

Campus Improvement Plan 2016-2017

Elementary/Intermediate Campus: Austin Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

Successful Completion of High School

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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 67% of All students combined over all subject areas met Level II standard. In 2021-2022, 79% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 75% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science • Increase Attendance Rate from 96.0% to 96.7%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 38 In 2016-2017, the Index 2 Score will be 45. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement CISD READS balanced literacy model, which 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, and independent reading.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement CISD READS Writer’s Workshop model which includes modeled writing, shared writing, interactive writing, guided writing, and independent writing.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement CIDS SOLVES model which is a balanced math model that ensures the development of

	<p>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.</p>
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD REMEMBERS which 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
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD INVESTIGATES which 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.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 39 and included the student groups of Eco Dis, and White. In 2016-2017, the Index 3 Score will be 41 and will include the student groups of Eco Dis, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> Monitor progress of all students through RTI, and AMI/ARI data meetings. (SW 9) Provide specific interventions to students according to data. Provide intervention/enrichment time within the school day for teachers to meet with small groups of students based on identified areas of remediation. (SW 2) Ensure that ELL students are receiving appropriate language and vocabulary acquisition instruction. (SW 10) Implement attendance conferences with parents whose students have inadequate attendance to ensure 96.7 % attendance. Ensure that students meet attendance requirements of 95% on testing days (participation) Incorporate “A Day in Kindergarten” to assist in the transition of pre-k students to kindergarten. (SW 7) Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. (SW 7) Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. District Safeguard Federal. (DSG) Implement a collaborative model in SPED, to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (CSG, DSG) Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education and current and monitored ELL students. (DSG) (CSG) Implement Tier 1 Best practices with fidelity and Tier II and III interventions to facilitate academic improvement for identified students. (CSG)
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 64% of Eco Dis students, and 71% of white student group met Level II. In addition, 11% of Eco Dis students, 12% of white student group met Level III standard. In 2016-17, 70% of Eco Dis students, 72% of Hispanic, student group will meet Level II standard. In addition, 18% of Eco Dis students, 17% of Hispanic student group will meet Level III standard. Target Reading Reporting Category:1-3 Reading Performance Safeguard Target, if applicable: SPED</p>
Focus Strategies	<ul style="list-style-type: none"> Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction

	<p>and nonfiction text bridging reading with writing.</p> <ul style="list-style-type: none"> • Emphasize higher level questioning using Kilgo Question stems within each component of CISD READS, particularly in Guided Reading. • Address comprehension as the focus of guided reading. (SW 1) • Address rigor in the differentiated literacy classroom. • Focus team planning and PLC's on discussion of best practices and instructional strategies that promote rigor. • Use Lead4ward documents to assist in identifying units of study that are students are not being successful on, and determine the underlying cause. (SW 8) • Continue the integration of Elementary Language Arts into the Social Studies content K-6. • Use BAS and DRA data to differentiate reading groups by skill. • Ensure that teachers are implementing strategies to build language acquisition and vocabulary development (7 steps and Marzano). • Provide intensive, systematic intervention for at-risk students during the school day. (CSG) • Provide Focused intervention for STAAR testing during extended day. • Implement Instructional Rounds (Marzano's model) to assist teachers in best practices. • Implement collaborative model for inclusion of Special education students (DSG, CSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 60% of Eco Dis students, 66% of white student group, met Level II standard. In addition, 8% of Eco Dis students, 7% of white student group, group met Level III standard. In 2016-17, 65% of Eco Dis students, 66% of Hispanic student group, will meet Level II standard. In addition, 15% of Eco Dis students, 18% of Hispanic student group will meet Level III standard. Target Reporting Category:1-3 Writing Performance Safeguard Target, if applicable: SPED and ELL</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in all classrooms K-4 in both fiction and nonfiction genres, bridging from the genre study implementation. (SW 1) • Continue the coaching cycle for teachers with campus and district coaches in writing, to ensure the implementation of Writer's Workshop. • Explicitly teach grammar and conventions within the context of the CISD READS Writer's Workshop model. • Provide 4th grade teachers with staff development focusing on the STAAR writing rubric to score benchmark writing. • Ensure that students have the opportunity to write expository text across the curriculum. • Implement 7- steps to a Language Rich Interactive Classroom to target language acquisition for ELL students. (CSG) • Ensure that teachers are implementing Marzano's Vocabulary strategies to increase vocabulary development for all student groups. (CSG) • Provide intense, systematic intervention for at-risk students during the school day and monitor their progress through progress monitoring meetings (SW 8). • Provide Focused intervention for STAAR testing during extended day. • Continue to use the Writing Units of Study with fidelity for expository writing K-4 for the purpose of vertical alignment. • Partner with Retired teachers for journal writing in Grades 2-3. • Implement collaborative model for inclusion of Special education students (DSG, CSG).
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 66% of Eco Dis students, 73% of White student group, met Level II standard. In addition, 11% of Eco Dis students, 12% of white student group, met Level III standard. In 2016-17, 70% of Eco Dis students, 70% of Hispanic student group, will meet Level II standard. In addition, 18% of Eco Dis students, 18% of Hispanic student group will meet Level III standard. Target: Reporting Category:1-3 Math Performance Safeguard Target: SPED</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • District and Campus coaches will train, model, and coach teachers in grades 2 and 3 on the implementation of guided math in their classrooms. • Implement Tiered anchor stations in order to differentiate for student levels.

	<ul style="list-style-type: none"> • District Coach will provide training for all new to CISD teachers on CISD Solves. • District and campus coaches will conduct coaching cycles with teachers to ensure implementation of CISD SOLVES. (SW 1) • Provide strategies for the use of age appropriate algebra readiness skills. • Teachers will attend district guided math training in order to meet the individual academic needs of all students, and the use of differentiated instruction within the groups. • Provide staff development in the understanding and importance of integrating Math Process standards into daily Math Instruction. • Ensure that teachers are increasing student engagement by having students work in collaborative groups to construct multiple representations of learning including the use of models and manipulatives. • Continue the emphasis on small group Math instruction in guided math, tracking individual progress using anecdotal notes, and implementation of effective tutoring. • Provide strategies and staff development in the integration of the mathematics process standards in daily math instruction. • Provide intense, systematic intervention for at-risk students during the school day and monitor their progress through progress monitoring meetings (SW 8). • Provide Focused intervention for STAAR testing during extended day. • Implement Instructional rounds so that teachers can observe math best practices from peers.
SOCIAL STUDIES Performance Objectives	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 65% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> • Focus on student engagement through student centered instructional strategies based on History Alive. • Integrate content literacy strategies with pre-reading, during reading, and after reading support from the socials studies manual. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Ensure that teachers implement the social studies scope and sequence. • Emphasize writing expository pieces based on events in history. • Implement social studies themed stations within the anchor station rotation.
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 70% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned Science lessons using STEMScopes. • Improve vocabulary by utilizing Science word walls and the use of Marzano Words • The district science coach will train teachers in the use of STEMScopes 5E model lessons. • Encourage and monitor Science instruction daily in grades K-4. • Ensure that teachers are requiring students to utilize a science interactive notebook as part of their learning process.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Ensure students are well informed of physical activity that can be performed outside of the PR classroom in order to keep them physically active throughout their lifetime. • Trace and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. • Coordinate lesson plans that have students involved in Moderate to Vigorous Physical Activity (MVPA) for at least 65% of class time. • Develop lessons that allow students to participate in MVPA for a minimum of 75% of class time. • Provide maximum space for students to actively engage in the lesson and to maximize learning.

SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016, 23% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p>In 2016-2017, 28% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 96% to 96.7%</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group. Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate
Focus Strategies	<ul style="list-style-type: none"> Reward student attendance at 9-week awards ceremonies. Create classroom and school wide incentives to increase daily attendance with the goal of increasing yearly attendance. Implement attendance intervention plan for student experiencing attendance problems. Implement an additional DI team. District GT coordinator will train teachers on strategies to assist them with “teaching up” differentiation strategies. All teachers will be GT certified.
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented</p> <p>Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos.</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. (SW 3, 5) 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 training sessions. Provide opportunities to teachers to attend GT training to maintain HQ status in the area of GT. Provide opportunities for teachers to acquire their ESL certification. (SW 5)
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March

Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
	<p>Indicator 1 Focus Strategies: Parent and Community Involvement</p> <ul style="list-style-type: none"> • Provide opportunities for parents to volunteer in school events, including but not limited to, WatchD.O.G.S., fall festival, color run, PTO, and classrooms. (SW 6) • Increase the number of active PTO members. • Ensure campus webpage is up to date with upcoming events and important information <p>Indicator 2 Focus Strategies : Second Language Acquisition</p> <ul style="list-style-type: none"> • Continue the implementation of the 7 steps of a Language Rich Classroom • Monitor best practices in the bilingual classrooms to avoid long term ELL's <p>Indicator 3 Focus Strategies 21st Century Workforce Development</p> <ul style="list-style-type: none"> • Participation in Junior Achievement • Participation in Sci Tech Exposition • Students participate in Career day where they here speakers from many different careers.
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for <i>CaSE</i>
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	<ul style="list-style-type: none"> • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and to wear a visitor's badge while on campus. • Implement bullying prevention and intervention strategies using the Bully alert program. • Involve parents and community members in activities that support a safe school environment. • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Endure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Implement foundations and CHAMPS training on the campus to ensure system wide processes for student behavior. (SW 4) • Ensure that all staff has completed online training modules for safe schools.
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	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology in the classroom. • Ensure that technology application TEKS are met. • Provide training in the use of new and existing technology hardware and software. (SW 4) • Build teacher capacity to fully implement technology in instruction. • Ensure staff and students utilized technology as a tool and resources within curriculum and assessment. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives. • Incorporate iPads into stations in grades Pre-K, K, and 1 in order to provide students with technology rich learning experiences.
Financial Resources	Campus budget Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

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

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

**State Compensatory Education Program
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
	General Education Teachers for At-Risk Students	1,509,408	26.00
Reading Strategy 3,10,11 Math Strategy 11,12	Instructional Materials for At-Risk Students	14,260	0.00
Math Strategy 12,13 Writing Strategy 8,9 Reading Strategy 10,11	Tutorial Transportation for At-Risk Students	3,000	0.00
	TOTAL SCE	1,526,558	26.00

**Resources Allocated for Title I - III
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Math Strategy 1,4,8,9,13 Writing Strategy 2,3,4 Reading Strategy 5,6,12	Instructional Support – Instructional Coaches/Teachers	281,130	5.11
Math Strategy 7,8,9,11,12,13 Reading Strategy 3,5,10 Writing Strategy 1,3,4,8,9	Instructional Materials	48,387	0.00
Reading Strategy 5	Staff Development	3,000	0.00
Parent and Community 2.3	Parent Involvement	3,187	0.00
	TOTAL Title IA	335,704	5.11
Title III LEP			
Math Strategy 12,13 Writing Strategy 8,9 Reading Strategy 10,11	Extra Duty Tutorials	2,500	0.05
Math Strategy 1,4,8,9 Reading Strategy 5,6	Books	500	0.00
Technology Strategy 1,6,8	Technology	2,000	0.00
Writing Strategy 3,4,6,7 Math Strategy 11 Reading Strategy 3,4,5,9,10	Instructional Materials	1,500	0.00
	TOTAL Title III LEP	6,500	0.05