

**Campus Improvement Plan
2015-2016
Campus: Creighton Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Creighton Elementary 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* 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	<p>Creighton Elementary 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. (SW 1)</p>
CISD Curriculum	<p>Creighton Elementary 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.</p> <ul style="list-style-type: none"> • The Reading/ELA curriculum, <i>CISD Reads</i>, 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, <i>CISD Solves</i>, 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. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process. • The Social Studies curriculum, <i>CISD Remembers</i>, 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	<p>Creighton Elementary School implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> • 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

	<p>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.</p> <ul style="list-style-type: none"> • 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, CRIS 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.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 CLOSE THE PERFORMANCE GAP - INDEX 3: CLOSING PERFORMANCE GAPS</p>	
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>90% 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 6% in the 2015-2016 school year, 6% by the 2016-2017 school year and 7% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science Community and School Engagement (CASE): 2. Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <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 measures (weighted progress) in Reading and Math, earning an Index 2 score of 90.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 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.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>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) <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic and White) will meet the weighted performance Level II and III, earning an Index 3 score of 90.</i> <i>Distinctions:</i> Will meet Top 25% Closing Achievement Gaps Distinction in Reading/ELA and Math.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. District Safeguard State (DSG) (SW 2, 9) • Provide mentors to targeted at-risk students. (DSG) • 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. (DSG) • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. (DSG) (SW 2,9) • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. (DSG) (SW 1) • Review, revise, and implement daily attendance procedures to meet 97% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation).

READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 6% by the 2016-2017 school year and 7% by the 2017-2018 school year</i>; 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1: Understanding and Analysis Across All Genres; Reporting Category 2: Understanding and Analysis of Literary Text; Reporting Category 3: Understanding and Analysis of Informational Texts</p>
Focus Strategies	<ul style="list-style-type: none"> • 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. (DSG) • Continue implementation of the seven steps from Seidlitz’s <i>7 Steps to a Language-Rich Interactive Classroom</i> in all classrooms. (DSG) (SW 4) • Increase the amount of reading for all students during the school day. (DSG) • Provide departmentalized math/science teachers in grades 2-4 with modeling of the components of Comprehension Toolkit to increase alignment of best comprehension strategies. • Continue to implement of components of CISD READS with fidelity and consistency. • Conduct weekly meetings between Sp. Ed. Team and specified grade level teams to bridge any curriculum/instructional/accommodation gaps to produce a higher level of success for all identified special ed. students. (DSG) • Increase the general ed. teacher’s direct teaching time with identified special ed. students in the general curriculum to increase their success on STAAR. (DSG) • 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. (DSG) • Provide teams opportunities to analyze common assessments to gain a deeper understanding of the process standards involved and to discuss the possible ways of “how” that could be taught at a more rigorous instructional level. (DSG) (SW 8) • 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) (SW 4)
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year Incremental growth will occur over a three year period with 7% in the 2015-2016 school year, 7% by the 2016-2017 school year and 9% by the 2017-2018 school year</i> and 15% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Composition; Reporting Category 2: Composition; Reporting Category 3: Editing</p>
Focus Strategies	<ul style="list-style-type: none"> • Address the daily use of Writer’s Workshop in grades K-4 for fidelity and consistency. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model implementing Mentor Sentences in Grades 1-6 and the CISD Pacing Calendars for Grades 1-4. (DSG) • Implement the STAAR Writing Rubric as the CISD assessment tool for grades K-6. • Conduct facilitated “<i>Writing Conversations</i>” with writing teachers to focus on narrative and expository writing components needed to help students produce stories at a higher scored level. (DSG) (SW 4) • Increase writing across the curriculum for all grades in the subjects of math, science and social studies. (DSG) • 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. (DSG) • Continue implementation of the seven steps from Seidlitz’s <i>7 Steps to a Language-Rich</i>

	<p><i>Interactive Classroom</i> in all classrooms. (DSG) (SW 4)</p> <ul style="list-style-type: none"> • Conduct weekly meetings between Sp. Ed. Team and specified grade level teams to bridge any curriculum/instructional/accommodation gaps to produce a higher level of success for all identified special ed. students. (DSG) • Increase the general ed. teacher’s direct teaching time with identified special ed. students in the general curriculum to increase their success on STAAR. (DSG)
MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the <i>STAAR, STAAR A</i> or <i>STAAR-L</i> in Math will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year; 45% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 1: Numerical Representations and Relationships; Reporting Category 2: Computational and Algebraic Relationships; Reporting Category 3: Geometry and Measurement</p>
Focus Strategies	<ul style="list-style-type: none"> • 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. (DSG) • 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. (DSG) (SW 9) • 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. (DSG) • Ensure that teachers are increasing the amount of “math talk” and holding students accountable for verbalizing their thinking. (DSG) • Continue to implement the iLearn program in Grades 1-4. (DSG) • Continue to implement all components of CISD Solves with fidelity and consistency. (DSG) • Conduct weekly meetings between Sp. Ed. Team and specified grade level teams to bridge any curriculum/instructional/accommodation gaps to produce a higher level of success for all identified special ed. students. (DSG) • Increase the general ed. teacher’s direct teaching time with identified special ed. students in the general curriculum to increase their success on STAAR. (DSG) • Continue implementation of the seven steps from Seidlitz’s <i>7 Steps to a Language-Rich Interactive Classroom</i> in all classrooms. (DSG) (SW 4) • Provide teams opportunities to analyze common assessments to gain a deeper understanding of the process standards involved and to discuss the possible ways of “how” that could be taught at a more rigorous instructional level. (DSG) (SW 8) • 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. (DSG) (SW 4)
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the <i>STAAR, STAAR A</i> or <i>STAAR-L</i> in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 6% by the 2016-2017 school year and 6% by the 2017-2018 school year; 12% will meet Level III: Advanced Performance Level.</i></p> <p>Target Reporting Category 1: History, all student groups</p>
Focus Strategies	<ul style="list-style-type: none"> • Continue to 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. • Continue to implement of components of CISD Remembers with fidelity and consistency.

	<ul style="list-style-type: none"> 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 implementation of the seven steps from Seidlitz's <i>7 Steps to a Language-Rich Interactive Classroom</i> in all classrooms. (DSG) (SW 4) Provide teams opportunities to analyze common assessments to gain a deeper understanding of the process standards involved and to discuss the possible ways of "how" that could be taught at a more rigorous instructional level. (SW 8) 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) (SW 4)
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% 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 2% in the 2015-2016 school year, 3-% by the 2016-2017 school year and 3% by the 2017-2018 school year; 12% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 1: Matter and Energy; Reporting Category 2: Force, Motion and Energy; Reporting Category 3: Earth and Space; Reporting Category 4: Organisms and Environment</p>
Focus Strategies	<ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. Provide departmentalized math/science teachers in grades 2-4 with modeling of the components of Comprehension Toolkit to increase alignment of best comprehension strategies. Continue to implement all components of CISD Investigates with fidelity and consistency. 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 implementation of the seven steps from Seidlitz's <i>7 Steps to a Language-Rich Interactive Classroom</i> in all classrooms. (DSG) (SW 4) Provide teams opportunities to analyze common assessments to gain a deeper understanding of the process standards involved and to discuss the possible ways of "how" that could be taught at a more rigorous instructional level. (SW 8) 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) (SW 4)
HEALTH Performance Objective	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> 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)	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Reading/ELA and Math: 50% of measures will be in top quartile Increase Attendance Rate from 95.9% to 97% Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	<ul style="list-style-type: none"> Reward student attendance with the Perfect Attendance Award and the NEATLY (Never Ever Absent or Tardy or Leave Early) Club Award in each grading period and all year. Reward students with monthly/grading period/periodic incentives to improve yearly attendance. Provide visits to feeder intermediate campus to ensure students experience a smooth transition. (SW7) Provide new student registration for incoming students. (SW7) Work with staff in PLCs to analyze data to increase achievement and raise final Level II passing rates. (SW 8) Continue to implement research based best practices to increase the number of students performing at Level III on STAAR. (SW 2) Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	Campus budget, SCE, Title I, Title III LEP & IMM (SW10)
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.
Strategies	<ul style="list-style-type: none"> Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. (SW 3) 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 training sessions. (SW 3, 5) Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. (SW 3, 4) Provide opportunities for teachers to acquire ESL certification. (SW 4) Provide staff development for all teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop strategies to modify for identified gifted students and/or close learning gaps, such as academic vocabulary strategies, centers for anchor activities, conferring with students, use of formative assessments, use of higher level questioning, and use of

	<p>technology to improve content skills and content problem solving strategies. (DSG) (SW 4)</p> <ul style="list-style-type: none"> • Provide staff development for teachers to deepen their understanding of the <i>Professional Learning Community (PLC)</i>. (DSG) (SW 4) • Provide staff development on how to build leadership capacity in our students through implementation of the <i>7 Habits of Highly Effective Kids</i>. (SW 4) • Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. (SW 4)
Financial Resources	Campus budget, Teacher Activity Fund, Title I, Title III LEP & IMM (SW 10)
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.
Strategies	<ul style="list-style-type: none"> • 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. • Expand the campus partnerships with Caney Creek High School to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. (SW 6) • Provide information nights, academic nights, and parent/teacher conferences so parents fully understand their role in their child's education. (SW 6) • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Hold vertical team meetings after each round of district benchmarks to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. (SW 8) • Hold weekly PLC meetings for teachers to collaborate and be involved in the decisions regarding the use of assessments to improve the achievement of individual students and the overall instructional program. (SW 8) • Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent School Compact, Parent Involvement Policies and Evaluation of Title I Program. (SW 6)
Financial Resources	Campus budget, Title I (SW 10)
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring	Formative November, January

Timeline	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.
Strategies	<ul style="list-style-type: none"> • 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. • 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 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 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.
Strategies	<ul style="list-style-type: none"> • 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. (SW 4) • Provide staff development on integration of technology across the curriculum. (SW 4) • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction.

	<ul style="list-style-type: none"> Increase student opportunities before school to access technology to support their curricular needs.
Financial Resources	Campus budget, Title I, Title III LEP & IMM (SW 10)
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

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
2015-2016 School Year*

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gap Strategy 1, Reading/ELA Strategy 1, Math Strategy 3-5	Academic Tutorials & Materials	\$15,938	0.16
Closing the Performance Gap Strategy 2-3 & 6, Reading/ELA Strategy 1-5, Writing Strategy 1-7, Math Strategy 1-9	General Education Teachers for At-Risk Students	\$1,041,045	20.10
Total Funds Budgeted and FTEs		\$1,056,983	20.26

*Resources Allocated for Intervention Funds
2015-2016 School Year*

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Closing the Performance Gap Strategy 1, Reading/ELA Strategy 1, Math Strategy 3-5	Academic Tutorials & Instructional Materials	\$3,200	.07
TOTAL IF		\$3,200	.07

*Resources Allocated for Title I - III
2015-2016 School Year*

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing the Performance Gap Strategy 1 & 3-4, Reading/ELA Strategy 1-5 & 8-9, Writing Strategy 1 & 3-5 & 7, Math Strategy 1-2 & 5-6 & 8-9	Instructional Support – Instructional Coach	\$130,729	2.37
Closing the Performance Gap Strategy 1 & 5, Reading/ELA Strategy 1-5, Math Strategy 2-8	Instructional Support – Paraprofessional	\$101,224	5.06
Closing the Performance Gap Strategy 1, Reading/ELA Strategy 1-5 & 8-9, Math Strategy 1-2 & 5-6 & 8-9, Social Studies Strategy 1	Instructional Materials	\$45,000	.00
Closing the Performance Gap Strategy 4 & 6, Reading/ELA Strategy 1-5 & 8-9, Writing Strategy 1-7, Math Strategy 1-9	Instructional Staff Development & Travel	\$3,701	.00
Reading/ELA Strategy 1-2, Writing Strategy 1, Math Strategy 5-6, Parents & Community Strategy 3-4	Parent Involvement	\$2,726	.00
TOTAL Title IA		291,330	7.43

Title III LEP			
Closing the Performance Gap Strategy 1 & 4 & 6, Reading/ELA Strategy 1-5	Books	\$500	.00
Parents & Community Strategy 1	Extra Duty	\$2,500	.04
Technology Strategy 1-2 & 7	Technology	\$2,000	.00
Closing the Performance Gap Strategy 1, Reading/ELA Strategy 1-5 & 8-9, Writing Strategy 1-7, Math Strategy 1-9	Instructional Materials	\$1,500	.00
	TOTAL Title III	\$6,500	.04
Title III IMM			
Closing the Performance Gap Strategy 1, Reading/ELA Strategy 1-5, Writing Strategy 1-7, Math Strategy 1-9	Extra Duty	\$250	.00
	TOTAL Title III	\$250	.00