

Campus Improvement Plan

2018-2019

Elementary/Intermediate Campus: Armstrong

Rating: Met Standard

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN I OBJECTIVES: All students/all subjects combined

| 2017-2018 Performance | 2018-2019 Goals (All students combined) |
|---|---|
| <u>70</u> % Approaching Grade Level Standards | <u>75</u> % Approaching Grade Level Standards |
| <u>38</u> % Meeting Grade Level Standards | <u>43</u> % Meeting Grade Level Standards |
| <u>16</u> % Mastering Grade Level Standards | <u>21</u> % Mastering Grade Level Standards |

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

| 2017-2018 Performance | All Students | Reading | Math |
|--|--------------|---------|------|
| Met Expected or Accelerated Growth Measure | 62 | 60 | 64 |
| Met Accelerated Growth Measure Only | 23 | 19 | 26 |
| 2018-2019 Goals | All Students | Reading | Math |
| Will meet Expected or Accelerated Growth Measure | 67 | 65 | 69 |
| Will meet Accelerated Growth Measure Only | 28 | 24 | 31 |

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

DOMAIN III OBJECTIVES: Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, Eco Dis, SpEd, former SpEd, Current and monitored ELLs (through year 4), Continuously and Non-Continuously enrolled.

Federal Accountability: Closing the Gaps

| Support Area | Campus Target Student Groups | District Target Student Groups |
|---------------------------------|--|---|
| Academic Achievement in Reading | All Students, Hispanic, C. Enrolled, NC Enrolled | |
| Academic Achievement in Math | NC Enrolled | |
| Growth in Reading | Hispanic, EL, C. Enrolled | Pacific Islander |
| Growth in Math | All Students, EL, C. Enrolled | |
| Graduation Rate | | African American, Economically Disadvantaged, English Learners, Special Education |
| English Language Proficiency | | |
| Student Success | All Students, White, C. Enrolled, NS Enrolled | |
| School Quality | | Special Education |

2017-2018 Performance:

Economically Disadvantaged Students

69 % scored Approaching Grade Level Standards

14 % scored Mastering Grade Level Standards

Focus Student Group: EL (Current)

66 % scored Approaching Grade Level Standards

11 % scored Mastering Grade Level Standards

Focus Student Group: Hispanic

71 % scored Approaching Grade Level Standards

16 % scored Mastering Grade Level Standards

READING/ELA

2017-2018 Performance:

Economically Disadvantaged Students

72 % scored Approaching Grade Level Standards

9 % scored Mastering Grade Level Standards

Focus Student Group: EL (Current)

66 % scored Approaching Grade Level Standards

5 % scored Mastering Grade Level Standards

Focus Student Group: Hispanic

73 % scored Approaching Grade Level Standards

9 % scored Mastering Grade Level Standards

TARGET/FOCUS:

- Re-examine effectiveness 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.
- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.
- Focus on teaching all components of the mini-lesson with the Units of Study.

READING/ELA CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Staff development will be provided leadership teams with a focus on quality practices to grow readers and writers which will deepen teacher understanding of text.
- Provide trainings on components of CISD Reads and Writes, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading.
- Collaboration of professional development between ELA and Bilingual/ESL departments.
- Staff development provided by Teacher's College with a focus on growing readers through small group.

2018-2019 Goals:

Economically Disadvantaged Students

74 % will score Approaching Grade Level Standards

19 % will score Mastering Grade Level Standards

Focus Student Group: EL (Current)

71 % will score Approaching Grade Level Standards

16 % will score Mastering Grade Level Standards

Focus Student Group: Hispanic

76 % will score Approaching Grade Level Standards

21 % will score Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

77 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

Focus Student Group: EL (Current)

71 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

Focus Student Group: Hispanic

78 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

WRITING

2017-2018 Performance:

Economically Disadvantaged Students

47 % scored Approaching Grade Level Standards

3 % scored Mastering Grade Level Standards

Focus Student Group: All Students

49 % scored Approaching Grade Level Standards

4 % scored Mastering Grade Level Standards

Focus Student Group: EL (Current)

45 % scored Approaching Grade Level Standards

3 % scored Mastering Grade Level Standards

TARGET/FOCUS:

- Explicitly teach grammar and conventions, within the context of the CISD Reads and Writes model, implementing Mentor Sentences and other research based best practices.
- Explicitly teach revision strategies and connect to the reciprocity of reading and writing.
- Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.

WRITING CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences and other research based best practices.
- Language Arts will provide campus based “customized” writing trainings throughout the school year.
- Collaboration of professional development between ELA and Bilingual/ESL departments.
- Bilingual teachers’ training will focus on supporting both English and Spanish writers in grades 2-4

MATH

2017-2018 Performance:

Economically Disadvantaged Students

78 % scored Approaching Grade Level Standards

25 % scored Mastering Grade Level Standards

Focus Student Group: All Students

78 % scored Approaching Grade Level Standards

26 % scored Mastering Grade Level Standards

Focus Student Group: EL (Current)

76 % scored Approaching Grade Level Standards

20 % scored Mastering Grade Level Standards

TARGET/FOCUS:

- Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
- Teachers will utilize vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem-solving strategies.
- Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement

MATH CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- CISD Solves Math Fluency
- Guided Math

2018-2019 Goals:

Economically Disadvantaged Students

60 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

Focus Student Group: All Students

60 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

Focus Student Group: EL (Current)

60 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

83 % will score Approaching Grade Level Standards

30 % will score Mastering Grade Level Standards

Focus Student Group: All Students

83 % will score Approaching Grade Level Standards

31 % will score Mastering Grade Level Standards

Focus Student Group: EL (Current)

81 % will score Approaching Grade Level Standards

25 % will score Mastering Grade Level Standards

SOCIAL STUDIES

2017-2018 Performance:

Economically Disadvantaged Students

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Guide teachers through the implementation of an Interactive Student Notebook K-12.

2018-2019 Goals:

Economically Disadvantaged Students

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

SOCIAL STUDIES CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Social Studies will provide the opportunity for elementary teachers to create developed lessons through Make-n-Take sessions designed to support the content delivery.

SCIENCE

2017-2018 Performance:

Economically Disadvantaged Students

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Improve vocabulary building in Science through Science Interactive Word Walls in elementary classrooms, and the use of Marzano Words in the Scope and Sequences.

2018-2019 Goals:

Economically Disadvantaged Students

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

SCIENCE CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Professional learning opportunities on Science Interactive Word Walls for science teachers will be provided.

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District

Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation

Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal, Assistant Principal

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

Objective: To recruit, retain and develop highly qualified teachers and staff for all students.

Focus Strategies

- Participate in the recruitment, selection, hiring, and campus placement of the District pool of bilingual teachers.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Sponsor student teachers and provide meaningful teaching experiences on the campus.
- Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent

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 Managers 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.

Focus Strategies

- Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources
- Provide opportunities at school for families to be engaged in academic and social events
- Maintain a campus decision making committee which includes parents, community, and teacher who analyze planning, operation, and evaluation of the

Financial Resources Campus budget, Title Funds

Additional Resources Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology

Monitoring Timeline Formative - November, January; Summative – July

Formative Evaluation Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate

Summative Evaluation Meet Performance Indicators for Campus

Project Manager Principal

Goal 4: SAFE SCHOOLS

Objective: To provide a safe and orderly school environment conducive to learning for all students and staff.

Focus Strategies

- Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.
- Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.
- Promote clubs and organizations in areas of interest to promote student involvement in school.
- Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.
- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.

| | |
|-----------------------------|--|
| Financial Resources | Campus budget |
| Additional Resources | Emergency operations plan |
| Monitoring Timeline | Formative- November, January; Summative - July |
| Formative Evaluation | Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus |
| Summative Evaluation | Clean safety audit |
| 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.

Focus Strategies

- Provide meaningful opportunities for students to access technology for learning.
- Build teacher capacity to fully implement technology in instruction.
- Increase student opportunities for utilizing technology across the curriculum areas.

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

NON-DISCRIMINATION STATEMENT

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

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

STATE COMPENSATORY EDUCATION PROGRAM

2018-2019 School Year

| Strategy | Program/Service | Funds Budgeted | FTEs |
|--|--|----------------------|--------------|
| At-Risk 4 | Academic Tutorials | \$ 14,728.00 | 0.27 |
| Rdg 1,2,3 Writing 1,2 Math 1,2 At-Risk 1,2 | Instructional Support | \$ 938,650.00 | 17.00 |
| | Instructional Materials for At-Risk Students | | |
| | Tutorial Transportation for At-Risk Students | | |
| | TOTAL SCE | \$ 953,378.00 | 17.27 |

RESOURCES ALLOCATED FOR TITLE I – III

2018-2019 School Year

TITLE IA

| Strategy | Program/Service | Funds Budgeted | FTEs |
|------------------------------------|--|----------------------|-------------|
| Rdg, Write 1,2 Math 1,2 AtRisk 1,2 | Instructional Support – Instructional Coaches/Teachers | \$ 246,283.00 | 3.50 |
| Parents and Community 1,2 | Instructional Support – Paraprofessionals | \$ 11,893.00 | 0.50 |
| Technology 1 | Technology | \$ 4,000.00 | |
| Rdg 2 | Books | \$ 51,942.00 | |
| Rdg 2 Writing 1 Math 1, 2 | Instructional Materials | \$ 10,000.00 | |
| Rdg, Writing 1,2,3,4 Math 1,2 | Staff Development | \$ 30,860.00 | |
| Parents and Community 2 | Parent Involvement | \$ 3,278.00 | |
| | TOTAL Title IA | \$ 358,256.00 | 4.00 |

TITLE III LEP

| Strategy | Program/Service | Funds Budgeted | FTEs |
|--------------------------|----------------------------|--------------------|-------------|
| At-Risk4 | Extra Duty Tutorials | \$ 4,500.00 | 0.08 |
| | Instructional Support | | 0.00 |
| Technology1 | Technology | \$ 500.00 | 0.00 |
| Rdg 2 | Books | \$ 500.00 | 0.00 |
| Rdg 2 Writing 1 Math 1,2 | Instructional Materials | \$ 1,000.00 | 0.00 |
| | TOTAL Title III LEP | \$ 6,500.00 | 0.08 |

Title I Schoolwide Program Elements

2018-2019 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

| Strategy | Title I Schoolwide Elements |
|--|--|
| Element 1 | Comprehensive Needs Assessment |
| At-Risk (Strategy 7) | The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students. |
| Element 2 | Campus Improvement Plan (CIP) |
| Parents and Community (Strategy 3) | The campus developed the CIP with the involvement of parents and other stakeholders the school such as teachers, principal, paraprofessionals, and community. |
| Math (Focus 1) Writing (Focus 3) Reading (Focus 1) | The campus will regularly monitor the CIP and revise strategies based on identified needs. |
| Parents and Community (Strategy 1) | The campus ensures the CIP is publicly available to parents and the community (English and Spanish). |
| At-Risk (Strategy 7) | The campus implements reform strategies to address school needs including opportunities for all students, and student groups of students such as economically disadvantaged, ethnicity, students with disabilities, English language learners, migrant, and homeless students, to exceed academic standards. |
| At-Risk (Strategy 7) | The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum. |
| At-Risk (Strategies 4, 5 and 7) | The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards. |
| Element 3 | Parent and Family Engagement |
| Parents and Community (Strategy 3) | The campus jointly develops, with the input of parents, a written parent/family engagement policy describing the requirements of Title I and the school's commitment to involve parents and families. This policy must be distributed to the school community and updated at least annually to address changing needs. |
| Parents and Community (Strategy 3) | The campus jointly develops, with the input of parents, a written school/parent/student compact highlighting reform strategies which will directly impact academic readiness of students. This compact should be distributed to all parents and provide a tool for conversations about expectations and successful learning characteristics. |
| Parents and Community (Strategy 2) | The campus offers a flexible number and types of family engagement activities. |
| Parents and Community (Strategy 1) | The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish). |