

**Campus Improvement Plan
2015-2016
Elementary/Intermediate Campus: Sam Houston Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Sam Houston 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>Sam Houston 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.</p>
CISD Curriculum	<p>Sam Houston 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>Sam Houston 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, 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.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</p>	
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</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, 10% by the 2016-2017 school year and 12% 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 <i>Community and School Engagement (CaSE):</i> 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 48.</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 African American) will meet the weighted performance Level II and III, earning an Index 3 score of 42.</i> <i>Distinctions:</i> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • As a school-wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1 • Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title Teacher allocations for Reading. SW 9 • Provide mentors to students targeted using INOVA A-3 and A-5 data. SW 1 & 10 • Provide intensive, systematic, research based reading instruction to identified dyslexic and special education at-risk students. SW 2 • Provide visits to feeder intermediate campus to ensure students experience a smooth transition. SW 7 • Promote students as “Future CISD High School” students through activities within feeder and district, including: football games, pep rallies, student visits, parades, etc. SW 6 & 7

	<ul style="list-style-type: none"> • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data. SW2 • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describe the specially designed instruction necessary as a result of the student’s disability related needs. SW 2 • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). SW 4 • The Special Education Coordinators and District Instructional Staff will provide staff development to new special education teachers in the Standards Based IEP Process. SW 4 • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. SW 8 • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignment of Tier I best practices. (DSG, CSG) • Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions to facilitate academic improvement for identified students. (DSG, CSG)
<p>READING/ELA Performance Objectives</p>	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 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, 8% by the 2016-2017 school year and 10% by the 2017-2018 school year; 20% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 1: Understanding and Analysis Across Genres; Reporting Category 2: Understanding and Analysis of Literary Texts (3rd grade); Reporting Category 3: Understanding and Analysis of Informational Texts</p> <p>Reading Performance Safeguard Target: African American & Special Education</p>
<p>Focus Strategies</p>	<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. SW 2 • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing. SW 2 • Provide leadership, training, and follow-through on the implementation of CISD READS. SW 4 • The Coordinator of Elementary Language Arts and District Instructional Coaches will provide training on the DRA and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. SW 8 • Continue the integration of Elementary Language Arts into Social Studies content K-4. SW 2 • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. SW 8 • Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title I Teacher allocations for Reading. SW 9 (CSG) • Provide intensive, systematic, research-based instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG) • The Campus Instructional Literacy Coach will provide campus-based “customized” reading staff development and assist teachers with reading instruction throughout the school year. SW 4 • 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)

	<ul style="list-style-type: none"> • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in reading. (DSG-F) • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignment of Tier I best practices. (SG- S&F) • Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions to facilitate academic improvement for identified students. (SG-F)
WRITING Performance Objectives	<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 by the 2017-2018 school year. <i>Incremental growth will occur over a three year period with 10% in the 2015-2016 school year, 12% by the 2016-2017 school year and 15% by the 2017-2018 school year and 20% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Reporting Categories 1-3: Composition, Editing and Revision Writing Performance Safeguard Target: All students, Hispanic, Eco Dis, & Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • 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 • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. SW 2 • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences. SW 2 • Writing will be addressed in specific sessions at the August Campus and District Staff Development. SW 4 • Staff development will be provided at the Lucy Calkins Institute in July to train on the Writers' Workshop approach to teaching writing using the Lucy Calkins Units of Study. SW 4 • The Coordinator of Elementary Language Arts and the District Instructional Coaches will provide campus-based "customized" writing trainings throughout the school year. SW 4 • Bilingual focus on supporting both English and Spanish writers in grades 2-4. SW 7 • The Campus Instructional Literacy Coach will provide third and fourth grade teachers with a staff development to focus on using the TEA writing rubric to score common assessments and benchmark writing to provide feedback in preparing students for writing for the STAAR. SW 4 • Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title I Teacher allocations for Writing. SW 9 (CSG) • Provide intensive, systematic, research-based instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG) • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. SW 8 • Provide 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 writing. (DSG, CSG) • 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 writing. (DSG, CSG) • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. (DSG, CSG) • Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions to facilitate academic improvement for identified students. (CSG)
MATH Performance Objectives	<p>MATH 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 Math will meet Level II:</p>

	<p>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; 20% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 2: Computation and Algebraic Reasoning; Reporting Category 3: Geometry and Measurement; Reporting Category 4: Data Analysis and Personal Finance Math Performance Safeguard Target: Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW 4 • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. SW 4 • Provide intensive, systematic tutoring for identified at-risk students during the school day with our Title I Teacher allocations for Math. SW 9 • 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 • Ensure that all 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 4 • Provide instruction of target math skills with the use of technology such as the iLearn program for at-risk students needing additional interventions. SW 9 & 10 • 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 8 • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-4. SW 4 • 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. SW 2 & 4 • Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions to facilitate academic improvement for identified students. SW 1 • The Campus Instructional Coaches will provide campus-based “customized” math staff development and assist teachers with math instruction throughout the school year. SW 4 • 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 math. (DSG) • 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)
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES 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 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 8% in the 2015-2016 school year, 8% by the 2016-2017 school year and 9% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 3: Government and Citizenship Social Studies Performance Safeguard Target: African-American, Eco Dis, English Language Learners <i>Distinctions:</i> Focus on Level 2 Final Scores for Post-Secondary Readiness Focus on Level 3 Advanced Scores for Post-Secondary Readiness</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implementation of common assessments for classroom testing and benchmarks. • Utilize Thinking Maps to differentiate instruction of the subject content. (DSG)

	<ul style="list-style-type: none"> Detailed analysis of previous year's STAAR data to ensure alignment of what is taught, how it is taught, and the rigor of the state assessment. For example, analysis will include the SS standards from STAAR, heat mapping, and teacher subject content perception vs. student performance content data. Monitor ELL student progress in social studies classes. (DSG) Utilize re-teaching of concepts through warm-ups to assess student comprehension and ensure the long-term scaffolding of the concepts. (DSG) Use of tutoring strips after assessments to help students visually identify their areas of strength and areas of needed concentration. By doing this, the student becomes an active participant in their own educational process. The use of Quizlet to interlock history and technology and thus captivate student interest in history. (DSG) Use of political cartoons and OPTICs for document and image analysis. Include dual coded STAAR questions on common assessments. Introduction of UIL maps, graphs, charts competition to peek student interest in social studies skills. Use of Pre AP Social Studies strategies for document and image analysis Use of document based question strategies to improve student understanding and analysis skills of Primary Sources Use of Visual Vocabulary and Marzano's 6 step vocabulary approach to engage student learning 7 Steps to a Language Rich Classroom (DSG) Campus wide word of the week to enrich academic vocabulary (DSG) Target Tutorials for at risk students and students falling below classroom passing standards. (DSG) Teacher Driven Professional Development – Cub Shorts Utilizing the essential question during warm-ups and throughout the lessons and units to engage students. Incorporating writing through the use of real-world current events and their link to historical events.
SCIENCE Performance Objectives	<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. <i>Incremental growth will occur over a three year period with 10% in the 2015-2016 school year, 8% by the 2016-2017 school year and 7% by the 2017-2018 school year; 35% will meet Level III: Advanced Performance Level.</i></p> <p>Target Reporting Category 1: Matter and Energy; Reporting Category 3: Earth and Space; Reporting Category 4: Organisms and Environment</p>
Focus Strategies	<ul style="list-style-type: none"> Provide leadership, training, and follow-through on the implementation of CISD Investigates. SW 4 Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) 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 Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments (CSG) 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 (CSG) Ensure that teachers require all students utilize a science interactive notebook as part of their learning process

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	<ul style="list-style-type: none"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
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 30% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined over all subject areas. <i>Distinctions:</i> <ol style="list-style-type: none"> Reading/ELA and Math: 50% of measures will be in top quartile Increase Attendance Rate from 96.9% to 97.5% Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group;
Focus Strategies	<ul style="list-style-type: none"> Ensure teachers implement strategies/techniques in their classroom to promote regular attendance. Communicate the attendance laws to parents and reinforce the importance of regular school attendance.
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, 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	<ul style="list-style-type: none"> Ensure the appropriate certification and highly qualified requirements for professional 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. SW 4 Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. SW 3 & 5 Provide opportunities for teachers to attend GT training. SW 4 Provide opportunities for teachers to acquire ESL certification. SW 4
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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Focus Strategies	<ul style="list-style-type: none"> • Provide opportunities for parents to give input regarding the academic needs of students, student-parent-school compacts, parental involvement policies, and evaluation of the Title I program. SW 6 • 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 • Expand the campus partnerships with HEB to support the educational achievement of all students. SW 6 • Provide opportunities at school for parents to participate in academic and social events with students. SW 6 • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6 • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. SW 6
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, 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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Safety.</i>
Focus 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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan

Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit 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. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. SW 2 • Provide meaningful opportunities for students to access technology for learning. SW 9
Financial Resources	Campus budget Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans 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			
Closing the Performance Gap Strategy 1-3	Academic Tutorials/Subs	\$9,500	.17
Closing the Performance Gap Strategy 1-3	General Education Teachers for At-Risk Students	\$857,733	17.00
Reading Strategy 1, Math Strategy 5	Instructional Materials for At-Risk Students/Supplies	\$8,173	.00
	TOTAL SCE	\$875,406.50	17.17

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

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Closing the Performance Gap Strategy 1-3	Instructional Materials for Interventions/Supplies	\$3,200	.00
	TOTAL IF	\$3,200	.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
ELA Strategy 7; Writing Strategy 5; Math Strategy 10	Instructional Support – Instructional Coaches/Teachers	\$271,185	4.93
ELA Strategy 7; Writing Strategy 5; Math Strategy 10	Instructional Support – Paraprofessionals	\$54,086	2.70
ELA Strategy 1; Writing Strategy 3; Math Strategy 5 & 11	Instructional Materials/Supplies	\$504	.00
	TOTAL Title IA	\$325,775	7.63
Title III LEP			
Closing the Performance Gap Strategy 1 & 6	Extra Duty Tutorials	\$2,500	.45
Technology Strategy 6	Technology	\$2,000	.00
Closing the Performance Gap Strategy 4		\$500	.00
Closing the Performance Gap Strategy 4-6		\$1,500	.00
	Books	\$6,500	.45
Title III IMM			
Closing the Performance Gap Strategy 1 & 6	Extra Duty Tutorials	\$450	.01
	TOTAL Title III IMM	\$450	.01