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

Goal 1: Student Achievement and Post-Secondary Success

Patterson Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post - secondary success.

1.1 Master Rigorous Academic Standards

- Index 1: Student Achievement Grades 3-4; all subjects; all students; 83 % met phase-in Level II standard
- Index 2: Student Progress Grades 3-4; Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, Science, and Social Studies. K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2

1.2 Close the Performance Gap

- Index 3: Closing Performance Gaps Grades 3-4; all subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (phase-in Level II)
- Greater than Expected Growth (AADD Indicator) in Reading and Math
- Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3

1.3 Successful Completion of High School

• Index 4: Post-secondary Readiness Attendance Rate; STAAR 41% met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACH	IIEVEMENT AND POST-SECONDARY SUCCESS
Core Analysis	Patterson Elementary School disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement. SW 1
CISD Curriculum	Patterson Elementary School implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.
	 The Reading/ELA curriculum, <i>CISD Reads</i>, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. SW 2,9 The Mathematics curriculum, <i>CISD Solves</i>, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency. SW 2,9
	• The Science curriculum, <i>CISD Investigates</i> , includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i> , the CISD science review process. SW 2,9
	• The Social Studies curriculum, <i>CISD Remembers</i> , includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. SW 2,9
CISD Best Practices	Patterson Elementary School implements and supports the following CISD best practices:
	• The Curriculum and Instruction Model (CISD Instructional Model) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process,

	 product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner's Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano's Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the TEKS, the students' Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning. SW 2,9 Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom's Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model. SW 9 Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student. SW 9
	ROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS FORMANCE GAP - INDEX 3: CLOSING PERFORMANCE GAPS
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	Index 1: Student Achievement Grades 3-4; all subjects; all students; 83% met Level II standard 90% of All students combined over all subject areas will meet phase-in Level II performance standard in STAAR, STAAR , STAAR Alternate; STAAR L. by the 2017-2018 school year. Incremental growth will occur over a three year period with 3% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year. Distinctions:
	 Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math Community and School Engagement (CASE): Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.
INDEX 2: STUDENT PROGRESS OBJECTIVES	Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp. Ed; weighted progress Campus will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities, and ELLs will meet student progress measures (weighted progress) in Reading and Math earning an Index 2 score of 55. Distinctions:
	 Will meet Top 25% Student Progress Distinction in Reading/ELA and Math Will meet AADD indicator for greater than expected growth in Reading and Math.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and III) Economically Disadvantaged students and the 2 lowest performing racial/ethnic groups from the
	previous year (White and Hispanic) will meet the weighted performance phase-in Level II and III, earning an Index 3 score of 53. Distinctions: Will meet Top 25% Closing achievement Gaps Distinction in Reading/ELA and Math
Focus Strategies	 Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 2, 9 Provide mentors to targeted at-risk students. Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.
	 Work with the ARD Committee to determine the most appropriate test levels for students with disabilities taking the STAAR Alternate test. Work with students with disabilities to increase time doing more independent practice during learning lab and work stations so that they may be eligible to be assessed at a higher level of STAAR Alt.

READING/ELA Performance Objective	 Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9 As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1 Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7 Provide new student registration for incoming students. SW 7 Review, revise, and implement daily attendance procedures to meet 98% average attendance. Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. (DSG) READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 92% of all students and student groups taking the general STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).
	Target Reporting Category 2: Understanding and Analysis of Literary Texts
Focus Strategies	 Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. New teacher trainings on CISD READS and Guided Reading will take place in August for teachers new to CISD, new to a grade level, or teachers needing a "refresher." SW 4 Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in- depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on the Fountas and Pinnell book <u>Genre Study</u>. Representatives will share this information on the home campuses for further site based staff development. SW 4 Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. Continue the integration of Elementary Language Arts into Social Studies content K-4. Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG)
WRITING	WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH
Performance Objective	90% of all students and student groups taking the general STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 4% by the 2016-2017 school year and 4% by the 2017-2018 school year and 25% will meet Level III: Advanced Performance Level indicator (for AADD).
	Target Reporting Category 1: Composition
Focus Strategies	 Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 1-4. Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW 4 Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.

	 Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-6.
MATH Performance Objective MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 95% of all students and student groups taking the general STAAR assessment, STAAR Modified STAAR-L in Math will meet phase-in Level II: Satisfactory Performance Level by the 2017-2019 year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school by the 2016-2017 school year and 2% by the 2017-2018 school year; 25% will meet Level III: Performance Level (for AADD) Target Reporting Category 1: Numerical Representations and Relationships; Reporting Category	
Focus Strategies	 Computation and Algebraic Reasoning Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. SW 8 Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW 4 Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. SW 4
	strategies to address the unique academic needs of special education and current and monitored ELL students in math.
SOCIAL STUDIES Performance Objective	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the general STAAR assessment, STAAR A, or STAAR-L in Social Studies will meet phase-in Level II: Satisfactory Performance Level; 25% will meet Level III: Advanced Performance Level.
Focus Strategies	 Target Reporting Category 1: History Focus on engagement through student centered instructional strategies based on <i>History</i> <i>Alive!</i> or <i>Social Studies Alive!</i> Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. Implement the interactive Student Notebook K-12. Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
SCIENCE Performance Objective	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the general STAAR assessment, STAAR Modified, or STAAR-L in Science will meet phase-in Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 6% by the 2016-2017 school year and 5% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level.

	Target Reporting Category 1: Matter and Energy - Hispanic and Eco. Dis.	
Focus Strategies	 Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) 	
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.	
 Coordinate lesson plans that have students involved in MVPA for at least 65% of class time Track and evaluate students' personal level of health related fitness through student-deve short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring) practice sessions at last once each 6 weeks. Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifet Engage students regularly in exercising, stretching and running in a standard format, as we games and activities. 		
1.3 SUCCESSFUL CO	DMPLETION OF HIGH SCHOOL	
POST-SECONDA	ARY READINESS (Index 4)	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	 INDEX 4: POST-SECONDARY READINESS 90% all students and 7 race/ethnic groups will meet final level II standard on one or more tests combined over all subject areas. Distinctions: Reading/ELA and Math: 50% of measures will be in top quartile Establish Attendance Rate from 98% 	
	3. Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group.	
Focus Strategies	 Reward student attendance with the Perfect Attendance award in 9 weeks, and all year. Create weekly incentives to improve yearly attendance, but with more frequent intervals. Research based best practices implemented for students to achieve Phase-in III. SW 2 Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8 Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) 	
Financial Resources	Campus budget SCE, Title I, Title III LEP & IMM SW 10	
Additional Resources		
Monitoring Timeline	November, January, April	
Formative Evaluation	CISD Benchmarks at 70% passing rate	
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE	
Project Manager(s):	Principal Assistant Principal	

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF			
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.		
Strategies	 Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. SW 3 Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5 Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. Provide opportunities for teachers to acquire ESL certification. 		
Financial Resources	Campus budget, Teacher Activity Fund, Title III		
Additional Resources	Position Control Reports, Allocation Reports		
Monitoring Timeline	November, January, March		
Formative Evaluation	HQ data from Human Resources		
Summative Evaluation	TAPR, HQ Report to TEA		
Project Manager(s):	Principal, Assistant Principal		

Goal 3 PARENTS AND COMMUNITY				
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement.			
Strategies	communication, collaborative partnerships and unity of purpose.			
Financial Resources	Campus budget, Title I			
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology			
Monitoring Timeline	FormativeNovember, JanuarySummativeJuly			

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

Goal 4 SAFE SCHOOLS				
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will Achieve a CASE rating of Exemplary in Safety.			
Focus Strategies	 Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. Provide student education in safe schools and personal safety/wellness through implementation of programs on character development, conflict resolution; drug, alcohol, and tobacco resistance, and life/coping skills. 			
Financial Resources	Campus budget			
Additional Resources	Emergency operations plan			
Monitoring Timeline	FormativeNovember, JanuarySummativeJuly			
Formative Evaluation	Record of programs/presentations/trainings for students and staff, quarterly reports of police activity and safety drills for campus			
Summative Evaluation	Clean safety audit, Meet Performance Indicators for CASE			
Project Manager(s):	Project Manager(s): Principal, Assistant Principal			

Goal 5 TECHNOLOGY			
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.		
Strategies	 Provide hands-on training in use of new technology hardware and software. Build teacher capacity to fully implement technology in instruction. Increase student opportunities for utilizing technology across the curriculum areas. Ensure the Technology Applications TEKS are met across content areas. Increase student opportunities for utilizing technology across the curriculum areas. Provide staff development on integration of technology across the curriculum. Provide meaningful opportunities for students to access technology for learning. Utilize intervention and academic support software to provide additional learning opportunities for students. 		
Financial Resources	Campus budget Title I		

Additional Resources	Technology staff	
Monitoring Timeline	Formative November, January	
	Summative July	
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with	
	strategies	
Summative	Meet Performance Indicators for STAAR Report, Meet Performance Indicators for CASE	
Evaluation		
Project Manager(s):	Principal	
Assistant Principal		
	Technology Liaison	

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

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

		Funds	
Strategy	SCE Program/Service	Budgeted	FTEs
State Compensatory Education			
Close the Achievement Gap: Strategy 1			
Reading: Strategy 1			
Math: Strategy 2	Academic Tutorials	\$12,462	0.23
Close the Achievement Gap: Strategy 1	General Education Teachers for At-Risk Students	\$802,864	16.00
	Total Funds Budgeted and FTEs	\$815,326	16.23

Resources Allocated for Intervention Funds

2015-2016 School Year

Intervention Funds			
Close the Achievement Gap: Strategy 4	Instructional Materials	\$3,200	.00
	Total Intervention Funds	\$3,200	.00

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

		Funds	
Strategy	Program/Service	Budgeted	FTEs
Title IA			
Close the Performance Gap: Strategy 1,7	Extra Duty - Tutorials	\$24,200	.44
Close the Performance Gap: Strategy 1,7	Instructional Support – Paraprofessionals	\$40,765	2.00
Close the Achievement Gap: Strategy 1,7	Instructional Support – Professionals	\$127,135	2.00
Close the Achievement Gap: Strategy 1,7	Instructional Support – Subs	\$3,623	.06
Close the Achievement Gap, Reading: Strategy 4, Writing: Strategy 5, Math:	Instructional Materials	\$21,323	.00
Strategy 1 Parent and Community: Strategy 1-4, 7	Parent Involvement	\$2,726	.00
	TOTAL Title IA	\$219,772	4.50
Title III LEP			
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Extra Duty	\$2,500	.05
Technology: Strategy 2, 4	Technology	\$2,000	.03
Close the Achievement Gap: Strategy 4	Books	\$500	.00
Close the Achievement Gap: Strategy 4	Instructional Materials	\$1,500	.00
	TOTAL Title III LEP	\$6,500	.05
Title III Immigrant			
Close the Achievement Gap: Strategy 1 Reading: Strategy 1			
Math: Strategy 2	Extra Duty	\$250	.00
	Total Title III Immigrant	\$250	.00