% of All students combined over all subject areas met Level II standard. In 2021-2022, 94% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 92% 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 Increase Attendance Rate from 96% to 97 %</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 34 <b>In 2016-2017, the Index 2 Score will be 48.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. SW-4</li> <li>• We will send two 4<sup>th</sup> grade teachers and our instructional coach to Thinking Maps Trainer of Trainers staff development in September and November for a total of five days of training. This will help us develop higher levels of thinking and production from our students which is needed.</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> </ul>

	<ul style="list-style-type: none"> <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>• Continue the integration of Elementary Language Arts into Social Studies content K-6</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development. SW-4</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. SW-4</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rate. SW-8</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model</li> <li>• Writing will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• 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. SW-4</li> <li>• The Coordinators of Elementary Language Arts and the District Instructional Literacy Coaches will provide monthly curriculum meetings. SW-4</li> <li>• District Instructional Literacy Coach will use the Coaching Cycle to mentor specific teachers to build capacity. SW-4</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers.</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rate. SW-8</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. SW-4</li> <li>• Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW-4</li> <li>• Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. SW-4</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>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rate. SW-8</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking</li> </ul>

	<p>individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. SW-9</p> <ul style="list-style-type: none"> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do 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>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• 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. SW-4</li> <li>• 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. SW-4</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>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <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>• 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. SW-4</li> <li>• 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. SW-4</li> <li>• 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. SW-4 The Science Coordinator will provide trainings and state updates at fall and spring Cadres. SW-4</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 50 and included the student groups of Eco Dis, Hispanic, and white.  <b>In 2016-2017, the Index 3 Score will be 52 and will include the student groups of Eco Dis, Hispanic, African American and White.</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>• Conduct a needs assessment to determine areas of academic focus. SW-1</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day. SW-9</li> <li>• Provide mentors to targeted at-risk students. SW-2</li> <li>• Goal setting opportunities between students and staff. SW-2</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. SW-10</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW-2</li> </ul>

	<ul style="list-style-type: none"> <li>As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW-9</li> <li>Work with the ARD Committee to determine the most appropriate tests for students with disabilities. SW-9</li> <li>Provide motivational activities/programs to promote success and improvement in academic performance among all students. SW-2</li> </ul> <p>Promote students as “Future CISD High School Students” through activities within feeder and district, including: Tiger Challenge, football games, pep rallies, student visits, etc. SW-7</p>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 84% of Eco Dis students, 84% of Hispanic students, and 93% of White students met Level II standard. In addition, 20% of Eco Dis students, % of 22% of Hispanic students, and 39% of White students met Level III standard.</p> <p><b>In 2016-17 89% of Eco Dis students, 89% of Hispanic students, 89% of African American students and 95% of White students will meet Level II standard. In 2016-17 25% of Eco Dis students, 30% of Hispanic students, 30% of African American students, 40% of White students will meet Level III standard..</b></p> <p>Target Reading Reporting Category: 3 – Understanding/Analysis of Informational Texts</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Conduct a needs assessment to determine areas of academic focus. SW-1</li> <li>Provide intensive, systematic tutoring for identified at-risk students during the day. SW-9</li> <li>Provide mentors to targeted at-risk students. SW-2</li> <li>Goal setting opportunities between students and staff. SW-2</li> <li>Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. SW-10</li> <li>Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW-2</li> <li>As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW-9</li> <li>Work with the ARD Committee to determine the most appropriate tests for students with disabilities. SW-9</li> <li>Provide motivational activities/programs to promote success and improvement in academic performance among all students. SW-2</li> <li>Promote students as “Future CISD High School Students” through activities within feeder and district, including: Tiger Challenge, football games, pep rallies, student visits, etc. SW-7</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 60% of Eco Dis students, 76% of Hispanic, and 87% of White students met Level II standard. In addition, 10% of Eco Dis students, 12% of Hispanic students, and 22% of White students met Level III standard. (African American students will not be a student group in writing.)</p> <p><b>In 2016-17 70% of Eco Dis students, 86% of Hispanic students, and 90% of White students will meet Level II standard. In addition, 20% of Eco Dis students, 22% of Hispanic students, and 30% of white students will meet Level III standard.</b></p> <p>Target Reporting Category - 4</p> <p>90% of all students and student groups taking the <i>District Benchmarks in Writing</i> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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. (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 researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG), SW-4</li> <li>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), SW-4</li> <li>Provide intensive, systematic tutoring for identified at-risk students during the school day for</li> </ul>

	<p>Writing. Campus Safeguard (CSG), SW-9</p> <ul style="list-style-type: none"> <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. (CSG), (DSG)</li> <li>• Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction. (CSG)</li> <li>• Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. SW-2</li> <li>• Monthly writing focus meetings K-4 with ELA Coordinator. (CSG), SW-2</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences. SW-2</li> <li>• Lucy Calkins CISD Writing Calendars for Grades 1-4 (CSG)</li> </ul>
<p><b>MATH Performance Objectives</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 83% of Eco Dis students, 87% of Hispanic students, and 93% of White students met Level II standard. In addition, 18% of Eco Dis students, 29% of Hispanic students, and 33% of White students met Level III standard.</p> <p><b>In 2016-17 87% of Eco Dis students, 90% of Hispanic students, 95% of White students, and 90% of African American students will meet Level II standard. In addition, 25% of Eco Dis students, 35% of Hispanic students, 40% of White students, and 35% of African American students will meet Level III standard.</b></p> <p>Target: Reporting Category: 3 – Geometry and Measurement</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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. (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 leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. SW-2</li> <li>• Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW-4</li> <li>• 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. SW-2</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. SW-2</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. SW-8</li> </ul>
<p><b>SOCIAL STUDIES Performance Objectives</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students and student groups taking the <i>District Benchmarks in Social Studies</i> will meet District performance standards.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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. (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 researched 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 access ELLs in all content areas. (DSG)</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. SW-2</li> <li>• Focus on engagement through student centered instructional strategies based on History Alive!/Social Studies Alive! SW-2</li> <li>• Design units based on enduring understandings that answer essential questions. SW-2</li> <li>• Continue the integration of Social Studies content into Elementary Language Arts K-4. SW-2</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. SW-2</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• In 2015-2016, 81% of Eco Dis students and 81% of Hispanic student group met Level II standard. In addition, 10% of Eco Dis students and 10% of Hispanic student group met Level III standard.</li> <li>• <b>In 2016-17 86% of Eco Dis students and 86% of Hispanic student group will meet Level II standard. In addition, 13% of Eco Dis students and 13% of Hispanic student group will meet Level III standard.</b></li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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. (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>• Ensure that teachers plan and implement TEKS aligned science lessons using the</li> <li>• 5-E lesson model (engage, explore, explain, elaborate, and evaluate). SW-2</li> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary grades, Science word walls in elementary classrooms, and the use of Marzano Words in the Scope and Sequences. SW-2</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. SW-8</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. SW-2</li> </ul>
<b>HEALTH Performance Objectives</b>	<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>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. SW-2</li> <li>• Track and evaluate students' level of health-related fitness by conducting two Fitness Gram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. SW-2</li> <li>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. SW-2</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. SW-2</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4)</b></p> <p><b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>Index 4: POSTSECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016 60% of all students, 48% Hispanic and 65% of White students met postsecondary standard on STAAR assessments.</p> <p><b>In 2016-2017 60% all students, 50% Hispanic, 65% of White, 50% of African American students will meet postsecondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 96.2% to 96.6%</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul>



<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Reintroduce the use of Thinking Maps through full day training for all teachers to raise the level of discussion, debate and conversation on all subjects. SW-2</li> <li>Provide incentives to students who maintain perfect attendance/no tardies each month and at the end of the school year.</li> <li>Data meeting will support targeting students to ensure students meet Postsecondary standard in 2 or more areas on STAAR. SW-7</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III
<b>Additional Resources</b>	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented 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
<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 for professional and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. SW-3</li> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW-3</li> <li>Provide mentor support for beginning teachers. SW-5</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW-4</li> <li>Provide opportunities for teachers to attend specified training to maintain/obtain HQ status in the areas of particular need (GT, ESL, Dyslexia, etc.). SW-4</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</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Indicator 1. Community and Parent Involvement</b>	<b>Indicator 1 Focus Strategies</b> <ul style="list-style-type: none"> <li>Maintain the use of regular academic conferences with parents. SW-6</li> <li>Provide Opportunities for parents to give input regarding the academic needs of students, Student-Parent Compacts, Parent Involvement Policies, and evaluation of Title I Program. SW-6</li> </ul>

<p><b>Indicator 2.</b> <i>Fine Arts</i></p> <p><b>Indicator 3.</b> <i>Physical Education</i></p>	<ul style="list-style-type: none"> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. SW-6</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students. SW-6</li> <li>• Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. SW-6</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW-6</li> </ul> <p><b>Indicator 2 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to participate in the annual Western Art Show.</li> </ul> <p><b>Indicator 3 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue our annual Lion Dash fun run/walk each October</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January 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 to all staff members.</li> <li>• Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; <a href="http://www.acadv.org/dating.html">http://www.acadv.org/dating.html</a> ; <a href="http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens">http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens</a> ; <a href="http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs">http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs</a> ; CISD Policy, etc.</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at <a href="http://ci.conroeisd.net/depts/counseling/">http://ci.conroeisd.net/depts/counseling/</a> ; campus programs and presentations.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to</li> </ul>



	Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a> ; campus programs and presentations.
<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, Teachers

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas by insuring all classrooms have adequate technology including computers, software, Mimios, and projectors. Purchase additional computers, software, Mimios, and projectors when needed. SW-2</li> <li>• Ensure the Technology Applications TEKS are met across content areas. SW-2</li> <li>• Provide hands-on training in use of new technology hardware and software. SW-4</li> <li>• Provide staff development on integration of technology across the curriculum. SW-4</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. SW-8</li> <li>• Build teacher capacity to fully implement technology in instruction. SW-8</li> <li>• Provide meaningful opportunities for students to access technology for learning through the purchase of software related to language arts, math, science, social studies and fine arts. SW-2</li> </ul>
<b>Financial Resources</b>	Campus budget Title I, 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, Teachers

#### 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 Gaps Strategy 1 Math Strategy 4;	Academic Tutorials	7,020	.12
	<b>TOTAL SCE</b>	<b>7,020</b>	<b>.12</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Reading/ELA Strategy 1,2, 3 Writing Strategy 1, 2, 3 Math Strategy 2, 3, 5	Instructional Support – Instructional Coaches/Teachers	64,739	1.0
Closing Performance Gaps Strategy 1, Reading/ELA Strategy 4; Writing Strategy 4; and Math Strategy 3	Technology and Software	12,500	
Closing Performance Gaps Strategy 1, Reading/ELA Strategy 4; Writing Strategy 4; and Math Strategy 3	Books	4035	
Closing Performance Gaps Strategy 1, Reading/ELA Strategy 4; Writing Strategy 4; and Math Strategy 3	Instructional Materials	5060	
Closing Performance Gaps Strategy 1, Reading/ELA Strategy 4; Writing Strategy 4; and Math Strategy 3	Subs	35,000	
Parent and Community Strategy 1, 2, 3, 4	Parent Involvement	2985	
	<b>TOTAL Title IA</b>	<b>126,094</b>	<b>1.0</b>
<b>Title III LEP</b>			
Closing Performance Gaps Strategy 1, 4, 6	Extra Duty Tutorials	1000	
Closing Performance Gaps Strategy 1, 4, 6	Technology	500	
Closing Performance Gaps Strategy 1, 4, 6	Books	200	
Closing Performance Gaps Strategy 1, 4, 6	Instructional Materials	550	
	<b>TOTAL Title III LEP</b>	<b>2250</b>	

### District Missed Safeguards

Conroe ISD Missed Safeguards				
Reading	Math	Writing	Science	Social Studies
Special Education	Special Education	Special Education	Special Education	Special Education
		ELL (Current & Monitored)		ELL (Current & Monitored)

**All Conroe ISD campuses (and the district)** will address the seven district missed safeguards to target the identified areas of need. The District Safeguard (DSG) notation and targeted strategies should occur within the body of your DIP/CIP. When the notation is first introduced, please define the abbreviation such as District Safeguard State (DSG) and then use the abbreviation for the remainder of the DIP/CIP.

**Campus strategies for all campuses to include in CIP to address district missed safeguards:**

- 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)
  
- 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 researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (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)