Campus Improvement Plan
2015-2016
Elementary/Intermediate Campus: Tom Cox Intermediate
Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Tom Cox Intermediate School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

1.1 **Master Rigorous Academic Standards**

- *Index 1: Student Achievement* Grades 5-6; all subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, Science, and Social Studies. K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

1.2 **Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

1.3 **Successful Completion of High School**

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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
Core Analysis	**Tom Cox Intermediate School** disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.
CISD Curriculum	**Tom Cox Intermediate School** implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment. • The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. • The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process. • The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
CISD Best Practices	**Tom Cox Intermediate School** implements and supports the following CISD best practices: • The Curriculum and Instruction Model (**CISD Instructional Model**) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and

	environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner's Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano's Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the **TEKS**, the students' **Learning** process of the required curriculum, and the ongoing **Assessment** in which both teachers and students evaluate their learning. • Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom's Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.
1.1 1.2 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES	**Index 1: Student Achievement** **All subjects; all students; % met Level II standard** *95% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A and STAAR Alternate; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year. 1% by the 2016-2017 school year and 1% by the 2017-2018 school year.* *Distinctions:* 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Math, Grade 5 Science *Community and School Engagement (CaSE)*: 2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.
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 measures (weighted progress) in Reading and Math, earning an Index 2 score of 48.* *Distinctions:* 1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. 2. Will meet AADD indicator for greater than expected growth in Reading and Math.
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)** Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (AA and Two or more Races) will meet the weighted performance Level II and III, *earning an Index 3 score of 55.* *Distinctions:* Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Focus Strategies	• Provide intensive, systematic tutoring for identified at-risk students during the day, before, after school, and/or Saturdays (Campus Safeguard). • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Work with the ARD Committee to determine the most appropriate test levels for students with disabilities taking the STAAR Alternate test (CSG). • Work with students with disabilities to increase time doing more independent practice during learning lab and work stations so that they may be eligible to be assessed at a higher level of STAAR Alt (CSG). • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.

	• 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. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • 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.
READING/ELA Performance Objectives	**READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 96% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Reading/ELA** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year*; 50% will meet Level III: Advanced Performance Level (for AADD). Target Reporting Category 3: Understanding and Analysis of Informational Texts – Eco. Dis., AA, 2 or more races Reading Performance Safeguard Target: Special Education
Focus Strategies	• 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. • 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 (CSG). • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Continue the integration of Elementary Language Arts into Social Studies Content K-6. • Utilize campus Reading Instructional Coach to assist teachers with student engagement and student performance and help develop strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day. • Establish a reading incentive program, G.R.A.B (Go Read a Book) in order to motivate students to read and help build a school culture of readers.
WRITING Performance Objectives	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 95% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Writing** will meet Level II: 60% will meet Level III: Advanced Performance Level indicator (for AADD). Target Reporting Category 1: Composition; Reporting Category 3: Editing - Eco. Dis.
Focus Strategies	• Ensure rigorous instruction in writing for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding. • Continue to provide staff development and strategies to model and support Writers' Workshop through the Lucy Calkins Initiative/Six Traits grades 5-6.
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 95% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Math** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year*; 30% will meet Level III: Advanced Performance Level (for AADD). Target Reporting Category 1: Numerical Representations and Relationships; Reporting Category 3: Geometry and Measurement; and Reporting Category 4: Data Analysis and Personal Finance - Eco Dis, AA, 2 or more races

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. • 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. • Continue using "Flipped Classroom" for 6th graders in order to focus classroom instruction on small group activities and extensions to increase problem-solving skills and promote higher-level thinking. • 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. • 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.
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 95% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Social Studies** will meet Level II: Satisfactory Performance Level. 55% will meet Level III: Advanced Performance Level. Target Reporting Category 4: Economics, Science, Technology and Society - AA and Eco Dis
Focus Strategies	• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Implement the Interactive Student Notebook K-12. • Integrate content literacy strategies K-12 with pre-reading, during reading and after reading support from the Social Studies Strategy Manual.
SCIENCE Performance Objectives	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 95% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Science** will meet Level II: Satisfactory Performance Level *by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year, and 1% by the 2017-2018 school year*; 35% will meet Level III: Advanced Performance Level. Target Reporting Category 1: Matter and Energy; Reporting Category 3: Earth and Space; Reporting Category 4: Organisms and Environment - Eco Dis, AA, 2 or more races Science Performance Safeguard Target: Special Education
Focus Strategies	• Improve vocabulary building in Science through the Science Word of the Week, Science word walls and the use of Marzano Words in the Scope and Sequences (CSG). • Ensure that teachers plan and implement science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • 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.
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	• Coordinate lesson plans that have students involved in MVPA for at least 65% 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 two times a year (Fall and Spring), and practice sessions at last once each 6 weeks. • 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.
1.3 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** 90% all students and 7 race/ethnic groups will meet final level II standard on **two** or more tests combined over all subject areas. *Distinctions:* 1. Reading/ELA and Math: 50% of measures will be in top quartile 2. Increase Attendance Rate from 97.0% to 97.1% 3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group;
Focus Strategies	• Reward student attendance with the Perfect Attendance Award every 9 weeks, and at the end of the year. • Create incentives to improve yearly attendance, but with more frequent intervals.
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, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, 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 70% 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 and highly qualified requirements for professionals and paraprofessionals. • 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. Provide opportunities for teachers to acquire ESL certification.
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.
Focus Strategies	• 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. • Provide opportunities at school for parents to participate in academic and social events with students; Family Fun Night, Wax Museum, Career Day, Junior Achievement, Destination Imagination, Veterans Day, Gifted and Talented Presentation. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.
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, current and accurate website information
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. *CaSE*: Will achieve a CaSE rating of Exemplary in Safety.
Focus Strategies	• Conduct fire, disaster, lock-downs, 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. • 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.
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 Meet Performance Indicators for CaSE

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. *CaSE*: Will achieve a CaSE rating of Exemplary in Technology.
Focus Strategies	• Maintain a Campus Technology Committee to review, revise, and oversee the implementation of technology in the school. • Provide hands-on training in use of new technology hardware and software. • Build teacher capacity to fully implement technology in instruction • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas
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 aligned with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
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.

Resources Allocated for State Compensatory Education Program
2015-2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Achievement Gap: Strategy 1	Academic Tutorials	$9,216	.17
Close the Achievement Gap: Strategy 1 Reading: Strategy 7&8	Instructional Coach	$52,455	1.00
Closing the Achievement Gap: Strategy 1 Math: Strategy 5 Reading: Strategy 5	Instructional Materials for At-Risk Students	$405	.00
Closing the Achievement Gap: Strategy 1 Math: Strategy 5 Reading: Strategy 5&6	Supplies and Equipment for At-Risk Students	$405	.00
	TOTAL SCE	**$62,481**	**1.17**

Resources Allocated for Title III
2015-2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Achievement Gap: Strategy 1	Extra Duty	$1,000	.02
Closing the Achievement Gap: Strategy 1,6	Technology	$500	.00
Closing the Achievement Gap: Strategy 1,6	Books	$200	.00
Closing the Achievement Gap: Strategy 1,6	Instructional Materials	$550	.00
	TOTAL Title III LEP	**$2,250**	**.02**
Title III IMM			
Closing the Achievement Gap: Strategy, 1,6	Supplies	$200	.00
	TOTAL Title III IMM	**$200**	**.02**

Resources Allocated for Intervention Funding
2015-2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention IF			
Closing the Achievement Gap: Strategy 1	Substitutes, Extra Duty Pay	$600	.01
Closing the Achievement Gap: Strategy 1,6	Supplies	$4,200	.00
	Total Funds Budgeted and FTEs	**$4,800**	**.01**