

CONROE INDEPENDENT SCHOOL DISTRICT
Curriculum and Instruction/Staff
Development Department



Curriculum and Instruction
Departmental Improvement Plans
2007-2008



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Curriculum and Instruction Departmental Improvement Plan

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Introduction

The Curriculum and Instruction/Staff Development Department utilized State data to analyze District student achievement prior to the start of the 2007-2008 school year. In this process the data was used to set subject area program goals and establish departmental plans to guide instructional leaders and teachers in the Conroe Independent School District.

The Curriculum and Instruction Departmental Improvement Plans aid the associate Superintendent, Assistant Superintendents of Elementary and Secondary Education, the Director of Curriculum and Instruction/Staff Development, Curriculum and Instruction Coordinators, and principals in the development of Campus Improvement Plans as well as serving as a basis for planning, activities, and staff development of the Curriculum and Instruction Department.

Each area of the Curriculum and Instruction Department is focused on data analysis and the alignment of curriculum, instruction, assessment, and staff development with our district T³ (TEKS Taught Tested) framework. The Curriculum and Instruction Department is involved in comprehensive curriculum alignment and the development of quality lesson plans for teachers with the continued development and expansion of on-line access for the 2007-2008 school year. Continued development and alignment of staff development to address curricular and instructional needs has increased the connections of the T³ framework. In addition, this department is dedicated to research-based best practices through the provision of quality staff development implemented from the level of small groups of campus-based teachers to large district-wide presentations. The department supports the campus leaders in the study of TEKS and SEs (Student Expectations) to the appropriate level of rigor, of Bloom's Taxonomy, and level of questioning noted in the TEKS. Differentiated Instruction is emphasized as an integral part of the District's Staff Development Plan and as part of the T³ (Taught) Model. Differentiated Instruction will continue to emphasize the foundational research of Multiple Intelligences, Cooperative Learning, and Brain-Based Research as well as the differentiation of the content, process, product, and environment. Differentiated Instruction also includes the management/strategies of tiered assessments, flexible groupings, and anchor activities during the 2007-2008 school year. Differentiated Assessment is also emphasized during the 2007-2008 school year as it connects to Differentiated Instruction including the use of common assessments, analysis of non-fiction writing, rubrics, student profiles, analysis of benchmark data, and monitoring of INOVA data. Our goal is improvement of all aspects of our T³ framework and the increase of achievement of all students in Conroe ISD.

Curriculum and Instruction/Staff Development Highlights

The Curriculum and Instruction/Staff Development Department has been involved in many initiatives as listed below:

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Area	Description
Bilingual/ESL	Our program at the elementary level is a new Bilingual Education model called the English Language Acquisition Model (ELA Model) with Dual Language Components. The ELA Model will be introduced and implemented district-wide by Pre-Kindergarten and Kindergarten teachers. In addition to our current practices our ELA Model adds one-way dual language components. One-way dual language instruction is for bilingual students who are learning the second language of English. Instruction is delivered equally in English and Spanish throughout the school day. Both Pre-Kindergarten and Kindergarten students are taught half the day in Spanish and half the day in English. Dual language instruction is learning all content areas in two languages versus learning two languages.
	At the secondary level, The International Student Academy (ISA) is an innovative program which gives opportunities for our newcomers who are non-English speaking. It is our effort to intensify instruction in English for our recent arrivals. Newcomers are served in an intense one semester program which immerses the students into English. After the first semester, students are then mainstreamed into regular education classes with teachers who have been trained in sheltered instruction methodologies.
	The Department of Bilingual/ESL Programs will host after school vertical team meetings for both elementary and secondary grades.
	For elementary and secondary teachers, the SIOP (Sheltered Instruction Observation Protocol) will continue being part of the Bilingual/ESL staff development plan. Specific focus on the core content areas with emphasis in Science and Math will be supported by the Bilingual/ESL Program.
	The Department of Bilingual/ESL Programs conducted an inner district audit of Limited English Proficient documentation throughout the district. The audit was conducted by four district assistant principals. The audit consisted of reviewing both campus level documentation and student green folders of current and exited students.
	A new International Bilingual Teacher Academy has been implemented for the 2007-2008 school year to offer additional support to bilingual teachers new to the country.
	A district-wide assessment calendar was implemented for principals that included district benchmarks and the array of complex state assessments.
Curriculum and Instruction/Staff Development	Curriculum and Instruction Department has established a leadership role in the communication of district T ³ (TEKS Taught Tested) framework.

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	<p>Prior knowledge and vocabulary development through all content areas will be emphasized through curriculum spiraling, word walls, Kilgo Analysis, and Dr. Robert Marzano's research.</p>
	<p>The Curriculum and Instruction/Staff Development Department continues to provide district-wide staff development utilizing a conference format complete with a general session and mini-sessions.</p>
	<p>T³ Taught: Differentiated Instruction is a comprehensive staff development strand with emphases on individual student achievement through addressing the foundational research in Multiple Intelligences, Cooperative Learning, and Brain-Based Research. All content areas will emphasize differentiated instruction through differentiating content, process, product and environment as well as the management/strategies of tiered assignments, flexible groupings, and anchor activities. T³ Tested: Differentiated Assessment will be added to our emphasis on the T³ framework. Several Trainer of Trainers options in Differentiated Instruction will be offered to expand expertise and to broaden Differentiating the Environment.</p>
	<p>The Curriculum and Instruction Department focuses departmental attention to address closure of student achievement gaps through communication, activities, instructional strategies, data analysis, and staff development.</p>
	<p>The Curriculum and Instruction Department provides leadership in Building the Leadership Capacity of teachers by establishing and supporting Master Teacher Cadres and providing staff development to district administrators through the Leadership Series of workshops.</p>
	<p>Cross-curricular integration is emphasized in curriculum, instruction, staff development, and resources. The development of a new scope and sequence format, online lesson plans, and curriculum development address cross-curricular integration. Cross-curricular alignment of resources and integration of all content area TEKS and best practices is a goal of the Curriculum and Instruction Department.</p>
	<p>The instructional support of cross-curricular nonfiction reading and nonfiction writing will be incorporated throughout core curriculum areas with an all content area writing rubric established.</p>
	<p>The Instructional Coaches in the areas of literacy, math, science, and secondary ESL are included in the effective use of quality staff development and campus instructional improvement activities.</p>
	<p>The Curriculum and Instruction Department assumes leadership in the area of piloting Response to Intervention (RtI) in Conroe ISD with RtI specialists providing support for the pilot campuses.</p>
<p>Career and Technology Education</p>	<p>CTE program areas will align CTE courses with the Department of Labor's sixteen Career Clusters and will develop Career Pathways for CISD students based on student interest.</p>
	<p>CTE teachers will monitor and document the individual student progress of students who are taking CTE classes but have not yet passed TAKS exams.</p>
	<p>CTE teachers will collaborate with core instruction teachers to provide application opportunities related to core subject knowledge and skills.</p>

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Early Childhood	The full expansion of full-day Kindergarten throughout all campuses in CISD will be supported by the provision of campus visits, individual teacher support, and staff development.
Language Arts	A “Non-Fiction Initiative” continues to be presented through the Curriculum and Instruction Department to address this instructional need in both reading and writing, with the addition of books aligned to core subject area TEKS. A special emphasis is on the alignment of science non-fiction.
	The Secondary Language Arts Department will focus this year on the transition of the Student Success Initiative (SSI) to the 8 th grade.
Leadership Development	The Curriculum and Instruction/Staff Development Department is in the process of building the leadership capacity of our teachers by continuing to expand a cadre of master teachers that will be trained using a staff development model where the teachers will serve as classroom demonstration teachers, curriculum writers, presenters, resource alignment experts, and through other teacher leader opportunities.
	Leadership staff development opportunities have been provided for district teachers including “Tools for Teaching” trainers, Crisis Prevention Intervention trainings, as well as District Trainer of Trainers (TOT) for Differentiated Instruction and Classroom/Behavior Management.
	The Curriculum and Instruction Department will continue to support a CISD Novice Teacher Academy that serves approximately 238 teachers with 0-2 years of experience. One veteran mentoring teacher supplies support during the critical novice year, as well as the support of district coaches. Upon completion of all activities, workshops, and the summer institute, each participant will receive a \$500 stipend and some participants will be eligible for three (3) credit hours of college credit from Sam Houston State University.
	Phase II of the Novice Teacher Academy will commence during the 2007-2008 school year for Novice Teacher Academy participants in their second year. They will develop personalized professional development plans, professional portfolios, and attend a series of workshops designed to meet their needs.
Math	The Coordinator of Math will be involved in the important task of textbook adoption for the elementary level.
	The Math Program is focused on preparations to transition the Student Success Initiative (SSI) to the 8 th grade level.
	The office of Mathematics will support the initiation of the Springboard program at Conroe High School.
	New revisions of secondary mathematics curriculum and a comprehensive revision of elementary mathematics curriculum with focus on vocabulary and Differentiated Instruction will be continued.
Online Curriculum and Lessons	The Curriculum and Instruction Department is dedicated to and engaged in the continued development of on-line lesson plans with a corresponding comprehensive template to assist new and veteran teachers with best practices and resources aligned to TEKS.

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	The Renzulli Differentiated Instruction software program will be piloted on one (1) elementary, one (1) intermediate, and one (1) junior high campus.
Science	Increased experiential teaming activities and hands-on science laboratory experiences will become a cornerstone of district science instruction.
	A comprehensive curriculum map and realigned scope and sequence including spiraling vocabulary was developed and expanded.
	A focused science staff development plan is being designed and implemented based on District data, teacher instructional needs, and for addressing the science achievement gaps in our District.
Secondary Education	Consultations with College Board and the studying of the College Board standards has been an emphasis of this department.
	Teachers of IPC, chemistry, and biology are provided training partnerships with Montgomery College, Texas A&M University, and the Dana Center of The University of Texas.
	The PSAT will continue to be administered this year to all sophomores and juniors to foster higher level achievement for all students.
	The Curriculum and Instruction Department is involved in supporting the increased number of students taking SAT and ACT. Laying the Foundation from AP Strategies, Inc. is also used.
	The Curriculum and Instruction Department personnel are providing the National Merit Review Program for 150 participants who will be assessed using the Learning Systems qualifying test. Students who qualify may take National Merit Review Program classes to prepare them for the PSAT and the SAT. The department is also offering Duke Talent Search classes to provide junior high students with information and strategies to use with the SAT. SAT and PSAT Preparation classes are also being offered at each CISD high school. The Curriculum and Instruction Department including the College Readiness Specialist, is preparing students in Conroe ISD for post secondary success. Web-based programs including SAT Online Course, ACT Online Course, cisdcollegebound.com, My College Quick Start, My Road, and Family Connections will be emphasized with students this year. At-risk, first-generation college students and community college bound students will be supported through transitional programs that guide students towards high school completion and post secondary education. CISD students will be exposed to career paths through demonstrations, site visits, literature, and technologies. Preparation for college admissions tests is being provided by a menu of courses including Learning Systems, Kaplan, and College Board strategies. Duke Talent Search is offered to junior high students.
	The Curriculum and Instruction/Staff Development Department has facilitated and offered AP classes across campuses with the goal to increase AP student participation.
	We are participating in Dual-Credit partnerships with Montgomery College.

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	All Advanced Placement courses have been approved by the College Board AP Audit which examined course standards, syllabi, and grading system.
Social Studies	Vertical teaming is emphasized and facilitated cross-curricular by the Coordinator of Social Studies using Social Studies Alive! and History Alive!
	A partnership with the Bush Presidential Library to provide staff development for K-12 social studies teachers throughout the school year has been expanded.
Special Education	The continuation of a Special Education liaison coordinator who works closely with the Curriculum and Instruction/Staff Development Department has been advantageous to both departments for aligning procedures, curriculum, instruction, and assessments between general education and special education programs for a seamless utilization of resources and alignment.
	The Curriculum and Instruction and Special Education Departments have encouraged representation and participation in the content area teacher cadres for a seamless utilization of best practices in all classrooms.
Summer Programs	The summer programs in the district continue to be improved with increased rigor, development of new summer program curriculums, purchase of high quality resources and materials aligned with TEKS and the addition of the subject area of science.
	The summer programs offered will be expanded to include a promotional summer school for upper elementary grades.
Teacher Development	The Curriculum and Instruction Department will continue to offer a series of workshops for teachers aspiring to administrative leadership positions called “Building Leadership Capacity” that provide “real world” leadership activities, a day in the life of an administrator, and a panel of district assistant principals and coordinators who answer questions and share leadership advice.

Departmental Plan Design

The Departmental Improvement Plans that follow are consistently presented with subtitles and corresponding tables in each subject area as follows:

2007 TAKS Results

Progress towards 2008 CISD Goals

Departmental Improvement Goals for 2007-2008

A table of contents is provided to locate the specific subject area/departmental plan.

Dedication

The coordinators of the Curriculum and Instruction/Staff Development Department are to be commended for their quality instructional leadership and dedication towards the achievement of all students in the Conroe Independent School District.

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MATHEMATICS

2007 TAKS Results

In a comparison of CISD scores with those across the state, CISD again surpassed the state in almost all grades and student groups. When considering the percent of students who met standard, CISD surpassed state results by 10%. Further examination of this data shows all CISD students and student groups surpassing the state average from a low of 5% in fifth grade to a high of 14% in ninth and tenth grades.

2007 Mathematics TAKS Results – District to State Comparison

Grade	All Students		African American		Hispanic		White		Econ. Dis.		LEP		Sp. Ed.	
	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State
3 rd	90	82	78	69	85	78	92	90	80	75	83	75	80	72
4 th	95	86	89	75	92	83	97	93	91	80	85	74	94	77
5 ^{th*}	96	91	88	83	93	89	98	96	88	87	84	80	93	84
6 th	87	79	64	66	78	74	91	88	74	71	54	56	77	59
7 th	84	76	70	62	74	69	89	86	72	67	43	44	69	51
8 th	83	71	63	58	72	64	88	83	67	62	43	36	62	46
9 th	74	60	47	44	58	49	81	76	55	47	27	22	46	28
10 th	77	63	52	45	64	54	82	78	58	51	15	24	38	29
Exit	89	77	68	60	81	69	93	87	75	66	42	43	70	46

*First and Second Administrations included

All students across the district taking the English version of the Mathematics TAKS assessment in 2007 achieved a passing rate of 87%. This is higher than the previous years' passing rate of 85% and the state passing rate of 77%.

Comparison of Mathematics 2006 and 2007 TAKS All Students and Student Groups

Student Groups	Mathematics			
	CISD 2007	State 2007	CISD 2006	State 2006
All Students	87%	77%	85%	74%
African American	70%	64%	68%	59%
Hispanic	78%	71%	74%	69%
White	90%	87%	89%	86%
Economically Disadvantaged	75%	69%	72%	70%
LEP	63%	60%	62%	59%
Special Education	75%	58%	76%	61%

This CISD trend of surpassing last year's district passing rate in mathematics continued for all students, except for third and sixth grades, which showed a drop in the district and

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were stagnant in the state. African American students attained a passing rate of 70% over the CISD 2006 rate of 68%, a two percent increase in the percent of students meeting the standard; however, sixth grade African American students were slightly below state averages. Similar upward trends are noted in other student groups, with Hispanic students reaching 78% meeting the standard in 2007 over the 74% level achieved in 2006; and the Economically Disadvantaged student group achieving 75% passing which surpasses their CISD 2006 performance of 72%. The Limited English Proficient student group made a one percent increase to 63% and they are still above the state at 60%; however, grades 6, 7, 10 and Exit were also slightly below state averages. In addition, the Special Education students taking the TAKS attained a 2007 passing rate of 76%, a one point drop from 2006 but still well above the state average. All student groups surpassed state scores with the White student group at a low of 3% above the state average percentage passing to an overall high of 17% above the state average percent passing in the Special Education student group.

Progress Toward 2008 CISD Goals

Much progress was made in 2006-2007 towards meeting the CISD goals for improvement. All of the student groups maintained or showed improvement gains. The CISD math department and math teachers will continue to focus on the Economically Disadvantaged, African American and Hispanic student groups. Although CISD did show a 3% gain in numbers of Economically Disadvantaged students meeting standard from the 2005-2006 to the 2006-2007 school year, and a 6% increase above the state average, these students are also represented in other populations and continued improvement in this area next year will reflect positively on all student groups. Focus on the African American and Hispanic student groups will allow us to continue to close the achievement gap between these student groups and the White student group. Campuses with high populations of students in these student groups will continue to receive support from the Coordinator of Mathematics and Mathematics Instructional Coaches through staff development for math teachers in using and managing Differentiated Instruction techniques, support for teachers in data analysis using ADMscan, View-It, and INOVA, and documentation of at-risk students for Accelerated Math Instruction. Creating common and classroom student assessments, best practices, diagnosis of weak skills for students, preparing quality tutorial programs and lessons focused on the needs of African American, Hispanic, and at-risk students will be emphasized. Teachers of students taking the Spanish Mathematics TAKS test will receive staff development support from the Bilingual Mathematics Instructional Coach, as well as the other coaches. Vocabulary will be stressed, along with development of fluency and problem solving as these students transition from Spanish to English.

During 2006-2007, all 2005-2006 district-level benchmark tests were analyzed and compared to 2006 TAKS test results. Based on these comparisons and with input from CISD math teachers, Coordinator of Mathematics, and Mathematics Instructional Coaches, the math benchmarks were revised for 2006-2007 administration. The 2006-2007 benchmark tests will be revised for 2007-2008; with particular attention given to

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item revision based on information gained from extensive TAKS analysis of released 2007 TAKS tests data. Additional attention will be given to insure that all benchmark items are aligned with the TEKS, the scope and sequence, and reach the appropriate level of rigor in Bloom's Taxonomy as determined by the nouns and verbs in the TEKS. This will provide students with practice on items at a higher rigor level and provide teachers with additional data on student understanding and mastery of the TEKS. The curriculum frameworks and scope and sequences were revised for first and sixth grades through high school. In 2007-2008, this will be continued for grades two through five and revisited for other grades. Lesson plans were developed to accompany the revised scope and sequences and additional lessons will continue to be added in 2007-2008. The Coordinator of Mathematics and Mathematics Instructional Coaches will assist with development of materials for and implementation of Response to Intervention (RtI) as CISD begins a pilot program in 2007-2008 and moves toward full implementation in the future.

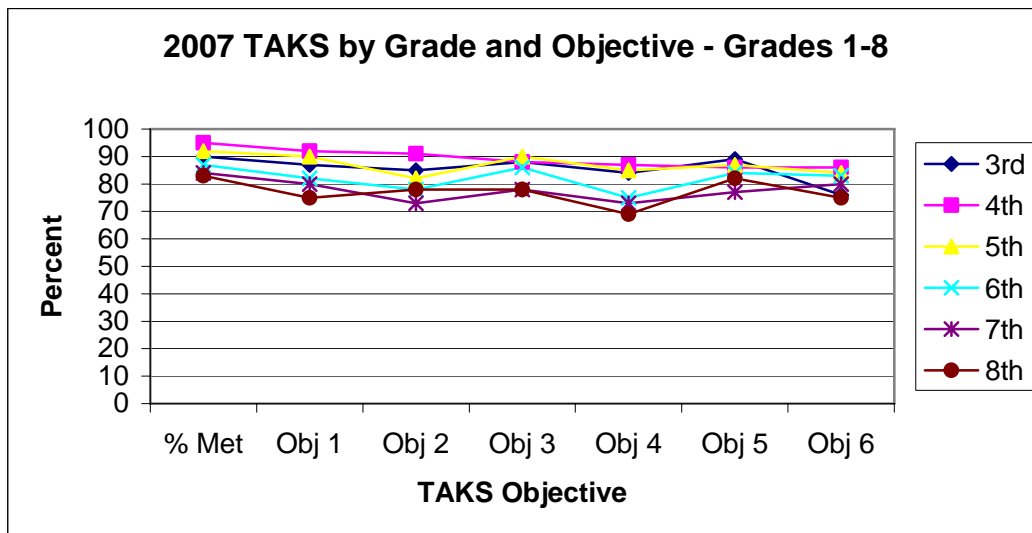
Staff development was also offered to CISD secondary math teachers in developing quality tutorial programs and calculator test taking strategies. A High School Staff Development Module was placed in the First Class Mathematics Folder to assist teachers looking for staff development opportunities. Elementary teachers received staff development in problem solving, TEKS-based instruction, algebraic reasoning and using Differentiated Instruction strategies. In addition, both elementary and secondary teachers received staff development in anchor activities to help manage Differentiated Instruction. 2006-2007 also saw the continuation of staff development for elementary teachers in using non-fiction and fiction literature in the mathematics classroom to increase student retention and understanding as they improve vocabulary skills. **The Mathematics Teacher Leadership Cadre members received staff development on Marzano's vocabulary strategies and using graphic organizers to share with other teachers as they strive to help their students build vocabulary skills, which will continue in 2007-2008.** As part of managing Differentiated Instruction in the classroom, teachers are encouraged to have students reflect on their learning through discussion and written processing of problem-solving strategies. These initiatives will be extended to the 2007-2008 school year. All teachers attending district wide staff development in 2006-2007 received 2006 TAKS data and analysis information, including emphasis on the "most missed" problems as well as the problems most students answered correctly. The CISD math web page has been updated with revised TEKS and scope and sequences. It contains links to CISD scope and sequences, TEKS, TAKS, Coordinator of Mathematics and Mathematics Instructional Coaches.

Departmental Improvement Goals for 2007-2008

The 2006 TAKS average percent per objective data is very encouraging. Again this year, the spans across grade levels for Objectives 2 and 4 are smaller than in 2006. Overall, student performance seems stronger across all objectives and grade levels. CISD focus areas in grades 3-8 for 2006-2007 were Objective 2 (Patterns, Relationships and

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Algebraic Thinking), Objective 4 (Concepts and Uses of Measurement), Objective 5 (Probability and Statistics) and Objective 6 (Mathematical Processes and Tools). Students made improvement in all of these objectives. The range of scores in Objective 2 went from approximately 45-78 to 70-89, in Objective 4 from approximately 65-85 to 69-87, in Objective 5 from approximately 70-91 to 77-89, and Objective 6 from approximately 72-85 to 75-86. Scores also rose in the other objectives and overall remained tightly banded. The general trend of students' performance declining as they progress from 3rd through 8th grade is still true, but not as evident, with drops continuing to be less pronounced and the bands tighter. Improvement is partly due to increased emphasis on mathematics in the elementary grades, so fewer students have gaps in mathematics fluency and conceptual understanding. In addition, Mathematics Instructional Coach support for intermediate and junior high was provided in 2006-2007 and will continue to be provided and expanded to additional schools in 2007-2008. An additional elementary Mathematics Instructional Coach will also be added for 2007-2008 which will mean additional support for elementary schools. A full time high school Mathematics Instructional Coach will be in place for 2007-2008 to work with teachers on the campus level and provide staff development for high school teachers. In addition, improvement on objective performance is due to the increased stress on alignment with the rigor of TEKS in the CISD math staff development, scope and sequences, lesson plans, and benchmark tests. Although this alignment is an on-going process, an additional goal is improved teacher use of Differentiated Instruction to better meet individual student needs as we continue to refine and improve instruction and the curriculum.



In 2007-2008, a special emphasis will be placed on improving the skills and performance of the African American student group to close the achievement gap between them and the other student groups. Teachers will receive assistance, at the campus level, from the Coordinator of Mathematics and the Mathematics Instructional Coaches in data analysis, identification of student needs, Differentiating Instruction for varied ability levels,

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teaching to the student's learning style using multiple intelligences and flexible grouping in anchor activities, locating appropriate resources, and planning quality lessons to Differentiate Instruction. The Coordinator of Mathematics and Mathematics Instructional Coaches will create an instructional binder to assist teachers as they plan lessons for African American students that will contain researched-based information about the African American student population and how to meet their specific needs along with suggestions for quality lessons. These binders will be distributed and staff development emphasis will be given during mathematics cadre meetings on meeting the needs of the African American student group.

The CISD Coordinator of Mathematics and Mathematics Instructional Coaches will assist teachers in monitoring of student groups through improved documentation for AMI and provide assistance as necessary in an attempt to see continued progress in their scores in all objectives. The CISD math department is committed to assisting our LEP student group, especially in grades 6-12, improve performance through continuing provide staff development targeted to bilingual and ESL teachers, to recommending additional resource materials for bilingual and ESL teachers in both English and Spanish, assisting teachers in data analysis and development of individualized student plans. The Mathematics English to Spanish Glossary will continue to be provided for the students to use throughout the 2007-2008 school year. All grades will focus on vocabulary development and vertical alignment of vocabulary will continue to be addressed by the Coordinator of Mathematics, Mathematics Instructional Coaches, and the Mathematics Teacher Cadre as they review the scope and sequences and benchmarks.

The skills of the Coordinator of Mathematics, Mathematics Instructional Coaches, and Mathematics Teacher Cadre will be used to help campus math teachers develop quality Differentiated Instruction lessons to address student needs. Staff development will include a continuation of the programs offered in managing Differentiated Instruction as teachers learn to develop math centers, the use of technology as a tool to improve student skills, using learning tools such as "Foldables" to help students process information, increasing the use of age appropriate graphing technology in the middle grades, the planning and implementation of quality tutorial programs, encouraging students to reflect on and share problem solving processes, and the Differentiated Instruction tools of anchor activities, tiered assignments, and flexible grouping. Support of the CISD T³ Instructional Model, managing Differentiated Instruction will again be a major focus of the beginning school district-wide staff development as well as throughout the school year. Teachers will also receive staff development on the development of common formative assessments to help them monitor student achievement. The Coordinator of Mathematics, Mathematics Instructional Coaches, and Mathematics Teacher Cadre will train teachers in and encourage the use of small flexible groups to differentiate and individualize instruction, through content, process, product and environment and will provide staff development on how to manage this in the classroom. Two new manipulative-based programs, "Master Ruler" and "GeoLegs" have been purchased to help students with the difficult concepts of measurement. Mathematics Teacher Leadership Cadre members will receive staff development on these manipulative kits in

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the fall of 2007 for implementation in the 2007-2008 school year. Technology will be used to help students build fluency and develop problem solving skills with the addition of new computer programs, for particular use with Tier 2 and Tier 3 RtI interventions. With the final phases of implementation of full day kindergarten, additional training will be provided for kindergarten teachers by the K-2 Mathematics Instructional Coach.

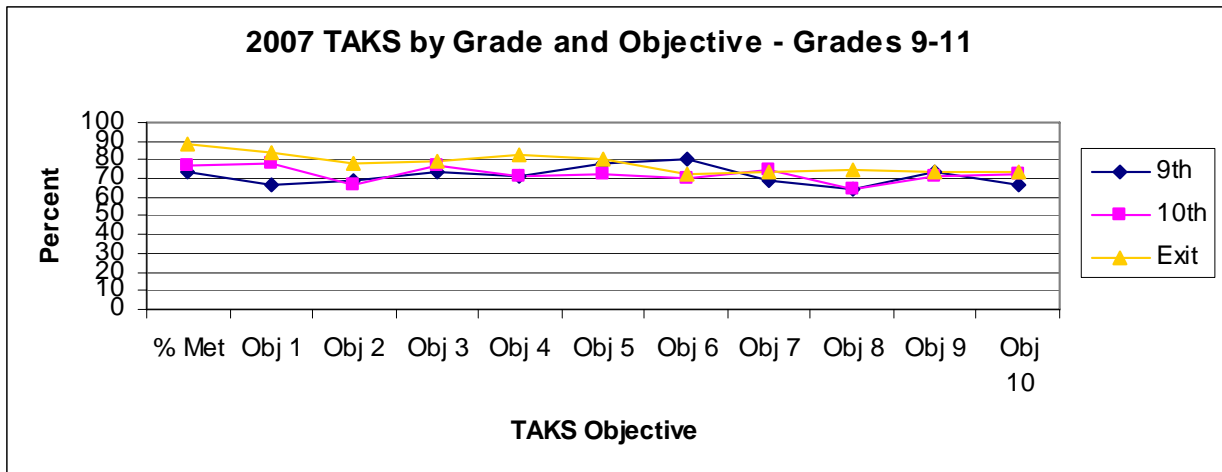
Teachers will continue to receive training in best practices, revision of and alignment to TEKS for level of reasoning, and meeting varied learning styles. Other interventions include staff development by the Coordinator of Mathematics and Mathematics Instructional Coaches in the process of AMI documentation using the new web-based Student Portfolio, the development of individual accelerated instruction plans for at-risk students, and focus on individual student needs. INOVA, ADMscan benchmark data, and View-it data analysis will be used to help develop Accelerated Instruction Plans for our at-risk students and the math department will support the campuses in the implementation of these plans. All parent letters, progress reports, forms, and other information regarding AMI will be placed in the CISD Conferences folder in FirstClass for easy access by all teachers and administrators.

Continued support of the use of strategies and interventions to close achievement gaps between student groups and increase commended performance on TAKS for all students will be utilized, with focus on African American and LEP students. These include best practices such as using problem-solving strategies, vocabulary development, manipulative/activity based lessons, and spiral review. If received, AMI grant money will be provided to elementary, intermediate, and junior high campuses to help fund tutorials for students at-risk of failing the TAKS test, provide "Camp TAKS" for 5th grade students unable to pass the TAKS test in the first two attempts and "TAKS Academy" for 7th and 8th grade students who did not meet standard on TAKS, and purchase materials to assist teachers working with students not meeting standard on TAKS. The Coordinator of Mathematics will also be involved in the development of a promotional summer school for upper-grade elementary students. The CISD mathematics department will also continue working on realignment of the scope and sequences and curriculum development through utilization of the expertise of the Mathematics Teacher Cadre, Mathematics Instructional Coaches and the Coordinator of Mathematics.

As with students in grades 1-8, students in grades 9-11 demonstrated increased performance on TAKS objective mastery. This is encouraging as it indicates that students have a stronger grasp of the skills needed to be successful on TAKS. Ninth graders overall showed improved performance in 2006-2007.

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Secondary beginning of year staff development will emphasize Differentiated Instruction management techniques; including using small flexible groups, tiered assignments, and anchor activities to meet the needs of all students as teachers explore the new textbooks and revised curriculum. Staff development throughout the year will continue to focus on Differentiated Instruction and using data to analyze student performance and target student needs. On the two mathematics staff development days dedicated to Differentiated Instruction, the high school focus will be support for Algebra I teachers and meeting the needs of students struggling in Algebra. CISD Algebra and Geometry teachers will also continue to receive additional staff development in facilitating student use of the graphing calculator while taking the TAKS test and development of quality tutorial programs for high school students from the Secondary Mathematics Instructional Coach. The Secondary Mathematics Instructional Coaches and Coordinator of Mathematics are also reviewing new approaches to help students achieve success in Algebra and Geometry through the use technology and manipulative-based instruction. In addition the Mathematics Instructional Coaches and Mathematics Teacher Cadre will work with the Coordinator of Mathematics to develop Differentiated Instruction lessons. The newly developed High School Staff Development Modules in FirstClass will continue to be updated in the 2007-2008 school year. The Coordinator of Mathematics and Mathematics Teacher Cadre will also discuss ways to increase both student participation in Pre-AP and Dual Credit classes and preparing more students to be college ready upon graduation. Although these programs have grown, Pre-AP statistics and pre-calculus teachers will continue to be provided the opportunity to meet regularly to discuss ways to encourage students to enroll in these classes. To help improve performance of secondary Special Education students, the CISD math department will offer staff development for special education teachers in conjunction with regular education teachers and as necessary, suggest age and grade level appropriate materials for special education teachers to use with their students.

Novice teachers, in both elementary and secondary, will receive support from the Coordinator of Mathematics and the Mathematics Instructional Coaches at the campus level and through district-wide staff development at the Novice Teacher Academy. Two

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additional staff development days this school year will be dedicated to helping novice math teachers as they navigate through the year through the creation of materials, understanding the TEKS and curriculum, development of Differentiated Instruction lesson plans, and creating appropriate assessments.

For all grades, math benchmark tests will be provided three times throughout the 2007-2008 school year to help teachers monitor student progress. Benchmarks will be reviewed by the Coordinator of Mathematics, Mathematics Instructional Coaches, and Mathematics Teacher Cadre throughout the school year and information will be provided on the TAKS objective, TEKS alignment, and Kilgo question level for each item on the assessment. Input for improvement of the math benchmarks will continue to be requested from teachers and administrators with the administration of each test. The benchmarks will be placed in the Benchmark folder on the First Class desktop for administrators to print and copy as needed. The math department will continue to support CISD's T³ Initiative and the Novice Teacher Academy by providing staff development in managing Differentiated Instruction and providing differentiated assessments for our new teachers.

ELEMENTARY LANGUAGE ARTS

2007 TAKS Results

In 2007, CISD surpassed the state reading TAKS scores for grades 3-6 All Students. In addition, the cumulative reports of Third and Fifth grade Reading TAKS for All Students indicate that the district out performed the state in third grade with a 4% higher success rate and with a 4% higher success rate in fifth grade. These two grades had the "high stakes" requirement that the students must meet the standard at Panel Recommendation in order to be considered for promotion. In grades 3, 4, 5 and 6 CISD African American, Hispanic, White, and Special Education students equaled the state scores or scored higher. However, in grade 5 both Economically Disadvantaged and LEP students scored below the state with grade 6 LEP students also scoring lower than the state.

2007 Elementary Language Arts-Reading TAKS Results District to State Comparison At Panel Recommendation

Grade	All Students		African American		Hispanic		White		Eco. Dis.		LEP		Special Ed.	
	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State
3rd	97	93	93	89	93	91	98	98	92	91	88	87	92	89
4th	93	84	87	75	87	79	96	92	84	77	72	66	87	75
5th	93	89	84	85	86	85	96	96	83	84	61	66	87	82
6th	96	92	93	88	90	89	99	96	89	88	63	67	96	80

- *CISD numbers for grades 3 and 5 reflect the cumulative reports of the first two administrations of TAKS.*

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All students across the district taking the English version of the Reading Assessment in 2007 (grades 3-6), at Panel Recommendation, achieved a passing rate of 95% which is higher than the 2006 passing rate of 93% and the 2005 passing rate of 92%. This trend indicates the continuing improvement of All Students in CISD over the past three years. CISD continued to have higher scores than the state as evidenced with the 5% higher score for All Students in 2007.

Comparison of Elementary Language Arts-Reading for Grades 3-6 2006 and 2007 TAKS All Students and All Student Groups at Panel Recommendation

	CISD 2006	CISD 2007	State 2006	State 2007
ALL Students	93%	95%	88%	90%
African American	85%	88%	76%	84%
Hispanic	88%	89%	84%	86%
White	95%	97%	95%	96%
Eco. Dis.	84%	87%	83%	85%
LEP	68%	71%	67%	71%
Sp. Ed.	91%	89%	81%	82%

In 2007, CISD surpassed the state by 3 % in writing scores for fourth grade All Students. Students taking the English version of the Writing Assessment surpassed the state in the student groups of White, African American, Hispanic, Economically Disadvantaged LEP and Special Education. CISD continues to narrow the gap between student groups but scored 2% lower for All Students when compared to the 2006 scores of 96%. African American students improved 4% when compared to the 2006 writing scores.

2007 Elementary Language Arts-Writing TAKS Results District to State Comparison At Panel Recommendation

Grade	All Students		African American		Hispanic		White		Eco. Dis.		LEP		Special Ed.	
	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State
4th	94	91	90	86	92	90	95	93	89	88	86	83	87	81

Progress Toward 2008 CISD Goals

Progress was made in the 2006-2007 school year toward meeting CISD goals one, two and three for achievement of *all* students. Using the passing standard for 2007 at Panel Recommendation, CISD students surpassed state reading scores for All Students in grades 3-6. In grades 3, 4 and 6 all student groups surpassed the state standard and this indicates a narrowing of the gap for such student groups. In both grade four and six All

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Students and all student groups improved in Reading scores when comparing 2007 with 2006. It was a goal of the Office Elementary Language Arts to address this gap between the grade advancement tested grades and those grades not tied to the promotion criteria. The “high stakes” grades of third and fifth where students must pass in order to be considered for promotion showed impressive scores for All Students. In grade 5 African American and Hispanic student scores improved from the 2006 testing. Nevertheless, Economically Disadvantaged and LEP student groups in grade five and in grade 6 LEP student groups performed less than at the state level and this did not occur in 2006.

The Elementary Language Arts Coordinator and the District Instructional Literacy Coaches continued to conduct comprehensive staff development to support teachers in bringing about the academic achievement of all students. In the 2006-2007 school year all staff development reinforced the district initiative focus on T3 Taught, Differentiated Instruction implementing the differentiating of the content, process, product and environment. This focus aligned with CISD READS, the district literacy model since 1999. All staff development also addressed the foundational components of Differentiated Instruction...Multiple Intelligences, Cooperative Learning and Brain Based Learning. In addition, the management components in the Differentiated Classroom of Anchor Activities, Flexible Grouping and Tiered Assignments were addressed. These components and the specific vocabulary for each were infused in all workshops and meetings presented by the Office of Elementary Language Arts in order to provide a seamless thread of understandings for all language arts teachers in CISD.

Central to the staff development model for 2006-2007 were the newly designed Elementary and Intermediate Literacy Cadres. These teams of teachers from each campus were composed of regular education teachers, Bilingual/ESL teachers and Special Education teachers. Seven monthly meetings continued with the Literacy Team goals for 2006-2007 in developing the Cadre members into staff development presenters for both the individual campuses and the district at large, resource experts as they utilized and evaluated materials/products, curriculum and lesson plan writers as well as being demonstration teachers who could be observed by other teachers including Bilingual/ESL and Special Education teachers at the individual campuses and the district at large. The Cadre truly became a model of staff development to build literacy leadership capacity throughout CISD as the district continued to group at such a rapid rate. The Cadre meetings focused on the common district initiative of Differentiated Instruction based on Multiple Intelligences, Cooperative Learning and Brain Based Learning along with the management components of Anchor Activities, Flexible Grouping and Tiered Assignments. Such topics as Differentiated Assessments, Guided Reading and Writing were presented at these Cadre meetings. Betty Hollas, author and national trainer, presented to the Cadres on Differentiated Instruction along with Terry Thompson, Literacy Coach from Tomball ISD, on Non-Fiction Graphica to Improve Comprehension. Feedback on the success of these Cadres for the 2006-2007 school year was overwhelmingly positive.

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The quality, comprehensive staff development provided by the Office of Elementary Language Arts began in early August as new teachers were offered training on Differentiated Instruction in Reading through Guided Reading and Differentiated Writing Instruction through the Writers' Workshop Model/Six Traits. These trainings were provided by the Instructional Literacy Coaches and Cadre members.

The district wide staff development on August 14, 2006 provided a springboard for the district initiative on T³ Differentiated Instruction. In addition to the general session addressing Differentiated Instruction and management components of Anchor Activities, Flexible Grouping and Tiered Assignments to all CISD teachers of Language Arts, mini-sessions were conducted by teacher Literacy Cadre leaders and the Instructional Literacy Coaches. These sessions addressed the initiative while sustaining the differentiation of content, process, product and environment in grades 1-6.

Assessment Training for new teachers to the grade and to CISD was provided in August 2006 in order to support the extensive TEA/CISD mandated beginning of the year reading assessments and comply with the expectations of the Student Success Initiative for Grades K-6. Instructional Literacy Coaches continued to provide individual campus staff development on the alignment of CISD READS and the Student Success Initiative. This targeted staff development contributed to the success of meeting the needs of nearly *all* students in CISD and resulted in the improvement in reading scores for All Students and all student groups as evidenced with the third, fourth, fifth and sixth grade TAKS results and the sustained highly comprehensive Accelerated Reading Instruction (ARI) of small group, targeted instruction for "at risk" students.

Instructional Literacy Coaches conducted campus-based, "customized" staff development as requested by Title I campus principals thus addressing the specific areas for student achievement on our sites with higher concentrations of "at risk" students.

These trainings took place in the areas of T³ Taught Differentiated Instruction (including differentiating the content, process, product and environment along with the management components of Anchor Activities, Flexible Grouping and Tiered Assignments) aligned with the CISD READS components of Guided Reading, Word Study, Independent Reading, Shared/Strategic Reading as well as specific reading strategies addressed on TAKS i.e., summarization, main/idea with supporting details, inferencing, critical thinking, vocabulary development, etc. This staff development continued to focus on the T³ model with Bloom's higher level questions and with Kilgo leveled questioning techniques to bring about both vertical and horizontal grade level alignment to address the increasingly demanding expectations of the reading TAKS.

Grades K-6 continued in 2006-2007 to implement the state mandated reading assessments in place for K-6 to identify "at risk" students as part of the Student Success Initiative. This highly successful model continued to be strictly adhered to by CISD along with updated Literacy Profiles for every student, state required periodic testing and recording of those results on the CISD Technology Program for grades K-6. This

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technology program continued to prove to be an efficient method of recording testing information as well as an effective tool for ongoing evaluation of those assessments and implications for classroom instruction. A “paperless” pilot was initiated at Sam Houston Elementary and Cryar Intermediate as an alternative to minimize paper work involved with SSI. This successful model will be offered to every elementary and intermediate campus as an alternative for paper documentation for the 2007-2008 school year.

The CISD focus on writing along with a comprehensive district-wide training on the CISD READS component of Writers Workshop and the 6+1 Traits model of instruction and assessment continued. “Customized” individual campus staff developments took place and this ongoing focus can be directly linked to the sustained success on the fourth grade Writing TAKS in English at Panel Recommendation. Overall the scores for All Students remained above the state standard but dropped 2% when compared to the 2006 scores. African American and Hispanic scores improved over the scores of 2006. Literacy Instructional Coaches provided district staff development (for both English and Bilingual teachers), campus and individual targeted teacher staff development on the Writers Workshop model and 6+1 Traits to ensure that all new teachers were trained and that returning teachers could “refine” their writing instruction. Differentiated Instruction in writing was a focal point of these trainings with an emphasis on differentiating the content, process, product and environment within the classroom Writers’ Workshop.

The Office of Elementary Language Arts coordinated the Runyan First Grade “pilot” program in 2006-2007. The Coordinator and a Literacy Instructional Coach met every nine weeks to train these first grade teachers in accelerating the instruction of Grade 1 students having experienced the full day Kindergarten pilot in 2005-2006. Once again, managing the Differentiated Classroom with Anchor Activities, Flexible Grouping and Tiered Assignments was a focal point of training. In addition, the Lucy Calkins *Units of Writing for Grades K-2* was addressed for the developing first grade writers. The Coordinator of Elementary Language Arts and Instructional Literacy Coaches provided an after school staff development for all Runyan teachers on Anchor Activities in order to vertically align a comprehensive reading and writing program on that site.

Strong vertical alignment in writing between elementary and secondary language arts continued to contribute to the success of writing K-12 and is demonstrated in the laudable writing scores for both fourth and seventh grade students. In addition, evidence of daily writing in grades 1-6 verify the implementation of best practices in writing instruction for *all* students in *every* grade...not just the tested grade four.

A writing pilot using the Lucy Calkins *Units of Writing for Grades K-2 and 3-5* resource materials was conducted at Glen Loch Elementary and Rice Elementary under the coordination of the campus principals and assigned Instructional Literacy Coaches. The first year of this two year pilot included after school/within school staff development on a study of the resource materials. The Instructional Literacy Coaches modeled best practices in writing instruction as evidenced in the resource materials with follow-up teacher conversations as well as collections of student writing for discussion and further

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writing training. An evaluation took place in May with the Coordinator of Elementary Language Arts and the staff to analyze the effectiveness of this writing pilot and to plan for the second year of the pilot. This pilot proved to align with the CISD Writers' Workshop/Six Traits model, Differentiated Instruction with differentiating the product, process, content and environments as well as the management components of Anchor Activities, Flexible Grouping and Tiered Assignments.

Lesson plans for grades 1-6 were developed as an addition to the existing first four weeks developed in 2005-2006 so that now there were nine weeks of lesson plans to support not only new teachers but teachers needing some guidelines on implementing CISD READS into their classroom as well as Differentiated Instruction with differentiating the content, process, product and environment, Multiple Intelligences, Cooperative Learning and Brain Based Learning. Anchor Activities, Flexible Grouping and Tiered Assignments were incorporated into these very comprehensive plans. All teachers of language arts including Bilingual and Special Education teachers were encouraged to utilize these valuable resources developed by a group of grade 1-6 teachers. Literacy Cadre teachers and Instructional Literacy Coaches composed the district Lesson Plan Writing Committee.

The Coordinator of Elementary Language Arts worked with members of an exploratory Response to Intervention (RTI) Team beginning in October to study the guidelines and ramifications of this federal mandate for CISD for the upcoming 2007-2008 school year.

In another supportive role, the Coordinator of Elementary Language Arts worked with the two Bilingual Instructional Literacy Coaches in collaboration with the other content areas to bring a two-day training for newly arrived Bilingual teachers of K-6 in October. These trainings focused on basic classroom management as well as content related strategies to ensure success for all students.

A comprehensive Reading Tutorial Resource Binder was developed in August 2006 to provide guidelines for quality tutorials across the district. The Coordinator of Elementary Language Arts along with the Instructional Literacy Coaches created the literacy component on Curriculum and Instruction Implementation for grades 3-6 based on TEKS, assessment alignment, instructional best practices and resources. A staff development component was addressed and carried out by the Instructional Literacy Coaches in order to provide support in addressing individual campus student needs through best practices in reading intervention to supplement the good "first teaching" and small group instruction already taking place in the classroom by the highly qualified classroom teacher.

Elementary Language Arts Coordinator developed a model of support with the Instructional Literacy Coaches' pilot and non-Title campuses. During the first three months of the school year, the Literacy Instructional Coaches met with the principals and teachers of these non-Title schools to assist and support the needs of their learning communities. This took place twice a month for September, October and November. The

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Coaches provided modeling with feedback, conversations on student achievement based on both the early reading assessments and the many TAKS resources available to teachers and INOVA, gave support on expectations of the Student Success Initiative and provided specific staff development as determined by the principals of these non-Title campuses.

Departmental Improvement Goals for 2007-2008

The CISD Elementary Language Arts reading focus for 2007-2008 will continue to emphasize vertical alignment in TEKS based instruction, T³ Taught Differentiated Instruction accenting differentiating the content, process, product and environment and the foundational pieces of Multiple Intelligences, Cooperative Learning, and Brain Based Learning as well as the management components of Anchor Activities, Flexible Grouping and Tiered Assignments. Follow-up to the district wide staff development on August 23 with a focus on the Strategies/Management of Differentiated Instruction... Tiered Assignments, Flexible Grouping and Anchor Activities for all students as well as the development of Common Assessments will be central to the goals. There will be continued strong emphasis on CISD READS training, the Student Success Initiative (grades K-6) and assessment/evaluation in grades 1-6. These critical components for the 2007-2008 will be infused with the CISD concept that “*all means all*” and that all students (LEP, “at risk,” GT, Special Education, 504) are the responsibility of every language arts teacher. Individual TAKS objectives will be evaluated as per the 2007 results for CISD and specific staff development will be held to address those objectives that indicate a need for sustained, direct instruction. T³ Tested: Differentiated Assessment will also be addressed especially in relationship to common assessments and the use of rubrics. These goals will be achieved through a comprehensive staff development on the district level as well as continued “customized” campus level and individual teacher level training to meet the specific needs of the various learning communities in CISD. This training will be designed and implemented by the Elementary Language Arts Coordinator.

Central to this staff development will once again be the Elementary and Intermediate Literacy Cadres. These teams of teachers from each campus will be composed of a regular education teacher, a Bilingual teacher and a Special Education teacher. These three times a year staff development meetings will continue with the Literacy Team goals of 2006-2007 in developing the Cadre members into staff development presenters for both their campuses and the district at large, resources experts as they utilize and evaluate materials/products, curriculum and lesson plan writers as well as demonstration teachers who can be observed by other teachers including Bilingual and Special Education teachers at the individual campuses and the district at large. It is imperative that the Office of Elementary Language Arts continues a comprehensive model of staff development to build literacy leadership capacity throughout CISD as the district continues to grow at such a rapid rate. These Cadres will be the springboard for addressing Differentiated Instruction, Strategies/Management, the Student Success Initiative and Common Assessments.

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In addition, the Literacy Instructional Coaches will continue to offer district wide staff development on *Differentiated Assessment: Grade 1-6 Reading and Writing* with a focus on teachers new to CISD and new to the grade level. *Differentiated Instruction: Looking Deeper at Guided Reading* and *Differentiated Instruction: Looking Deeper at Writers Workshop* will be other staff developments offered to all grade 1-6 teachers with prior Guided Reading training and Writers' Workshop/Six Traits training. These will complement the before school new teacher trainings on *CISD READS*, *Guided Reading* and *Writers' Workshop/Six Traits* training for new 1-6 teachers to CISD. Campus based "customized" staff development will take place at individual sites or feeder schools as requested by the elementary and intermediate principals.

Year two of the writing pilots using the Lucy Calkins *Units of Writing for Grades K-2 and 3-5* resource materials will be conducted at Glen Loch Elementary and Rice Elementary under the coordination of the campus principals and campus assigned Literacy Instructional Coaches. Early August meetings of grade level teams will establish the year calendar for focus of various lessons and strategies. Each nine weeks the teachers will have a half-day planning to analyze student writing and discuss various targeted lessons from the resources. In addition, the teachers will plan for the upcoming nine week period and determine the focus for this period of time. The campus Instructional Literacy Coach will model specific lessons of best practices in writing instruction as determined at the planning meetings with follow-up discussions to determine the effectiveness and success of these lessons. Once again, an end of the year (May) evaluation in the form of a teacher survey and student writing pieces scored using the Six Traits continuum or the rubric will serve to assess the strength and effectiveness of this pilot. The premise of this writing pilot is that writing takes place in every grade every day in order to align most effectively with the CISD Writers' Workshop/Six Traits model, Differentiated Instruction with differentiating the product, process, content and environment as well as the Strategies/Management component of Differentiated Instruction...Tiered Assignments, Flexible Grouping and Anchor Activities.

The Office of Elementary Language Arts will continue support the full day Kindergarten program by reviewing the feedback from the Early Childhood Specialist as to the Language Arts curriculum. In addition, Instructional Literacy Coaches will support any training that is developed by the Early Childhood Specialist for full day Kindergarten teachers in the area of language arts and Accelerated Reading Instruction throughout the 2007-2008 school year.

Additional lesson plans will be developed for grades 1-6 so that the first semester is addressed. The focus of these resources will be setting up both whole group and small group targeted instruction. These new lessons will target specific comprehension strategies addressing monitoring comprehension, inferencing and summarizing/synthesizing. Each lesson will continue to address differentiating the content, process, product and environment as well as how to implement Tiered Assignments, Flexible Groupings and Anchor Activities. Continued attention will be given to cross-curricular activities that encompass Social Studies, Math and Science.

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Once again students in grades K-6 students will be required to write for a “benchmark” composition. Pieces will be scored using the Six Traits continuum in grades K-2 and the rubric in grades 3-6. This writing will be kept in student Writing Profiles. The continued success of fourth grade writing scores indicates that the vertical instruction and assessment from Kindergarten through sixth grade are being implemented. An emphasis will be placed on K-3 teacher training to ensure the success of fourth grade writers. Daily writing within the Writers’ Workshop/Six Traits model with differentiating the content, process, product and environment will continue to be critical. Attention will be given in grades 1-6 on incorporating more non-fiction writing in the language arts classroom and encouraging more writing in the areas of Science, Math and Social Studies. Instructional Literacy Coaches will provide specific staff development training on campuses and at the Literacy Cadres addressing organization as a writing technique to guide the reader through the text with smooth transitions introducing the reader to new information and understanding. State wide this issue faces fourth grade writers as demonstrated in 60% of the students writing receiving a score of 2 while 30% of the students receive scores of 3 and only 3% receives a score of 4. This is compared to CISD at 48% two’s, 41 % at three’s and 7% at four’s. Staff development and campus training will emphasize supporting stronger composition writing using the critical components of Writers’ Workshop/Six Traits along with an increase in student self-evaluation of his/her writing using the Six Traits rubric.

The Elementary Language Arts Coordinator will address T³ Differentiated Assessment in the 2007-2008. The Instructional Literacy Coaches will follow-up on their campuses with a staff development that is developed by the Coordinator of Elementary Language Arts to address the use of INOVA and the various TAKS reporting programs available to each teacher concerning his/her students. This will be aligned with TEA/CISD mandated reading assessments to give a profile on each student in order to design classroom instruction to best meet the individual needs of all students. Common assessments will be addressed at the Cadre meetings in order to begin conversations on the characteristics of common assessments and how these impact both student and teacher success. The fall Reading Benchmarks will be developed by a Cadre of teachers and will once again be examined in order to provide the most accurate predictor of success on TAKS as well as how the information gained from these assessments will directly impact classroom instruction, small ARI groupings and quality tutorials.

The Coordinator of Elementary Language Arts will work closely with the Coordinator of Reading Intervention Specialists to design a training model in reading intervention strategies to small group instruction implemented by the Dyslexia Specialists. This four session model will address components of CISD READS, monitoring comprehension, inferring and summarizing/synthesizing.

In addition, as part of the Student Success Initiative K-8 for 2007-2008 the Coordinator of Elementary Language Arts will develop a training model for seventh and eighth grade reading teachers to provide resources and staff development in best practices in reading intervention instruction focusing on students in grade seven and eight Accelerated

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Reading Instruction groups. This three session model will address components of CISD READS, strategy clusters of monitoring comprehension, inferring meaning and summarizing/synthesizing as well as an in-depth look at small group targeted instruction imbedded in a differentiated classroom where Flexible Grouping, Anchor Activates and Tiered Assignments are taking place.

In conclusion, the goals of the Office of Elementary Language Arts will be to continue to address closing the achievement gap in student groups at all grades especially at the “high stakes” fifth grade Reading TAKS in addition to grade 6 Reading TAKS, to focus on maintaining continued progress in all grades and in all student groups on both the Reading TAKS and the Writing TAKS with an emphasis improving composition scores overall in grade 4 writing. Comprehensive staff development addressing Differentiated Instruction through differentiating the content, process, product and environment as well as the Management/Strategies of Anchor Activities, Flexible Grouping and Tiered Assignments with Common Assessments as addressed at the August 23, 2007 district-wide staff development will be another focus. CISD READS will continue to be the cornerstone for all language arts trainings both campus and district wide. The Elementary Literacy Teacher Cadre and Intermediate Literacy Teacher Cadres will be supported and sustained in order to build literacy leadership capacity throughout CISD through both regular education teachers, Bilingual/ESL teachers and Special Education teachers. The Coordinator of Elementary Language Arts will continue to support and to contribute the Novice Teacher Academy, New Teacher Academy and the Bilingual/ESL Cadre.

Meeting the literacy needs of all children in the classroom...Bilingual, LEP, Special Ed., 504, GT and “at risk”...will be central to the 2006-2007 Department Plan. *All* students will be addressed.

SECONDARY LANGUAGE ARTS

2007 TAKS Results

For the first time since the inception of TAKS, CISD students passed all six secondary language arts TAKS tests at a rate of 91% or higher. The 2007 CISD average on all six tests, 7-11, is 94%, compared to 88% for the state. The percent of students meeting standard in CISD secondary language arts tests increased at all grade levels, though the state percentage dropped at 9th and 10th grades. The greatest improvements occurred in 7th Reading from 86% to 91% and 7th Writing from 93% to 96%. It is noteworthy that scores at the two age extremes, 7th Writing at 96% and 11th ELA at 95%, are excellent, showing sustained improvement as the students mature and move through the grades.

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2007 Secondary Language Arts TAKS Results—District to State Comparison At Panel Recommendation

Conroe ISD Secondary Language Arts			
	CISD 3 Year		
Test	2007	2006	2005
7 Writing	96	93	92
7 Reading	91	86	88
8 Reading	94	91	90
9 Reading	93	92	86
10 ELA	93	94	81
11 ELA	95	93	93

Grade and Exam	All Students		African American		Hispanic		White		Economically Disadvantaged		Special Education		LEP	
	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State
7th Writing	96	93	95	91	91	91	97	96	92	90	90	78	65	67
7th Reading	91	85	83	78	82	79	94	93	81	78	78	64	40	41
8th Reading	94	89	88	84	86	84	96	95	85	83	75	73	47	49
9th Reading	93	86	86	80	84	80	96	95	83	79	76	64	45	38
10th ELA	93	84	89	79	85	79	95	91	86	78	66	55	35	34
11th ELA	95	90	88	86	87	85	97	96	87	84	81	68	29	33
36.1% Commended														

2007 TAKS Results—CISD 2006-2007 Comparison

For 2007, All Students and every student group except LEP outperformed the 2006 TAKS results at all secondary grade levels. (LEP scores also dropped at the state level.) By averaging over all secondary grades, composite scores for CISD and the state were determined. By using these composite scores, it was possible to compare overall performance between 2006 and 2007. The 2007 94% All Students passing rate is higher than the 2006 CISD passing rate of 91% and considerably higher than the state's 2007 passing rate of 88%. Both CISD African American and Hispanic students raised their passing rates 4% from 2006, to 88% and 86% respectively. Economically Disadvantaged students raised their passing rate by 5% to 86%, while Special Education students' rates rose 2% to 78%. Only LEP students' scores declined, at the same level as the state. Especially noteworthy is that 36.1% of the students taking the six secondary language arts exams achieved commended status.

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Comparison of Secondary Language Arts 2006 and 2007 TAKS For All Students and All Student Groups At Panel Recommendation

Student Group	Secondary Language Arts			
	CISD 2006	CISD 2007	State 2006	State 2007
All Students	91	94	85	88
African American	84	88	79	83
Hispanic	82	86	79	83
White	94	96	94	94
Economically Disadvantaged	81	86	78	82
Special Education	76	78	64	67
LEP	46	44	45	44

Progress Toward 2008 CISD Goals

As noted in the previous tables, secondary language arts made significant progress in 2006-2007 toward meeting the CISD goals for improvement, though the scores of four student groups will remain a focus. The Limited English Proficient group is of particular concern, since the average passing rate on the six exams was 44%. The Department of Secondary Language Arts has developed a series of strategies to assist teachers in reaching LEP students in regular and sheltered English classrooms. These will be communicated to all secondary teachers, including those who were newly-hired for 2007-2008. In addition, this department has purchased enough Spanish/English dictionaries to place one in **every** content area classroom on every high school campus at the start of the 2007-2008 academic year. Also, CRISS training was provided to career and technology teachers who have many LEP students in their classes.

This department is pleased with the substantial progress made by the African American, Hispanic, Economically Disadvantaged, and Special Education groups. Students in these groups will continue to be closely monitored by the department coordinator and literacy instructional coach, using benchmark and INOVA data, and assistance provided as necessary in an attempt to see further progress in their scores. Flexible group instruction, tiered assignments, and vocabulary enhancement will be critical components in the effort to sustain and increase the improvement in these groups' performance.

Work is ongoing in revision of curriculum frameworks at all grade levels. Staff development offered to CISD secondary language arts teachers this year utilized differentiated instruction strategies and targeted the crucial areas of making inferences, writing succinct and accurate open-ended responses, reading difficult expository prose with a high level of understanding, and writing successful TAKS essays. The noted success of these trainings will continue in staff development offerings during the 2007-2008 school year. All junior high and many high school language arts teachers were trained in the research-based differentiated reading strategies of CRISS. All teachers

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received updated TAKS data. The teacher cadre met regularly, working on such areas as Marzano’s vocabulary study and analysis of TAKS questions.

As a part of the Student Success Initiative, this department chaired conferences with all junior high principals, department chairpersons, and TAKS coordinators to communicate state-mandated SSI regulations and offer assistance in dealing with documentation and creating effective tutoring materials. Many SSI tutorial materials were purchased for the junior highs. In addition, this department wrote curriculum for and then supervised three TAKS Academy sites for students who had failed the 7th TAKS Reading test. Although SSI promotion rules for junior high students do not go into effect until summer, 2008, had they been in effect now, this year’s Academy would have produced a 47% recovery rate.

Departmental Improvement Goals for 2007-2008

As the data previously discussed indicate, performance on all secondary language arts TAKS tests was laudable, with performance clustered tightly across objectives. All scores were high, though 7th grade Reading was lowest in CISD and across the state, possibly because of the increase in difficulty level from the 6th grade test. Fortunately, by 8th grade, students have adjusted to the higher challenge level. In junior high, performance was lowest in Objective 4 (critical thinking skills) and in high school in Objective 2 (literary elements). (Note that the objectives are different on all three TAKS exams.) Progress is evident on these difficult objectives as the students mature. For instance, 84% of 8th graders mastered Objective 4 compared to 81% of 7th graders. Seventh grade Writing is especially noteworthy, with a 96% passing rate overall, and an amazing 98% passing rate on the compositions themselves. Ninety-five percent of 10th graders and 97% of 11th graders performed satisfactorily on their compositions. Since these data include the compositions of all student groups, it is evident that **all** students are benefiting from this department’s philosophy of best practices in writing instruction.

TAKS Objective Results

Percent Correct	Reading				Percent Correct	Reading		
	Grade 7	85	83	85		81	Grade 9	90
Grade 8	89	90	94	84				
	1	2	3	4		1	2	3
TAKS Objective					TAKS Objective			

Percent Correct	ELA		
	Grade 10	91	88
Grade 11	90	87	91
	1	2	3
TAKS Objective			

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To address these TAKS results, the secondary language arts department will institute several plans. To ensure sustained success in writing, we will continue to train every teacher in the 6 Traits of Writing and holistic essay scoring. We will stress the effectiveness of differentiated assessments, paying special attention to common assessments and the use of rubrics, such as those utilized in the 6 Traits model and by TEA in TAKS essay scoring. We will also offer staff development in the personal narrative, the AP and SAT essays, differentiated grammar instruction, using technology in the language arts classroom, and using differentiated AP strategies in the regular classroom. To address the mastery of Objectives 2 and 3, trainings will be given in teaching literary elements and analysis. Most current teachers have been CRISS trained, and positive results in reading scores are evident. The Student Success Initiative work will continue, with emphasis on documentation and effective tutorials. To address Objective 4, this department will stress teaching the TEKS to the level at which they are written and asking questions and leading discussions at higher levels of thinking. A focus on T³ Taught: Differentiated Instruction and Management Strategies will be continued to address individual learner needs especially as they pertain to differentiating content, process, product, and environment and respecting the multiple intelligences of **ALL** children.

Teachers will receive staff development on the TAKS tests, with concentration on item analysis, question level, and the Kilgo model. Central to this staff development will be the Secondary Literacy Teacher Cadre. Regular meetings of this cadre with this department's coordinator and literacy instructional coach will continue to focus on developing the cadre members as staff development presenters for their campuses and the district at large. They will also function as resources experts as they utilize and evaluate materials and products, as lesson plan writers, and as demonstration teachers who can be observed by other teachers, including English as a Second Language and Special Education teachers. This cadre will serve as the springboard for addressing Differentiated Instruction, SSI, and the building of background knowledge and a common vocabulary for all language arts teachers in CISD.

Secondary language arts will continue to support the use of best-practice strategies and interventions to close achievement gaps. District-wide benchmarks tests, with development collaboration from the Literacy Cadre, will be provided to help teachers monitor student progress. In addition, disaggregated TAKS and benchmark data will be analyzed and utilized, through the INOVA model, to target and alleviate students' academic weaknesses. This department will conduct book studies on every campus on the new professional books on adolescent literacy, structural grammar, and sentence combining which will be distributed to every teacher at the opening of school. A continued emphasis is being placed on utilizing more non-fiction reading and writing in secondary language arts classrooms, in order to facilitate success on SSI as well as on the AP, SAT, and ACT exams. Secondary Language Arts will be working with the Bilingual/ESL director and secondary ESL coach to provide training for teachers working with LEP students. The department will support and participate in CISD's Novice Teacher Academy and New Teacher Orientation, and for the second year will plan and

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implement a summer TAKS Academy for junior high students who are at-risk in Reading. We will also attempt to work seamlessly with elementary language arts to achieve our shared goal of excellent oral and written communication skills for every student.

SCIENCE

2007 TAKS Results

In a comparison of CISD scores with those across the state, CISD again met and in many cases exceeded state results for all student sub-populations. When considering the percent of students who met standard, CISD surpassed state results by an average of 12%. When considering students who were recognized as being commended, CISD surpassed state results by an average of 19%.

2007 Science TAKS Results-District to State Comparison Panel Recommendation

Grade	All Students		African American		Hispanic		White		Econ. Disad.		LEP		Sp. Ed.	
	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State	CISD	State
5th	89	77	75	64	75	70	95	90	74	68	48	49	85	69
8th	80	70	56	53	58	59	88	86	54	57	16	22	52	48
10th	74	58	42	40	54	45	80	76	46	43	13	14	34	28
11th	87	77	69	64	72	66	93	89	64	66	26	33	66	51

CISD science TAKS results for 2007 continue to show improvement in all grades tested. Fifth grade CISD students passed at a rate of 89% compared to the state's 77% passing rate. In 10th grade, CISD students performed at a 74% passing rate, 16 percentage points higher than the state's 58% passing rate. Students taking the Exit level TAKS test in 11th grade averaged a passing rate of 87% compared to the state's passing rate of 77%. CISD 8th grade students achieved a passing rate of 80% compared to the state's 70% passing rate. The passing rate on the 8th grade TAKS test in 2007 was 1 SEM (standard education measurement) below Panel Recommendation. The passing rate for the 2006 TAKS test was 2 SEM below Panel Recommendation. For the second year, the 8th grade science TAKS scores were not part of the assessment used by the Academic Excellence Indicator System to determine the District's 2007 Accountability Rating.

CISD African American student passing rates decreased from 65% in 2006 to 63% in 2007; however the district is still 6% above the state level for African American students. The CISD Hispanic student passing rate increased by 5 percentage points from 62% in 2006 to 67% in 2007. The Economically Disadvantaged student passing rates increased 4

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percentage points between 2006 and 2007 to a score of 61%. Special Education passing rates increased from 58% in 2006 to 61% in 2007. The Limited English Proficiency (LEP) student group increased 4 percentage points from 34% in 2006 to 38% in 2007.

Science continues to progress towards the CISD goal of 90% passing TAKS for all student groups, emphasizing closing the achievement gap in science.

Thirty percent of CISD students achieved commended recognition on the Science TAKS test in 2007, a 7% increase over the 2006 test. In addition, the district commended scores out-performed the state by 18% in 5th grade, 10% in 10th grade, and 9% in 11th grade.

COMPARISON OF SCIENCE 2006 and 2007 TAKS All Students and Student Groups At Panel Recommendation

Student Groups	Science			
	CISD 2006	CISD 2007	State 2006	State 2007
All Students	85%	83%	70%	71%
African American	65%	63%	52%	56%
Hispanic	62%	67%	58%	60%
White	89%	89%	85%	85%
Economically Disadvantaged	61%	64%	56%	59%
Special Education	58%	61%	48%	49%
LEP	34%	38%	30%	32%

Progress Towards 2008 CISD Goals

Progress was made in 2006-2007 towards meeting the CISD goals for improvement. The CISD science department and science teachers will continue to focus on the following student groups: Limited English Proficiency (LEP), African American, Economically Disadvantaged, and Special Education. Students in these four groups will continue to be closely monitored by the department coordinator and science instructional coaches, and extra staff development and instructional assistance will be provided in an attempt to see more progress in their scores. Though all student groups but African American increased their passing rate by an average of 5%, their overall scores are still below 70% and well below our District's goal of 90% passing.

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CISD science is committed to closing the achievement gap between the passing rates of White students and the other student groups. The passing rate margin between Hispanic students and White students narrowed from 16% in 2006 to 7% in 2007. The passing rate margin between Economically Disadvantaged students and White students narrowed from 28% in 2006 to 25% in 2007. Campuses with large populations of Economically Disadvantaged students will continue to receive support from the science coordinator and the science instructional coaches since these students are also represented in other populations and continued improvement in this area will reflect positively on all student groups. Continued focus on African American students will allow us to improve passing rates and narrow the achievement gap. Additional training in differentiated instructional strategies, including multiple intelligences, cooperative learning, and brain based learning, will reflect positively on all student groups.

In an effort to close the science achievement gap between student groups in CISD, elementary and intermediate students attending summer school were provided with daily science instruction through a curriculum designed specifically for the summer program. Teachers were provided with training and resources needed to do hands-on science instruction for one hour each day.

All science scope and sequences were revised and aligned to the state curriculum standards called Texas Essential Knowledge & Skills (TEKS). A curriculum map which was developed for all elementary grades, has all elementary students focusing on physical science the first nine weeks, earth science the second nine weeks and part of the third nine weeks, and life science the fourth nine weeks. Science process skills are integrated throughout the year. The CISD science program will continue to work on improvements within our curriculum for all grade levels.

A 5th grade Science TAKS Individual Inventory was developed for teachers to identify target areas for individual students based on the district benchmark tests. Also developed was a Science TAKS Personal Inventory document for 12th grade students still needing to pass the Science Exit TAKS test. The personal inventory allows students to identify their areas of weakness on previous TAKS tests and district benchmarks. The science coordinator and science instructional coach will continue to provide TEKS-specific staff developments to help teachers meet individual student needs. Science Quality tutorials were developed for 5th, 8th, 10th and 11th grade students to provide teachers with a variety of interactive, hands-on activities allowing the teacher to tailor their tutorial programs to individual student needs.

A CISD TAKS Academy was held at Conroe High School for students needing to pass the science Exit TAKS test. The 18-day program utilized active learning experiences and high student expectations to foster student success. Students met with teachers for four hours a day. The curriculum facilitated a customized student achievement plan. Lessons targeting specific TAKS concepts were used to reinforce individually identified student weaknesses.

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In an effort to address the critical instructional need in the content area of elementary science, the Curriculum and Instruction Department developed an inventory of science materials for elementary campuses. The inventory list was created from the UT Dana Center Materials and Equipment List. The list includes items that are required by the TEKS at each grade level and other items that are recommended after analysis of the concept TEKS at each grade level. These inventories have provided guidance to schools when purchasing materials necessary to conduct hands-on activities within the TAKS objectives.

Departmental Improvement Goals for 2007-2008

The CISD Science Coordinator will continue coordinating the alignment and articulation of instruction vertically to deliver a high quality curriculum to all students. The T³ Model of TEKS, Taught and Tested is the foundation of curriculum development in CISD. Lesson plans are being developed to accompany the revised scope and sequences and will begin to go online in September 2007.

The Curriculum and Instruction Department continues to focus on the cross-curriculum utilization of integrated TEKS, instructional practices, and resources. One way the Science Department is addressing this is in the purchase of non-fiction science reading materials. Staff development will be provided for the cross-curricular utilization of these resources as well as instructional practices. The training will focus on the T³ model with Kilgo higher level questioning techniques to bring about both vertical and horizontal alignment with the ever- demanding expectations of TAKS.

The science department is committed to assisting our LEP student group improve performance on TAKS by continuing to provide staff development for bilingual teachers and Spanish science resources. Staff development for teachers with Limited English Proficiency students will continue to utilize the Kolak Group Inc. materials on "Science in the Elementary ESL Classroom." These resources will help teachers to expose students to science content in a variety of ways, including integrated vocabulary, science notebook, critical thinking, questioning strategies, and learning strategies. These resources will help students to make connections among the science disciplines and emphasize that science is not isolated from the other academic disciplines. The science coordinator and instructional coaches will work with individual bilingual and ESL staff on science instructional strategies for LEP students. The instructional coaches will work with the 5th grade teachers as they analyze their current students' 4th grade benchmark test results. Several bilingual teachers will attend the Conference for the Advancement of Science to gain additional strategies for working with LEP students.

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Grade 5 Tested Science Objectives

	Percent Correct 2006	Percent Correct 2007
Objective 1 - Nature of Science	90	90
Objective 2 - Life Science	88	89
Objective 3 - Physical Science	84	90
Objective 4 - Earth Science	75	82

Earth Science continues to be the lowest 5th grade objective with 82% of students answering earth science questions correctly on the TAKS test. More days devoted to teaching earth science and additional staff development on earth science will provide teachers with instructional strategies and hands-on activities to help address the low scores. There will be a focus on vertical alignment in the elementary science curriculum to support the needs of the 5th grade science curriculum.

This is critical because 40% of the TEKS tested on the 5th grade TAKS test are taught in 2nd through 4th grade. With 5th grade teachers responsible for 60% of the TEKS tested in 5th grade, it is imperative that the science curriculum in 2nd through 4th be taught to mastery. Elementary and intermediate schools will continue to use the Science Word of the Day calendar to improve student vocabulary in the science content areas. Teachers are encouraged to use the SE (TEKS Student Expectations) verbs to manipulate the SE nouns from the calendar in order to demonstrate mastery of the concepts. Teachers will continue to receive staff development in vocabulary acquisition using Robert Marzano's "Six Step Process for Teaching Vocabulary."

The science department has purchased Texas Core Curriculum modules from AIMS Education Foundation for 3rd, 4th and 5th grades. The AIMS modules support differentiated instruction through a collection of hands-on, inquiry based activities and are specifically aligned with TEKS. The modules cover the Earth, Physical and Life Sciences as well as the Nature of Science. In addition to the AIMS modules, CISD has also purchased Region 4 *Gateways to Science* for grades 5, 6, 7, and 8. The district will purchase these resources for 3rd and 4th grades as soon as they become available this year. The instructional program of *Gateways to Science* is based on five guiding principles taken from the recommendations of the *National Science Education Standards*: Science is for all students; Learning science is an active process that includes both individual and social processing; Students must accept and share responsibility for their own learning; Teachers must consistently model the habits of mind necessary for scientific literacy; curriculum, instruction, and assessment must be specifically aligned.

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Grade 8
Tested Science Objectives

	Percent Correct 2006 (2 SEMs below Panel Recommendation)	Percent Correct 2007 (1 SEM below Panel Recommendation)
Objective 1 - Nature of Science	76	76
Objective 2 – Living System and The Environment	70	72
Objective 3 – Structure and Properties of Matter	68	71
Objective 4 – Motion, Forces, and Energy	70	73
Objective 5 – Earth and Space Systems	65	68

In order to improve scores on all the 8th grade objectives, the 6th – 8th grade curriculum was revised and aligned to the TEKS. Vertical alignment within the 6th and 7th grade science curriculum supports the 8th grade science curriculum. This is critical to providing student assistance on the 8th grade TAKS test of topics covered during 6th and 7th grades. The 8th grade teachers will begin daily interactive warm-ups covering the weakest objectives. Staff development will focus on ways to reach all students through differentiated instruction. A TAKS review will be created by the science coordinator, science instructional coaches and 6th through 8th grade master science teachers. The review will reinforce the five objectives by allowing students to practice the skills and strategies that are important in preparing for the TAKS test.

Grade 10
Tested Science Objectives

	Percent Correct	
	2006	2007
Objective 1 - Nature of Science	77	76
Objective 2 - Organization of Living Systems	74	73
Objective 3 - Interdependence of Organisms and the Environment	64	71
Objective 4 - Structures and Properties of Matter	64	68
Objective 5 - Motion, Forces and Energy	75	78

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Grade 11 Tested Science Objectives

	Percent Correct	
	2006	2007
Objective 1 - Nature of Science	72	75
Objective 2 - Organization of Living Systems	66	66
Objective 3 - Interdependence of Organisms and the Environment	77	82
Objective 4 - Structures and Properties of Matter	65	70
Objective 5 - Motion, Forces and Energy	70	69

The 10th and 11th grade teachers will continue to use daily interactive warm-ups covering the weakest objectives on their tests. The 10th grade TAKS objectives on chemistry concepts are the most problematic to 10th grade students. The scheduling change of students taking a full year of chemistry their 10th grade year will improve the scores in this objective. TAKS objectives on biology and physics concepts are problematic for 11th grade students. They have a difficult time remembering the details of many of the complex biological systems. The daily warm-ups assist with maintenance of these concepts. Additional staff developments will be provided at both the campus and individual teacher level to meet the specific needs of the various learning communities in CISD.

Staff development will provide teachers with an opportunity to learn how to develop tests collaboratively and refine common formative assessments in order to gain reliable feedback on student progress. This will allow teachers to make changes in instructional strategies that best meet the needs of every student. Staff development will continue to focus on the development of TAKS-like questions reflecting the Kilgo science levels. Training on how to recognize the depth of knowledge of TAKS questions will help teachers design better questions for common assessments. Common assessments at the campus level provide a degree of consistency from classroom to classroom of student expectations and outcomes. These assessments must be aligned with the quality, depth and rigor of the curriculum. They should include exercises that require students to apply scientific knowledge and reasoning to situations similar to those they will encounter on the TAKS test. The assessments will be developmentally appropriate and require reading skills and vocabulary similar to the TAKS test. Training will be provided on how to develop these quality common assessments to guide science instruction in the classroom.

CISD Science will develop instructional support to accelerate the science achievement of "at risk" students. Students who did not do well on the 10th and 11th grade TAKS will receive additional instruction over the coming year to improve their skill levels. This may include additional instruction in a science TAKS class; these are taught by master science teachers who are responsible for teaching the state curriculum assigned to their subject along with an intense focus on the TAKS objectives. Curriculum and Instruction will support these teachers with innovative teaching strategies, TAKS resources and assistance in developing individualized student plans to address science improvement.

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The Curriculum and Instruction department will target professional development to close the achievement gap through differentiated instruction strategies including tiered instruction, flexible grouping, and anchor activities as well as differentiating the content, process, product and environment. Teachers will continue to receive training in lesson plan development, best practices and strategies to meet the needs of diverse learners through their multiple intelligences. Other district wide interventions include strategies, activities, and tutorials that will be done above and beyond the daily classroom instruction. INOVA and TAKS TRACKS programs will be used by teachers to pinpoint the instructional needs of students who struggle on both the TAKS test and CISD developed benchmark tests.

Quality benchmarks that are aligned to TEKS/TAKS objectives will be administered throughout the year. These assessments will provide feedback on how well students are meeting their expectations, provide teachers feedback on how well their students are learning, and indicate to the district the effectiveness of programs. The 2007-2008 science benchmark tests will be developed using information gained from Kilgo style TAKS analysis. Attention will continue to be given to ensure that all benchmark items are aligned with the TEKS and reach the appropriate level of rigor in Bloom's Taxonomy. Benchmark writing teams consisting of the Science Coordinator, science instructional coaches, and district master cadre science teachers will be utilized for development of high quality benchmark assessments.

Science will continue to integrate instructional technology into K-12 classroom instruction to support student achievement. Staff development will focus on the use of technology in the science classroom including training on the use of computer probeware, DNA electrophoresis equipment, and Classroom Performance Systems. The science department's web page will be updated to include all the new scope and sequences for K-12. Each scope and sequence will have hyperlinks to valuable web sites, United Streaming video clips, and lessons plans developed by master teachers. Teachers will receive additional training on the use of video streaming to differentiate instruction. These videos are aligned with the TEKS and provide inquiry based activities and higher order thinking questions.

The Science Council formed during the 2006-2007 academic year, will continue to serve as a support for improvement of science programs. The Science Council includes the Elementary and Secondary Assistant Superintendents, the Director of Curriculum and Instruction, the Coordinator of Science, the Science Instructional Coaches, eight principals, special education representatives, bilingual education representatives and science master teacher cadre members. The council will meet monthly to discuss and review strategies for science improvement, the current improvement research on science education, and the implementation of science best practices district-wide.

The Curriculum and Instruction Department will continue to maintain a master cadre of highly qualified science teachers during the 2007-2008 academic year. Cadre representatives will continue to participate in science leadership instruction so they can

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provide guidance on their campuses in areas of scope and sequence, tutorials, science instructional best practices, district wide opportunities, and safety. They will also assist the Coordinator of Science with staff development and benchmark test writing. These teachers will also serve as demonstration teachers with model classrooms for other science teachers to observe. In addition to development of the Science Cadre, the science department will support and participate in CISD's Novice Teacher Academy and New Teacher Orientation.

Elementary teachers will continue to receive staff development focused on earth science resources, science anchor activities, and ways to teach science through children's literature and math. Junior high and high school staff development will target the weak areas of earth, life and physical science along with training in using cooperative groups, managing flexible groups, and anchor activity development. All CISD teachers will continue to receive training in ways to implement daily TAKS warm ups. These staff development opportunities will occur after school. One district wide science emphasis will be on inquiry learning since this is central to science learning. Inquiry learning actively develops students' understanding of science by combining scientific knowledge with reasoning and thinking skills.

The Science Coordinator will continue to support science in Full day Kindergarten by checking for progress in the full day kindergarten science curriculum every nine weeks with the Early Childhood Specialist. The Science Department will also continue to support PreAP and AP through staff development on Advanced Placement topics and College Board workshop opportunities. AP Audits covering all AP sciences were completed and approved by the College Board.

Safety continues to be a focus of the science department. New teachers in CISD receive training in classroom safety rules, the use of safety tests and contracts, and eye protection during the New Teacher Orientation. Additional safety instruction occurs during all science cadre and department chair meetings. These instructional leaders then provide safety training for teachers at their schools. Training for all CISD science teachers on the correct use of fire extinguishers will occur during the August 23rd District-wide staff development.

SOCIAL STUDIES

2007 TAKS Results

The social studies TAKS scores continue to average above 90% in all tested grades. In 2007 all students were measured at the more difficult Panel Recommendation standards. Each student group passing expectations rose to 75% in 2007. Eighth grade CISD students averaged a 93% passing rate, compared to the states' 87% passing. In 10th grade CISD students performed at a 95% passing rate, where the state average is 86%. Students at the exit level in grade 11 excelled with a 97% success rate, whereas the Texas scores were at 94% passing. As a district, CISD students scored a 95% passing rate.

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Group performance in social studies is improving. CISD had an improvement in African American, Hispanic, Economically Disadvantaged, and White student group scores in 2007. Special education student scores dipped slightly to 82% from 83% in 2006. The Special Education student group surpassed the state by 10%. Overall state scores rose to 89% in 2007. The district score for Special Education students is 82% passing in 2007. The Conroe ISD LEP student group passing rate is 58%, a 1% decrease from last year, but is 5% above the state passing rate. The goal for social studies continues to be 90% success for all student groups.

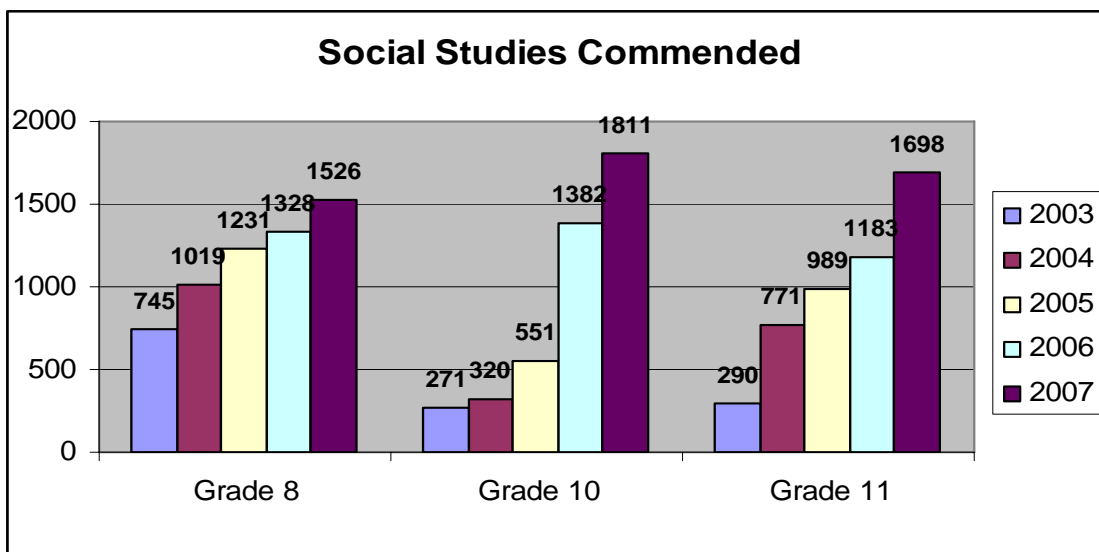
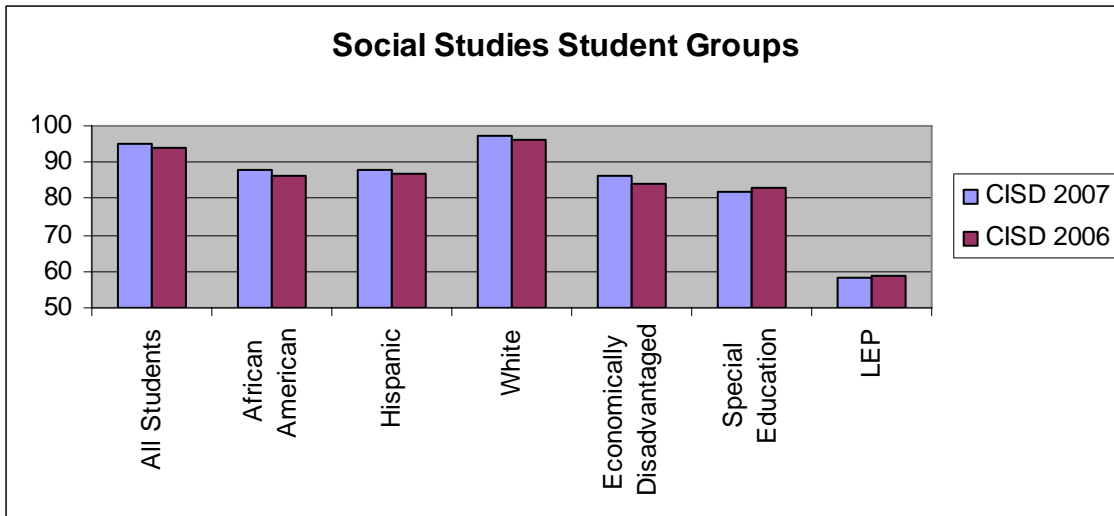
Social Studies - 2007 TAKS Results Panel Recommendation

TAKS Results	Social Studies			
	CISD 2007	State 2007	CISD 2006	State 2006
All Students	95	89	94	87
African American	88	83	86	80
Hispanic	88	84	87	81
White	97	95	96	94
Economically Disadvantaged	87	83	84	80
Special Education	82	71	83	67
LEP	58	53	59	50

Progress Toward 2008 CISD Goals

Social studies TAKS scores surpass 90% for the fourth year. Although the scores continue to be above expectations, the student groups declined slightly for Special Education and LEP students. The other student groups showed gains in 2007. Student results for the African American population improved by 2%. Hispanic students improved by 2%, which is 4% above the state. The percentage of students passing improved by 1% in 2007 and the scale scores have continued to improve every year. The number of students who achieve Commended Performance reflects the district commitment to a rigorous curriculum. Fifty-one (51) percent of 8th grade students, an increase of 6%, are commended in 2007. This is a 24% growth over 3 years. In grade 10 fifty-three (53) percent of students scored above 90% to receive the commended recognition. This is an increase of 3%, and 229% growth in three years. The exit level test in grade 11 reflected a significant increase of 8%. Fifty-four (54) percent of the students are commended, 72% higher than three years ago. Although social studies scores exceed state scores, added attention needs to be given to the gap that still exists with Special Education and LEP student scores. Special staff development and data evaluation will be given to the campuses where the discrepancy occurs.

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2006 Social Studies Objectives Average

Objectives	Grade 8	Grade 10	Grade 11
1 – History	77%	80%	81%
2 – Geography	80%	87%	87%
3 – Economics and Social Influences	82%	88%	86%
4 – Political Influences	77%	81%	84%
5 – Critical Thinking	83%	88%	89%
Total number of items	48	50	55

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Departmental Improvement Goals for 2007-2008

Social studies tests five different objectives. In 2007 students showed improvement and scored higher than state averages on every objective. Objective 5, Critical Thinking Skills averaged 87% correctly answered by students, one percent higher than in 2006. Objective 2 measures student understanding on the Geographic Influences on History and Objective 3 is the Economic and Social Influences on History. The only area averaging below 80 percent correct is Objective 1, Issues and Events in U.S. History, which averaged 79% in 2007. Objective 4, Political Influences on History scored below 80% in grade 8 but the district averaged 81% in 2007, an improvement of 2% from the past year. The state averages for these objectives are 72% and 74% respectively. Student success is tied to the analysis of primary source documents and data that related to the history of the United States and United States government in Objectives 1 and 4. To address these objectives teachers analyze the TEKS using Kilgo's model of analysis. Grade level teacher cadres have created specific warm-ups and lessons in sequencing and analysis of historical events. QUILT questioning strategies and discussion model have been added to the teaching tools available. Vertical teams have identified key strategies to be used across the grade levels. Each campus utilizes the opportunities available during Constitution Day and Celebrate Freedom week to emphasize the meaning of our government documents and freedoms.

Social studies curriculum continues to evolve with the T³ Model of TEKS, Taught, and Tested as the foundation of CISD curriculum. Differentiated strategies and lesson design train teachers in effective methods to address the complexity of the TEKS. Vertical teams meet by feeder system to create a plan and strategies to address the concerns each year. Each level of student success, not just TAKS, is considered in the team approach. Advanced Placement, SAT, ACT, and PSAT are considered when adopting strategies for achievement. In 2007 the department is focusing on classroom needs to match individual student success with differentiated instruction. To meet the needs of learning groups, teachers have been trained in interactive software that incorporates the smart board technology. Tiered assignments, flexible groupings and anchor activities continue to be utilized to bridge the gap in our student groups. Visual images and auditory connections in lessons are designed for long term memory. Web based tutorials are available to students in their on-line textbook for use at home. In addition, the district has a site license for a geography web based learning experience. All kindergarten teachers have been trained in a program to integrate social studies with math and reading. Vocabulary development continues to be an important connection to retention and depth of understanding. Word walls, looping cards and era cards help students apply social studies vocabulary in a meaningful way. Increased staff development offerings will be provided to the elementary grade levels.

During the school year and over the summer teachers attended a wide variety of staff development centered on differentiated instruction for social studies. Many attended Advanced Placement Summer Institutes and the three-week Teaching American History Seminar with the Teaching American History Grant at Sam Houston University.

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Teachers may audit history classes at Montgomery College for no cost to help bridge knowledge gaps in their subjects.

Grade level teacher cadres, from kindergarten to economics, continue to create on line lesson units founded on best practice strategies that cross over grade levels in order to maintain skill development in non-tested years. Lesson units, including video clips, PowerPoint presentations, and practice TAKS review are located in a FirstClass folder for all CISD teachers to access. The tool is particularly valuable for beginning instructors. As part of the Curriculum and Instruction team, the Social Studies Department continues to participate in the Novice Teacher Academy with training and support for Novice teachers.

Teachers are using district and state data to help identify individual student abilities. Writing in social studies is an important tool. Writing is recommended in each social studies lesson. The Social Studies Alive and History Alive Interactive notebooks will be added this year to reinforce writing and integration in social studies. Teachers also use rubrics to assess student writing in each unit of study. The teachers involved in the pilot program featuring Social Studies Alive, which integrates all of the subjects into each social studies unit, see positive results connected to the program.

The INOVA process, TAKS results, benchmark data, as well as classroom assessments are being utilized to distinguish growth. In addition to TAKS tested grades, benchmark assessments in grades, 2, 3, 5, 7, and 9 are showing student progression on skill development. Each benchmark test is reviewed by classroom teachers and campus principals before test administrations. Teachers have created common assessments to compare student results and determine areas of remediation. Staff development in assessments continues to help teachers create a variety of methods to measure success in each student population. Campus scores have improved each year since the evaluation began in 2004. This data is being used for curriculum alignment and student understanding.

BILINGUAL/ENGLISH AS A SECOND LANGUAGE

The following report has been prepared as an overall data collection and study evaluation of the Limited English Proficient (LEP) students who were enrolled and participated in the 2006–2007 Bilingual/ESL Programs in the Conroe Independent School District. After careful review, new program initiatives have been researched by the Bilingual/ESL Council and will begin implementation in the 2007–2008 academic school year. A more detailed description is included in the Departmental Improvement Goals portion of the report.

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2007 TAKS Results

Spanish Reading TAKS

LEP students in CISD taking the 2007 third grade Spanish Reading TAKS outperformed their counterparts across Texas (94% CISD, 75% State); with a difference of 19 percentage points over the state results. Third grade 2007 scores increased 7 percentage points compared to 2006 and 21 percentage points compared to 2005. Fourth grade Spanish test takers outperformed the state (85% CISD, 77% State) with a difference of 8 percentage points this year. Fourth grade Spanish Reading TAKS increased by 9 percentage points from CISD 2006 results and 21 percentage points from CISD 2005 results. Fifth grade Spanish scores (76 students) indicated a score above the state average (93% CISD, 78% State). Fifth graders taking the reading test in Spanish outperformed their counterparts across the state with a difference of 15 points this year. There was an increase of 12 percentage points in fifth grade Spanish Reading from 2006 to 2007 and 24 percentage point increase from 2005 to 2007. Sixth grade Spanish scores (19 students) were also above the state standards (79% CISD, 75% State.)

District to State Comparisons

LEP Spanish TAKS Results	Spanish Reading					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
3 rd Grade	94	75	87	76	73	83
4 th Grade	85	77	76	76	64	69
5 th Grade	93	78	81	65	69	78
6 th Grade	79	75	82	66	52	59

LEP English Reading TAKS

LEP students in CISD that participated in the Reading TAKS in English in grades third, fourth, and fifth scored above their LEP cohorts across the state. In the sixth grade, CISD LEP students scored four percentage points below the state; however 11% of the students taking the same test scored commended performance. Third and fifth graders taking the English Reading TAKS this (2007) year increased their scores when compared to scores in CISD 2006 and continue to surpass the state passing rate.

LEP English TAKS Results	English Reading					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
3 rd Grade	88	73	87	81	94	87
4 th Grade	72	66	83	63	57	58
5 th Grade	90	52*	48	48	59	57
6 th Grade	63	67	69	64	59	51

**indicates preliminary state data*

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Secondary LEP Reading and English Language Arts

Conroe ISD seventh, eighth, and eleventh grade LEP students did not outperform their counterparts across the state in English Reading and ELA. However, ninth and tenth grade reading scores surpassed the state scores. CISD seventh grade students taking the Reading and Language Arts TAKS in 2007 increased their performance by 16% compared with the scores they obtained in 2006. CISD eighth and ninth grade follow in the same pattern as seventh grade and increased their passing rate by 13% in 8th grade and 5% in 9th grade.

LEP Reading English Language Arts TAKS Results	Reading and English Language Arts					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
7 th Grade Reading	40	41	24	29	35	33
8 th Grade Reading	47	49	34	32	26	40
9 th Grade Reading	45	38	40	41	25	40
10 th Grade ELA	35	34	42	32	32	20
11 th Grade ELA	29	33	28	35	37	34

LEP 4th Spanish Writing

Students taking the fourth grade Spanish TAKS Writing scored 1 percentage point below the rating of the state for 2007. However, 21% of the students taking the 4th grade Spanish Writing test achieved commended performance.

LEP Spanish Writing TAKS Results	Spanish Writing					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
4 th Grade	92	89	93	90	91	87

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LEP English Writing TAKS

In 4th grade English TAKS Writing our CISD LEP students scored above the state level during 2007 by 3 percentage points. LEP students in 7th grade scored 2 percentage points lower when compared to their counterparts across Texas. Fourth graders increased their 2007 CISD scores by 3 percentage points when comparing them to the 2006 CISD results.

LEP English Writing TAKS Results	English Writing					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
4 th Grade	86	83	83	83	75	80
7 th Grade	65	67	61	56	61	52

LEP Elementary Spanish Math TAKS

CISD LEP Spanish TAKS Math scores in 3rd and 4th grades have increased from 2006 to 2007 and continue to significantly outperform scores at the State level. Fifth grade scores are 1 percentage point above the state scores this year. As shown, in the table below, the area of focus is 6th grade math; in which CISD scored 12 percentage points below the state level.

LEP Spanish TAKS Results	Spanish Math					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
3 rd Grade	83	73	70	69	67	67
4 th Grade	83	72	69	69	66	64
5 th Grade	62	61	68	47	66	44
6 th Grade	44	56	63	52	48	44

LEP Elementary English Math TAKS

LEP English Math scores in 3rd, 4th and 5th grade levels continue to surpass the state results by a considerable amount. However, there was a drop in sixth grade by 10 percentage points from CISD 2007 results to CISD 2006 results. CISD sixth grade results were 2 percentage points below the state level results.

LEP English TAKS Results	English Math					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
3 rd Grade	83	73	83	75	85	72
4 th Grade	85	75	86	72	74	68
5 th Grade	84	80	78	63	77	58
6 th Grade	54	56	64	54	86	41

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LEP Secondary English Math TAKS

CISD secondary LEP students continue to perform above the state level in English Math TAKS on 8th and 9th grades, but below the state in seventh and tenth grade. Seventh and eighth grades increased by 4 percentage points from CISD 2007 to CISD 2007 and 9th grade increased by 12 percentage points. However, tenth grade scored 11 percentage points below the state level results and decreased by 14 percentage points when comparing CISD 2007 to CISD 2006 on the English Math TAKS.

LEP Secondary TAKS Results	English Math					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
7 th Grade Math	43	44	39	33	41	25
8 th Grade Math	43	36	39	29	23	22
9 th Grade Math	27	22	15	19	27	18
10 th Grade Math	15	24	28	23	23	18
11 th Grade ELA	42	44	<i>Not previously reported</i>			

LEP Science TAKS

CISD decreased the amount of 5th grade Science in Spanish tests takers by 45% and increased performance in test results by 17 percentage points when comparing CISD 2007 to CISD 2006 results. CISD 5th graders also outperformed the state by 6 percentage points.

The English Science test in grades eight and eleven are administered and reported for the first time this year. CISD 5th, 8th, 10th and 11th grade LEP students that took the English Science test scored below the state level. CISD fifth grade LEP students taking the English Science TAKS decreased their scores by 4 percentage points from CISD 2007 to CISD 2006 and scored 1 percentage point below the state level. CISD eight grade LEP students taking the English Science TAKS scored 4 percentage points below the state level and CISD tenth grade LEP students taking the English Science TAKS decreased their scores by 1 percentage point from CISD 2007 to CISD 2006 and scored 1 percentage point below the state level. Eleventh grade LEP students who took the English Science TAKS test scored 7 percentage points below the state level.

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LEP Science TAKS Results	Spanish Science					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
5 th Grade	41	35	24	31	28	23
LEP Science TAKS Results	English Science					
	CISD	State	CISD	State	CISD	State
5 th Grade	48	49	52	46	35	31
8 th Grade	16	22	<i>Not previously reported</i>			
10 th Grade	13	14	14	13	18	11
11 th Grade ELA	26	33	<i>Not previously reported</i>			

LEP Social Studies TAKS

CISD LEP students continue to score above the state levels for LEP students in the 8th and 10th grades in the area of Social Studies. CISD outperformed the state in the area of 10th grade LEP students who improved by 7 percentage points when comparing 2007 to 2006 results. The state only increased by 5 percentage points. Eleventh grade was not previously reported for the 2005 – 2006 school year; however CISD 11th grade LEP students outperformed the state by 4 percentage points in the first administration of the Social Studies exit level test.

LEP Social Studies TAKS Results	English Social Studies					
	CISD 2007		CISD 2006		CISD 2005	
	CISD	State	CISD	State	CISD	State
8 th Grade	54	53	54	46	59	50
10 th Grade	56	46	49	41	49	43
11 th Grade ELA	69	62	<i>Not previously reported</i>			

Annual Measurable Assessment Objectives (AMAOs)

The Annual Measurable Assessment Objectives (AMAOs) accountability system is based on the Texas English Language Proficiency Assessment System (TELPAS) and the TAKS test results of Limited English Proficient students. In response to federal testing requirements of the No Child Left Behind Act of 2001 (NCLB), the Texas Education Agency (TEA) developed the Texas English Language Proficiency Assessment System (TELPAS). This system has two components: the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). Both components are designed to assess the progress that limited English proficient (LEP) students make in learning the English language.

Under NCLB, states' English language proficiency assessments must assess students annually in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. In Grades K – 2 TOP assesses the following language domains:

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listening, speaking, reading, and writing. In Grades 3–12 TOP assesses the following language domains: listening, speaking, and writing. The domain of reading in grades 3–12 is assessed through RPTE. Together, RPTE and TOP provide TELPAS performance data used to fulfill state and federal reporting requirements. TOP enables teachers to **holistically rate** each LEP student’s English language proficiency based on classroom observations and daily interactions. TOP is administered to all eligible LEP students, including LEP students who do not participate in a bilingual or an English as a second language (ESL) program because of a parental denial.

These assessments will determine whether a school district has met the 3 AMAOs. AMAO 1 measures the percent of LEP students who make progress in learning English in K-2 and 3-12. AMAO 2 measures the percent of LEP students who attain English language proficiency in K-2 and 3-12. AMAO 3 measures the Adequate Yearly Progress (AYP) of LEP students as described in section 1111(b)(2)(B) of No Child Left Behind (NCLB). The performance targets for AMAO 3 are the AYP targets already in place.

The following table is provided as part of this report for information purposes only. Each grade level is represented and compared to the state results. The data is collected into additional subgroups, which is used to measure AMAOs, as indicated further in this report.

2007 TELPAS Proficiency Levels for Grades K-12 Composite Ratings (Listening, Speaking, Reading, and Writing)

Year	CISD				State			
	B	I	A	H	B	I	A	H
2007								
K	82	10	5	3	67	18	10	5
1 st	49	22	18	10	42	27	19	12
2 nd	31	34	19	17	23	32	27	18
3 rd	13	24	27	36	11	19	26	45
4 th	6	15	38	40	8	14	41	38
5 th	4	7	37	52	6	11	35	48
6 th	5	9	50	36	6	11	48	36
7 th	4	15	51	30	6	12	47	35
8 th	2	7	43	48	4	10	44	42
9 th	14	21	47	18	14	19	46	21
10 th	6	18	49	26	8	15	49	29
11 th	4	13	44	38	5	11	48	36
12 th	4	14	45	38	4	11	48	37

B=Beginning I=Intermediate A=Advanced H=Advanced High

The following tables show Kindergarten through second (K-2) and third through twelfth (3-12) combined scores for CISD and State TELPAS results based on reports received in May of 2007. The Federal Government uses the following summarized data to indicate if any given school district has met the expectation for AMAO 1.

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A total of 1,776 CISD LEP students grades Kindergarten through second (K-2) were rated in all Language Areas this year. The chart shows TELPAS composite ratings. The composite ratings results indicate that 56% are in the beginning level in CISD (44% State), 21% in the Intermediate level in CISD (26% State), 14% are in the Advanced level in CISD (19% State), and 9% are in the Advanced High level in CISD (11% State). Results from the 2006 TELPAS compared to the 2007 TELPAS report specify the following, CISD indicates in the Beginning level a decrease by 3% (59% from 56%), in the Intermediate level a decrease by 4% (25% from 21%), in the Advanced level a increase by 3% (11% from 14%), and in the Advanced High level a increase by 4% (9% from 5%). The trends signify steady progress of student English Language Acquisition through the grade levels.

2007 TELPAS Proficiency Levels for Grades K-2 Composite Ratings (Listening, Speaking, Reading, and Writing)

Grades	CISD				State			
	B	I	A	H	B	I	A	H
2007	56	21	14	9	44	26	19	11
2006	59	25	11	5	47	25	17	10

B=Beginning I=Intermediate A=Advanced H=Advanced High

A total of 2,270 CISD LEP students in third grade through twelfth (3-12) were rated in all Language Areas this year. The chart shows both reading and composite ratings. The composite ratings results indicate that 8% are in the beginning level in CISD (8% State), 16% in the Intermediate level in CISD (14% State), 39% are in the Advanced level in CISD (39% State), and 37% are in the Advanced High level in CISD (39% State). Results from the 2006 TELPAS compared to the 2007 TELPAS report specify the following, CISD indicates in the Beginning level a decrease by 4% (8% from 12%), in the Intermediate level a decrease by 2% (12% from 18%), in the Advanced level a decrease by 1% (39% from 40%), and in the Advanced High level a increase by 7% (37% from 30%). The trends signify steady progress of student English Language Acquisition through the grade levels.

2007 TELPAS Proficiency Levels for Grades 3-12 Composite Ratings (Listening, Speaking, Reading, and Writing)

Year	CISD				State			
	B	I	A	H	B	I	A	H
2007	8	16	39	37	8	14	39	39
2006	12	18	40	30	11	16	41	32

B=Beginning I=Intermediate A=Advanced H=Advanced High

The following tables show percentages of LEP students in grades K – 2 and 3-12 making Average Yearly Progress (AYP) in TELPAS proficiency levels. CISD LEP students surpassed their state counterparts into two areas. CISD was 3 percentage points higher

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than the state the area where students progressed by 2 levels and by 1 percentage point in 1 or more proficiency levels achieved from 2006 to 2007. Due to the first time report by the state, data collected for Grade Levels K–2 do not have comparison years.

Making Yearly Progress in TELPAS Proficiency Levels Grades K-2

YEAR	CISD				State			
	1 Level	2 Levels	3 Levels	At Least 1 Level	1 Level	2 Levels	3 Levels	At Least 1 Level
06-07	32	13	3	48	37	11	2	51

Making Yearly Progress in TELPAS Proficiency Levels Grades 3-12

YEAR	CISD				State			
	1 Level	2 Levels	3 Levels	At Least 1 Level	1 Level	2 Levels	3 Levels	At Least 1 Level
06-07	50	13	1	64	52	10	1	63
05-06	50	7	1	58	47	9	1	57
04-05	52	7	1	59	47	5	1	53

(Progress Based on Composite Ratings)

Departmental Improvement Goals for 2007-2008

The Department of Bilingual/ESL Programs begins the 2007–2008 school year with two new second language acquisition programs. The Bilingual/ESL Council, which consists of district administrators, campus principals and instructional coaches, has researched various Bilingual and ESL programs and models and has chosen program models which produce the best results in Limited English Proficient students.

Our program at the Elementary level is a new Bilingual Education model called the English Language Acquisition Model (ELA Model) with Dual Language Components. The ELA Model will be introduced and implemented District-wide by Pre-Kindergarten and Kindergarten teachers. The ELA Model consists of all current academic initiatives in our district, such as C.I.S.D. Reads, small group instruction, differentiated instruction, etc. In addition to our current practices our ELA Model adds one-way dual language components. One-way dual language instruction is for bilingual students who are learning the second language of English. Instruction is delivered equally in English and Spanish throughout the school day. Both Pre-Kindergarten and Kindergarten students are taught half the day in Spanish and half the day in English. Dual language instruction is learning all content areas in two languages versus learning two languages. Fifty-four Pre-Kindergarten classes and thirty-three Kindergarten classes will participate in our first

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year of implementation. Teachers will be trained every nine weeks in the curriculum expectations and implementation techniques of our ELA Model.

At the secondary level, The International Student Academy (ISA) is an innovative program which gives opportunities for our newcomers who are non-English speaking. It is our effort to intensify instruction in English for our recent arrivals. Newcomers are served in an intense one semester program which immerses the students into English. After the first semester, students are then mainstreamed into regular education classes with teachers who have been trained in sheltered instruction methodologies. On the master schedule, five designated positions will be held for students who are second language learners. Newcomers will be scheduled with students who are at various academic levels. This differs from our previous practice in which students who were ESL were served in the same classroom with the same teachers. Sheltered instruction now meets our “all means all” commitment to our students. Campuses which will serve as the first year pilot for our ISA are Conroe High School and Washington Junior High.

This current year, the Bilingual/ESL Council will continue meeting periodically to address and discuss the program areas that need to be improved or changed. Members will continue to review council recommendations, discuss procedural changes, and continue to support the implementation and success of both the new PK and K English Language Acquisition Model with Dual Language Components and the International Student Academy. In addition, the Bilingual/ESL Council will continue to overseeing the implementation of the current Bilingual/ESL Transitional Model with and Early-Exit Emphasis grades first through sixth and review the progress and success of 26 English Language Acquisition grade level pilots in grades first through sixth grade. Staff development, instructional planning, resources, and support for new and current bilingual teachers, compliance issues and English as a Second Language grading guidelines in both the ESL and Bilingual classrooms will continue to be the point of discussion. The Bilingual/ESL Council will also support the Bilingual/ESL Department as it addresses the needs of teachers and principals who are new to Bilingual/ESL programs.

The Department of Bilingual/ESL Programs will continue to support the district T³ Model and T³ Taught: Differentiated Instruction to address the achievement and instruction of English language learners in closing the linguistic and academic achievement gap. The use of Differentiated Instruction foundational research of Multiple Intelligences, Cooperative Learning, and Brain-Based Learning will be addressed throughout staff development as well as differentiating the content, process, product, and environment. Bilingual and ESL teachers will have staff development on Differentiated Instruction, management/strategies of tier assignments, flexible groupings, and anchor activities.

A special focus will be placed on teachers participating in the district’s new program models. Teachers of Bilingual Pre-Kindergarten and Kindergarten classroom and ESL teachers of the International Student Academy will be trained every nine week period to review curriculum changes and expectations of program implementation.

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The Department of Bilingual/ESL Programs will host after school vertical team meetings for both elementary and secondary grades. First through sixth grade will attend staff development which will redefine the expectations of our current Bilingual Transitional Model with and Early Exit Emphasis. Elementary vertical meetings will consist of reviewing the process of putting into practice teaching curriculum instruction in both languages. The elementary trainings will focus on teaching Spanish and English Language Arts TEKS, integrating ESL district curriculum and reviewing English grading guidelines. Secondary teachers will attend staff developments that will review the ESL district curriculum, ESL grading guidelines and the implementation of ESL TEKS into the content areas of Reading/Language Arts, Math, Science and Social Studies.

For elementary and secondary teachers, the SIOP (Sheltered Instruction Observation Protocol) will continue being part of the Bilingual/ESL staff development plan. Specific focus on the core content areas with emphasis in Science and Math will be supported by the Bilingual/ESL Program. For elementary teachers teaching in the Spanish Bilingual classroom, the Bilingual/ESL Program will offer student tutorials and after school trainings for teachers on developing science concepts in the bilingual classroom. The Bilingual/ESL Department will work closely with the Science Department to provide teachers trainings and workshops on how to utilize instructional strategies and resources such as glossaries, vocabulary TAKS cards, dictionaries, and the study of the Science TEKS to address the achievement gap of English language learners in the area of science.

The English Language Learning System (ELLIS) program is now available to all CISD campuses. The ELLIS, which is a supplemental computer based program to the ESL curriculum for the learning of English, is correlated to TEKS and TAKS. It also complies with No Child Left Behind (NCLB) standards. Training for both elementary and secondary teachers will be incorporated in the department staff development plan.

The Department of Bilingual/ESL Programs will continue to build leadership among the Bilingual/ESL Master Cadre by creating a community of teacher leaders assisting other teachers. The goal is to build the leadership capacity of the district's bilingual and ESL teachers through participation in the teacher cadre. Teachers can become staff development presenters, curriculum writers, resource evaluators, or demonstration teachers. The Bilingual/ESL department will periodically provide training to the Bilingual/ESL Master Cadre on language acquisition and academic concepts. The Department of Bilingual/ESL Programs assisted by the Bilingual/ESL Cadre will provide classroom instructional support and staff development to Bilingual/ESL teachers new to the district throughout the year. Trainings and workshops on enhancing the linguistic and academic achievement of English language learners will be offered to all teachers in the fall and in the spring of 2007-2008 to increase the levels of proficiency and academic achievement of LEP students.

The Department of Bilingual/ESL Programs conducted an inner district audit of Limited English Proficient documentation throughout the district. The audit was conducted by four district assistant principals. The audit consisted of reviewing both campus level

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documentation and student green folders of current and exited students. Student green folders were reviewed for compliance timelines, accuracy of recommendation to programs, correct exit criteria meet and continuous monitoring of student after exit. Campus documentation was reviewed for location, timelines of LPAC meetings held, accuracy of school wide information for current students in the program and exited and monitored students performance. The results concluded from the audit will be used to uniform district procedures and train new and current school personnel with appropriate knowledge of federal and district compliance guidelines in LEP documentation. Mandatory program trainings (LPAC, Stanford/Aprenda, Pre-IPT and IPT Oral, LAT, TELPAS, TAKS) will continue being offered in the fall and spring. Additional instructional and programmatic staff development will be offered throughout the year.

The Assistant Superintendent of Elementary Schools and the Director of Bilingual/ESL Programs met with principals of The Woodlands Feeder System throughout the summer to discuss a one year intervention plan to arrange helping schools without Spanish speaking professionals for the initial Limited English Proficient student enrollment of 2007–2008 school year. A transition procedural plan was developed for the beginning of the school year then after group discussion; campuses evolved into plan of natural pairs among school to assist in the testing and placement of student who qualify for Bilingual and ESL programs throughout the remaining school year. The Bilingual/ESL Director provided an overview of the Bilingual/ESL Programs and compliance issues and support to Principals in The Woodlands Feeder System. The Bilingual/ESL Department will continue to provide high quality staff development to teachers and administrators focusing on specific instructional strategies and support for new and current ESL teachers and program regulations and procedures including the procedures for conducting LPAC meetings.

During the third and fourth week of August, new and veteran bilingual and ESL teachers were trained in the areas of reading development, math concepts, instructional and program issues, and ESL strategies and methodologies. New bilingual and ESL teachers were trained by the Director of Bilingual/ESL Programs during the Novice Teacher Academy in the areas of instructional strategies, and program and compliance issues. New bilingual teachers also received training on program regulations, bilingual/ESL lesson plans and curriculum, resources, and CISD expectations.

A new International Bilingual Teacher Academy has been implemented for the 2007-2008 school year to offer additional support to bilingual teachers new to the country. Training session will take place four times throughout the school year. The Director of Human Resources for Elementary Education will assist the Department of Bilingual/ESL Programs to offer informative and accurate assistance in the areas of assimilating to the American educational system, to address personnel issues, district policies and expectations. The following topics will be addressed throughout the four training session: Understanding and Motivating the American Child, School Administration Expectations, The U.S. Educational School System, Assessment and Accountability, The

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Purpose of Bilingual Education-Conroe ISD Model Put into Practice, Classroom Management and Control and Communication with Student Families.

The Curriculum and Instruction/Staff Development Department and the Human Resources Department will continue to work as a team to support Bilingual/ESL teachers with their cultural needs and instructional training toward the retention and hiring of qualified personnel. Training and workshops have been planned for the Fall and Spring semesters in the areas and disciplines that need immediate attention. A staff development plan addressing the needs of veteran and new Bilingual/ESL teachers has been developed.

In addition, the Bilingual/ESL Program will continue to prepare teachers who are seeking their ESL certification. ESL TExES Mini Academies will continue to be offered prior to each state testing date during this academic year. Our district is pleased to offer a reimbursement plan of the TExES test cost and a limited opportunity for reimbursement for adding on the ESL Certification as part of our recent initiative to expand ESL classes at the elementary level.

The new Elementary Bilingual/ESL Instructional Coach will assist the elementary and intermediate campuses by providing staff development, classroom demonstrations, instructional support and resources, and technical assistance on Bilingual/ESL compliance issues to new and current teachers, counselors, and administrators.

The Secondary ESL Instructional Coach will assist the secondary campuses by providing staff development, classroom demonstrations, instructional support and resources, and technical assistance on ESL compliance issues to new and current teachers, counselors, and administrators.

Both the Bilingual/ESL Instructional Coach and the Secondary ESL Instructional Coach will be members of the Bilingual/ESL Council, assisting the Director of Bilingual/ESL Programs and providing elementary and secondary program feedback to the rest of the council members.

The Director of Bilingual/ESL Programs and the Director of Community and Outreach Programs, with the assistance of the ESL Instructional Secondary Coach, will be addressing the linguistic and academic gaps of the newcomers (5th-12th) who are non-English speaking by providing after-school tutorials throughout the school year. The after school programs are called the English Language Acquisition Academies. The instructional focus of the after school academies will begin with an intervention program addressing first through eight grade basic curriculum concepts in the content areas of reading, mathematics, social studies and science, in the native language of Spanish. The Spanish language will be used as a bridge for learning key concepts in English. Basic vocabulary skills and knowledge in the content areas will assist students in acquiring the second language of English. The language acquisition tutorials will also continue to accelerate the English language acquisition of the newcomer students by providing

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intensive after school academic interventions, community experiences, and parental involvement activities.

SPECIAL EDUCATION

2007 TAKS and SDAA II Results

The way in which a student receiving Special Education services will participate in the Texas Student Assessment Program is determined by the student's Admission Review and Dismissal (ARD) Committee. Characteristically, students receiving TEKS instruction on grade level with no accommodations that would invalidate the test are determined to take TAKS.

Overall in 2007, the CISD students receiving special education services taking TAKS far surpassed the state in the percent of students who met standard in all areas. A highlight for CISD was outperforming the state by 17% in math.

2007 Special Education TAKS Results District to State Comparison Panel Recommendation						
TAKS Results	Special Education					
	CISD 2005	CISD 2006	CISD 2007	State 2005	State 2006	State 2007
Reading	82	85	84	65	70	75
ELA	66	75	74	46	59	60
Math	74	73	75	49	54	58
Writing	83	88	88	75	79	80
Science	62	62	61	37	48	49
Social Studies	82	82	82	64	66	71

2007 TAKS results for CISD students receiving Special Education Services showed a 2% increase in Math meeting standards. The same percentage was held in 2007 in Social Studies and Writing meeting standards. There was a 1% decrease in Science and Reading and Language Arts meeting standards.

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Comparison of 2005, 2006, and 2007 TAKS Special Education Panel Recommendation			
TAKS Results	Special Education Percent meeting standard		
	CISD 2005	CISD 2006	CISD 2007
Reading	82	85	84
ELA	66	75	74
Math	74	73	75
Writing	83	88	88
Science	62	62	61
Social Studies	82	82	82

The State-Developed Alternative Assessment II (SDAA II) was a module of the Texas Assessment Program designed for students who receive special education services and for whom TAKS was not appropriate, even with allowable accommodations. The achievement level was determined by the student’s expected progress in the subject area, and it allowed for an evaluation of that progress from year to year. Students who performed at or above the achievement levels that were submitted by the ARD Committee were determined to have “Met ARD Expectations.”

The 2007 SDAA II was available in grades 3 through 10 and covered math, reading, ELA, and writing. The number of students in CISD meeting ARD expectations in 2007 decreased from 94% to 93%, however CISD still maintained an advantage over the state by 4 %.

2007 SDAA II Data Percent Meeting ARD Expectation District to State Comparison		
	Met ARD Expectations	
	CISD	State
2007 (SDAA II)	93%	89%
2006 (SDAA II)	94%	84%
2005 (SDAA)	93%	79%

Increased expectations in state assessment due to No Child Left Behind (NCLB) are causing the SDAAI to be discontinued. The extinction of the SDAAI for the 2007-2008 school year will bring challenges to the district of assessing more students receiving special education services with TAKS. TAKS-Inclusive has been renamed to TAKS-Accommodated; however, it still maintains the same components such as grade level content with larger font, more white space, and elimination of the field test questions. For the 2007-2008 year, the following TAKS Accommodated grades and subjects count toward accountability: Science grades 5, 8, 10, 11, Social Studies grades 8, 10, 11, ELA grade 11 and Math grade 11. Other grades and subjects are ‘Report Only.’”

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TAKS Modified (TAKS-M) is a new federally approved test for the 2007-2008 school year designed for students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precluded the achievement of grade-level proficiency within a school year and meet all four participation requirements. TAKS Modified is also based on grade level content. It will have fewer items, reduced number of answers, simplified sentence structure, vocabulary and graphics. It will also have a simplified number of steps and numbers with conversions given and extraneous information deleted when possible. Griddable questions or those with “not” will also be deleted. A statewide field test will be given in October, 2007. TAKS-M is subject to a math and reading participation cap for AYP calculation of 2% of the enrolled student population in the AYP grades (3-8 and 10).

TAKS Alternative is another federally approved test that is designed for students with the most severe cognitive disabilities and meet all five of the participation criteria. TAKS-Alt is subject to a participation cap for AYP calculation that is 1% of the enrolled student population in the AYP grades (3-8 and 10).

Progress Toward 2008 Goals

Efforts were greatly expanded in the 2006-2007 school year for the implementation of responsible inclusion practices for all students. The Department of Special Education Services implemented strategies for better serving students in their Least Restrictive Environment. Intensive staff developments were conducted, which involved training for every campus in CISD in the team approach of including students with disabilities into general education classrooms. Campus teams learned strategies in utilizing both special and general education staff within the general education setting. Strategies include varying degrees of co-teaching and support facilitation in unified efforts to bridge achievement gaps as set forth by students’ individual education plans. The key component is to provide students access to on-level TEKS/TAKS-aligned curriculum, content and assessment along with their peers through the individualization of modification and accommodations.

Shared staff development, active coaching, curriculum writing, and lesson plan development, best practices in Differentiated and multilevel instruction have been a consistently applied focus in CISD. Teacher Cadres in the core subject areas have fostered collaboration between general education and special education and is a part of the larger district staff development model to build leadership capacity and a uniform basis among district teachers. District-wide T³ initiatives and staff development of Differentiated Instruction, Multiple Intelligences, Cooperative Learning, Brain-Based Learning, and Strategies/Management including tiered assignments, flexible groupings, and anchor activities, as well as training in differentiating the content, process, product and environment, have given teachers the foundation to implement quality instruction to all students.

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Departmental Improvement Goals for 2007–2008

The Department of Special Education Services and the Curriculum and Instruction Department will continue to target a cohesive ownership of all students by all staff in school to promote a focused, unified system. Steps will continue to involve special and general education teachers in shared staff development opportunities with the T³ (TEKS Taught Tested) framework. District-wide initiatives will continue to be the focus for implementing Differentiated Instruction including the foundational research of Multiple Intelligences, Brain-Based Learning, and Cooperative Learning into all classrooms. These efforts will result in an increase in teacher skills and confidence in differentiating instruction in diverse classrooms. With the district T³ initiatives including Differentiated Instruction, this inclusive vision for all students comes at the most select time. It allows for special education teachers to learn and invest in on-level content areas, non-fiction reading on the lesson stems, and cross-curricular integration of subject areas.

Numerous and varied opportunities for staff development led by the Department of Special Education Services will continue to be provided to general and special educators in applying effective, research-based best practices in the instruction of students with disabilities including positive behavioral supports, quality data collection and the development of measurable Individual Education Plans (IEPs).

The Department of Special Education Services is committed to providing quality services for students with disabilities in a unified system based upon individual student needs. Seamless and consistent partnerships with general and special educators in combination with raising our expectations will add value to all the students of CISD.

GIFTED AND TALENTED

2007 TAKS Results

Conroe Independent School District’s gifted and talented students met or exceeded the state percentages for meeting standards at every grade level content area test.

Conroe Independent School District’s gifted and talented students recognized as commended significantly exceeded the state average in every content area and grade level. The following table reflects how much the state average was exceeded for each subject area across the grade levels in percentage points:

Differences in Exceeding State Averages for GT Students in CISD

	Minimum Difference	Maximum Difference	Average Difference
Reading/English	4	21	12
Writing	8	18	13
Math	11	25	18
Science	15	25	19
Social Studies	11	20	16

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CISD gifted students increased their commended status on 20 out of the 27 tests for the 2006-2007 school year compared to 16 out of the 27 tests for the 2005-2006 school year and 14 out of the 27 tests for the 2004-2005 school year.

2006-2007 GT Reading TAKS Results-District to State Comparisons

GT	English Reading TAKS			
	2006		2007	
	CISD Met Standards (Commended)	STATE Met Standards (Commended)	CISD Met Standards (Commended)	STATE Met Standards (Commended)
Third Grade	100 (96)	99 (83)	100 (87)	99 (78)
Fourth Grade	100 (77)	99 (55)	100 (91)	99 (70)
Fifth Grade	99 (75)	98 (60)	100 (77)	99 (63)
Sixth Grade	100 (90)	100 (80)	100 (94)	100 (90)

All CISD GT students in grades three, four, and six met the standards on the Reading TAKS while GT fifth graders moved up to 99 percent meeting the standards. Gains in commended status were made in grades three and five. GT students in grade four maintained the same percentage as last year while sixth grade moved from 93 to 90 percent commended which is still much higher than the state commended at 80 percent.

2006-2007 GT Reading/ELA TAKS Results-District to State Comparisons

GT	English Reading/ELA TAKS			
	2006		2007	
	CISD Met Standards (Commended)	STATE Met Standards (Commended)	CISD Met Standards (Commended)	STATE Met Standards (Commended)
Seventh Grade	99 (66)	99 (59)	100 (71)	99 (65)
Eighth Grade	100 (88)	99 (79)	100 (89)	100 (82)
Ninth Grade	100 (64)	99 (54)	100 (73)	99 (59)
Tenth Grade	100 (45)	99 (40)	99 (48)	98 (36)
Eleventh Grade	99 (64)	98 (52)	100 (78)	99 (62)

One hundred percent of CISD GT students in grades seven and eleven met the standards on the ELA TAKS coming up from ninety-nine percent last year. One hundred percent of CISD GT eighth and ninth graders continued to meet the standards while GT students in grade ten fell to ninety-nine percent meeting the standards. A loss was also realized at the state level in the number of tenth graders meeting standards. Gains in the number commended in ELA TAKS were found in all of the grade levels. CISD remains well above the state in the number of GT students commended on the ELA TAKS. In fact, tenth graders in the state of Texas realized a loss in the number of GT commended while CISD gained 3 percentage points in the number of GT commended at the tenth grade level.

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2006-2007 GT Writing TAKS Results-District to State Comparisons

GT	English Writing TAKS			
	2006		2007	
	CISD Met Standards (Commended)	STATE Met Standards (Commended)	CISD Met Standards (Commended)	STATE Met Standards (Commended)
Fourth Grade	99 (71)	99 (49)	100 (79)	99 (61)
Seventh Grade	99 (86)	99 (76)	100 (77)	100 (69)

All CISD GT fourth and seventh graders met the standards on the Writing TAKS improving from ninety-nine percent last year. A gain was made in fourth grade in the number of GT students commended and a loss in the number commended in grade seven. The state also realized a loss in the number of GT commended at seventh grade.

2006-2007 GT Math TAKS Results-District to State Comparisons

GT	English Math TAKS			
	2006		2007	
	CISD Met Standards (Commended)	STATE Met Standards (Commended)	CISD Met Standards (Commended)	STATE Met Standards (Commended)
Third Grade	100 (92)	99 (71)	100 (91)	99 (72)
Fourth Grade	100 (92)	99 (75)	100 (96)	99 (77)
Fifth Grade	99 (88)	99 (81)	100 (92)	99 (82)
Sixth Grade	99 (88)	99 (76)	99 (89)	99 (78)
Seventh Grade	100 (65)	98 (48)	100 (74)	98 (55)
Eighth Grade	100 (73)	97 (53)	99 (71)	98 (58)
Ninth Grade	99 (79)	95 (55)	100 (81)	96 (61)
Tenth Grade	100 (70)	95 (45)	99 (73)	96 (51)
Eleventh Grade	100 (70)	98 (54)	100 (80)	98 (55)

All CISD GT students in grades three, four, seven, eight, ten, and eleven met the standards on the Math TAKS. Grades five, six, and nine are at 99 percent meeting the standards. Gains in commended status were made at grades three, four, five, eight, and ten. Tenth grade GT students realized the most significant gain of 16 percentage points. Even though percentages of those commended in grades six, seven, nine, and eleven dropped, the drop was slight and the end percentages are still much higher than those realized at the state level.

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2006-2007 GT Science TAKS Results-District to State Comparisons

GT	2006		2007	
	CISD Met Standards (Commended)	STATE Met Standards (Commended)	CISD Met Standards (Commended)	STATE Met Standards (Commended)
Fifth Grade	99 (81)	97 (60)	100 (87)	98 (72)
Eighth Grade	99 (58)	97 (44)	99 (71)	97 (55)
Tenth Grade	98 (56)	94 (41)	97 (62)	93 (42)
Eleventh Grade	100 (49)	97 (33)	100 (64)	98 (39)

All CISD fifth and eleventh grade GT students met the standards on the Science TAKS. This was an improvement for the fifth grade as they were at ninety-nine percent last year. The eighth grade GT students remained at ninety-nine percent while the tenth grade GT students lost a percentage point in meeting the standards. GT tenth graders across the state also lost a percentage point in meeting the standards on the Science TAKS. All grade levels in CISD increased the number reaching commended status on the Science TAKS.

2006-2007 GT Social Studies TAKS Results-District to State Comparisons

GT	2006		2007	
	CISD Met Standards (Commended)	STATE Met Standards (Commended)	CISD Met Standards (Commended)	STATE Met Standards (Commended)
Eighth Grade	100 (92)	99 (73)	100 (88)	99 (77)
Tenth Grade	100 (90)	99 (71)	100 (91)	99 (75)
Eleventh	100 (86)	100 (65)	100 (94)	100 (74)

All CISD eighth, tenth, and eleventh grade GT students continue to meet the standards on the Social Studies TAKS which is not the case in the state of Texas. Gains in the number commended were realized in grades ten and eleven. We realized a loss in the number commended in grade eight even though we still remain well above the state commended percentage.

Progress Toward 2010 CISD Goals

All CISD GT students in grades three, four, five, and six met the standards on the Reading TAKS. GT students made gains on the ELA TAKS in the seventh and eleventh grades with 100 percent meeting the standards. The remaining grades maintained the progress that they have achieved last year with the exception of the tenth grade that went down a percentage point from last year in meeting the standards as did GT students across the state. GT students increased the number meeting the standards on the Writing TAKS. Now all CISD GT students meet the standards. GT students maintained their

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progress in meeting the standards on the Math TAKS in grades three, four, six, seven, and eleven. Both grades five and nine went from ninety-nine percent meeting the standards to one hundred percent. Grades eight and ten experienced a one percentage point drop in the number meeting the standards on the Math TAKS. Fifth grade GT students made a gain on the Science TAKS while the eighth graders and eleventh graders maintained their progress in meeting the standards. Tenth grade realized a one percentage point decline in the number meeting the standards on the Science TAKS as did GT students across the state. Social Studies remains the only area in which all of our GT students continue to meet the standards and have over the last five years.

CISD GT students realized gains in the number commended in twenty of the twenty-seven TAKS testing categories up from 16 last school year and fourteen from the year before. The largest gains were realized in the eleventh grade in Math and Science with an increase in commended of 25 percent on both tests. The smallest increase was a 2 percent increase in fifth grade Reading. The average gain in students being commended was 15. That gain is up by 5 percent points from the last two years. CISD GT students on all levels except in third grade made gains in the number commended on the Reading/ELA TAKS. All CISD GT students made gains in being commended on the Writing TAKS. There was no maintaining of commended progress on the Math TAKS. The GT students either gained or dropped. Gains were realized in grades four, five, six, seven, nine, ten, and eleven on the number commended. Grades three and eight realized a 1 or 2 percent drop in the number commended. GT students taking the Science TAKS realized gains in the number commended at all grade levels – in eighth grade from 58 percent to 71 and in eleventh grade from 49 to 64 percent commended were the most notable. Gains were made in the number of GT students commended on the Social Studies TAKS at the tenth and eleventh grade levels. Eighth grade decreased in the number commended by 4 percentage points.

In building the number of commended GT students, we are making progress in our district goal of ensuring that this specific group of students master rigorous academic standards that prepare them for higher education and post-high school experiences through a challenging curriculum, effective instruction, and state and national assessments.

Gifted Programs continues to support core curriculum areas bringing up the number of GT students meeting standards on every single test at every single grade level this year with a gain in commended status in 20 out of the 27 tests – up 4 tests from last year. Gifted Programs continues to offer sessions on differentiation, independent study, differentiation through the use of technology, and motivating gifted students. We added sessions this year on critical thinking. Teachers were given books and materials to support ideas presented in training.

One piece that is consistently in place every year is our GT Process Skills. This is in compliance with state law that requires a continuum of learning experiences K-12 that leads to advance level products and performances. The GT Process Skills are related to

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the TEKS in an articulated K-12 continuum. This has enhanced two-way communication within feeder zones and at all levels throughout CISD. By blending the general school program with the new GT Process Skills and appropriate modifications using depth and complexity, we are in the process of contributing to CISD's goal to become an exemplary district. This also addresses Texas academic goals and objectives that all students in the public education system will demonstrate exemplary performance in the reading and writing of the English language, in the understanding of mathematics, in the understanding of science, and in the understanding of social studies.

Departmental Improvement Goals for 2007-2008

According to *Section 3 Curriculum and Instruction in the Texas State Plan for the Education of Gifted/Talented Students*, school districts are required to begin with the general school program and to modify using depth, complexity, and pacing as differentiation strategies. Every school year we are training GT teachers to first see the gifted student has a general program student and then modify according to each student's needs. During the 2007-2008 school-year, GT training will focus on techniques used to check for general school program mastery such as teachers working with their GT students to achieve commended status on all TAKS tests, as well as, checking INOVA reports on all GT students and planning for areas of concern to be addressed not only within the general school program but also in modifications. Value added to our gifted students is an expectation of our gifted programming and is expressly a part of every GT training.

As GT programming has changed over the years especially in the area of curriculum – moving from a separate curriculum document to modifying the general school curriculum – differentiation strategies comprise basic skills needed by a teacher of the gifted. GT training has consistently worked with teachers and will continue to do so in the area of T³ Taught differentiating the content, process, product, and environment and the tools of differentiation such as tiered assignments, flexible grouping, anchor activities, Bloom's Taxonomy, brain-based learning, and assorted intelligence theories such as Multiple Intelligences. Throughout the years and the varied approaches to gifted education, cross-curricular integration has been prominent and a natural response with this population. The state required independent study training emphasizes this component most prominently. Any curricular experience a teacher has with gifted students starts and ends with assessment. Conroe ISD's T³ Tested model plays an important role in their training. GT training emphasizes pre-assessment which includes TAKS, INOVA, and common assessments and observations. We are training GT teachers to use rubrics in evaluation. We have a required rubric that is to be used with GT students any time the teacher is giving points for creativity in an assignment. Teachers are being trained to encourage student self-evaluation especially in their state required independent studies. We just completed a GT training during our district inservice day that addressed the components of T³ Taught and Tested. Teachers are also taught state law in regard to equal representation in gifted programs and the support that the students from minority and low

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socio-economic backgrounds may require as we reach for commended status for all of CISD's gifted students. All of the above mentioned components are always present every time that we train – they are being introduced to teachers going into the foundation training and are reinforced and built during their maintenance training.

The 2007-2008 school year was kicked off for our district GT staff by a workshop that included research-based strategies for grouping gifted learners for instruction that ensures the highest academic gains. Plans for the next staff meeting include a workshop on teaching culturally diverse gifted students with an emphasis on Hispanic and African American populations. Participants will receive a book to accompany the instruction. Later workshops planned will explore another book written by Dr. Donna Ford on cultural diversity in gifted education.

In addition to the basics that were covered in the preceding two paragraphs, we will be addressing specific concerns in GT training for the 2007-2008 school year which will be conducted in the fall and upcoming summer. Gifted Programs completed an on-line staff development survey in May of 2007. Eighteen of our elementary schools, four of our intermediate campuses, all six of our junior highs, five of our high schools, and both academies representing 80 of our K-4 teachers, 17 of our intermediate teachers, 37 of our junior high teachers, and 33 high school teachers responded to the survey - 3 principals and 11 assistant principals also responded. In response to the survey results, we will be offering training in the following areas: (1) Independent Study for the Gifted Learner, (2) Talent Pool Inventory, (3) Critical Thinking, (4) Reynolds Intellectual Screening, (5) Tiered Assignments, and (6) Curriculum Compacting. In addition to the GT training, teachers have an opportunity to extend staff development in other areas by participating in an extension activity.

We always structure GT training to emphasize the classroom environment and teacher behaviors that control the results of our students in reaching standards and being commended. We are expecting teachers of the gifted to be student centered. We are encouraging student behaviors in active student response, state performance standards and goals for GT, advanced-level production from the students, and quality independent studies. We are asking teachers to use tiered assignments and part-to-whole differentiation within the framework of pre-assessment and flexible grouping. The INOVA feedback offers us an opportunity to actually use individualized plans for all students including our gifted. As always CISD Campus GT Coordinators will be asked to coordinate this effort on each campus.

Our overall performance goals for each school-year encompass the total school experience for the gifted student. In order to enhance this rather bold initiative, a brand new GT Cadre will be formed in the 2007-2008 school year. Their global responsibility will be to monitor the overall GT program including commended performance on TAKS and teacher training.

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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.

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