

Campus Improvement Plan 2014-2015

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; 93% met phase-in Level II standard
- *Index 2: Student Progress* Grades 5-6; Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress

1.2 Close the Performance Gap

- *Index 3: Closing Performance Gaps* Grades 5-6; all subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (phase-in 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: Postsecondary Readiness* **Attendance Rate**; 4-year / 5-year **Graduation Rates** (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1, PLAN and PSAT** Participation and Performance Rates in ELA and Math; **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,

	<p>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 1.2</p>	<p>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS CLOSE THE PERFORMANCE GAP - INDEX 3: CLOSING PERFORMANCE GAPS</p>
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement Grades 5-6; all subjects; all students; % met phase-in Level II standard <i>90% of All students combined over all subject areas will meet Level II performance standard in STAAR;STAAR A and STAAR Alternate; STAAR L.</i> <i>Distinctions:</i> Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science Community and School Engagement (CASE): Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>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 44.</i> <i>Distinctions:</i> 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>
<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) 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, <i>earning an Index 3 score of 55.</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, before, after-school, and/or Saturdays . • 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. • 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. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • 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 Objective	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; 20% will meet Level III: Advanced Performance Level (for AADD); and will increase weighted progress in Index 2 from 462 to 500 out of 1200. Target Reading Reporting Category 3; 5 th and 6 th grade; Eco Dis, AA, 2 or more Races
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. • 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. • 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. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLS, African American, and economically disadvantaged students in reading. District Safeguard Federal (DSG-F).
WRITING Performance Objective	WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level; and 20% will meet Level III: Advanced Performance Level indicator (for AADD). Target: Reporting Category:1, 3; 7 th and 8 th Grade; Eco Dis
Focus Strategies	<ul style="list-style-type: none"> • 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 Objective	MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level; 32% will meet Level III: Advanced Performance Level (for AADD); and will increase weighted progress in Index 2 from 604 to 650 out of 1200. Target: Reporting Category: 2, 4; 5 th and 6 th grade; Eco Dis, AA, 2 or more Races.
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. • 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. • Utilize campus Math Instructional Coach to assist teachers with student engagement and math vocabulary building strategies to improve student achievement in math and to work with at-risk students on math interventions during the school day. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and current and monitored EL students in math. (DSG-F)
SOCIAL STUDIES	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH

Performance Objective	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; 25% will meet Level III: Advanced Performance Level. <i>Target: Reporting Category 3, Reporting Category 4; 8th Grade; AA and Eco Dis</i>
Focus Strategies	<ul style="list-style-type: none"> Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> 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 Objective	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level; 25% will meet Level III: Advanced Performance Level. <i>Target: Reporting Category: 1, 3; 5th Grade, Eco Dis, AA, 2 or more Races</i>
Focus Strategies	<ul style="list-style-type: none"> 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. 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 Objective	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"> 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 POSTSECONDARY READINESS (Index 4)	
INDEX 4: POSTSECONDARY READINESS OBJECTIVES	INDEX 4: POSTSECONDARY 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: <ul style="list-style-type: none"> Reading/ELA and Math: 50% of measures will be in top quartile Increase Attendance Rate from 97% to 98% Postsecondary 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 in 9 weeks, and all 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 M, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common

	Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT 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 Data Tables TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF
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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 professional and paraprofessionals. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings 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
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. • 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 Local media Safe Schools Plan Technology
Monitoring Timeline	Formative November, January Summative July

Formative Evaluation	Record of contact with media Record of press releases Record of campus communication Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a Case rating of Exemplary in Safety.
Strategies	<ul style="list-style-type: none"> • 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' 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.
Strategies	<ul style="list-style-type: none"> • Monthly committee meetings to review district technology (websites, Eduphoria, View It), ensuring consistency across the campus and confidence with the programs. • 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 align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report

	Meet Performance Indictors 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
2014-2015 School Year*

Strategy	SCE Program/Service	Funds Budgeted	FTEs
Close the Achievement Gap: Strategy 1	Academic Tutorials	\$7,183.00	.13
Close the Achievement Gap: Strategy 1 Math: Strategy 5	Instructional Coaches	\$53,457.00	1.00
Close the Achievement Gap: Strategy 1 Math: Strategy 5	Instructional Materials for At-Risk Students	\$500.00	.00
Close the Achievement Gap: Strategy 1 Math: Strategy 5	Supplies and Equipment for At-Risk Students	\$500.00	.00
Closing the Achievement Gap: Strategy 5,6 Math: Strategy 5	Transportation for At-Risk Students	\$1,022.00	.00
Total Funds Budgeted and FTEs		\$62,662.00	1.13

*Resources Allocated for Title III
2014 -2015 School Year*

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Achievement Gap: Strategy 1	Extra Duty	\$975.00	.02
Closing the Achievement Gap: Strategy 1,6	Computer/AV	\$500.00	.00
Closing the Achievement Gap: Strategy 1,6	Books	\$500.00	.00
Closing the Achievement Gap: Strategy 1,6	General Supplies	\$500.00	.00
TOTAL Title III		\$2,475.00	.00
Title III Immigrant			
Closing the Achievement Gap: Strategy 1, 6	Computer/AV	\$250.00	.00
Closing the Achievement Gap: Strategy 1,6	Books	\$250.00	.00
Closing the Achievement Gap: Strategy 1,6	General Supplies	\$250.00	.00
TOTAL Title III		\$750.00	.00

*Intervention Funding
2014-2015 School Year*

Strategy	SCE Program/Service	Funds Budgeted	FTEs
Closing the Achievement Gap: Strategy 1	Substitutes, Extra Duty Pay	\$3,571.50	.06
Closing the Achievement Gap: Strategy 1,6	Supplies	\$1,200.00	.00
Total Funds Budgeted and FTEs		4,771.50	.06