Campus Improvement Plan
2018-2019

Elementary/Intermediate Campus: Buckalew

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)*
92 % Approaching Grade Level Standards	97 % Approaching Grade Level Standards
79 % Meeting Grade Level Standards	84 % Meeting Grade Level Standards
58 % Mastering Grade Level Standards	87 % 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	82	79	85
Met Accelerated Growth Measure Only	40	36	44
2018-2019 Goals	***All Students***	***Reading***	***Math***
Will meet Expected or Accelerated Growth Measure	87	84	90
Will meet Accelerated Growth Measure Only	45	41	49

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		
Academic Achievement in Math		
Growth in Reading		Pacific Islander
Growth in Math		
Graduation Rate		African American, Economically Disadvantaged, English Learners, Special Education
English Language Proficiency		
Student Success		
School Quality		Special Education

2017-2018 Performance:

Economically Disadvantaged Students

71 % scored Approaching Grade Level Standards

31 % scored Mastering Grade Level Standards

Focus Student Group: Hispanic

92 % scored Approaching Grade Level Standards

47 % scored Mastering Grade Level Standards

Focus Student Group: White

91 % scored Approaching Grade Level Standards

58 % scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

76 % will score Approaching Grade Level Standards

36 % will score Mastering Grade Level Standards

Focus Student Group: Hispanic

97 % will score Approaching Grade Level Standards

52 % will score Mastering Grade Level Standards

Focus Student Group: White

96 % will score Approaching Grade Level Standards

63 % will score Mastering Grade Level Standards

READING/ELA

2017-2018 Performance:

Economically Disadvantaged Students

48 % scored Approaching Grade Level Standards

91 % scored Mastering Grade Level Standards

Focus Student Group: Hispanic

58 % scored Approaching Grade Level Standards

48 % scored Mastering Grade Level Standards

Focus Student Group: White

91 % scored Approaching Grade Level Standards

58 % scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

73 % will score Approaching Grade Level Standards

37 % will score Mastering Grade Level Standards

Focus Student Group: Hispanic

98 % will score Approaching Grade Level Standards

53 % will score Mastering Grade Level Standards

Focus Student Group: White

96 % will score Approaching Grade Level Standards

63 % will score Mastering Grade Level Standards

TARGET/FOCUS:

• 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.

READING/ELA CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

• Training will be provided on the BAS, DRA and other district literacy assessments highlighting how to use data gleaned from these assessments to guide small group Guided Reading instruction.

• Provide trainings on components of CISD Reads and Writes, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading.

WRITING

2017-2018 Performance:

Economically Disadvantaged Students

50 % scored Approaching Grade Level Standards

10 % scored Mastering Grade Level Standards

Focus Student Group: Hispanic

91 % scored Approaching Grade Level Standards

32 % scored Mastering Grade Level Standards

Focus Student Group: White

87 % scored Approaching Grade Level Standards

55 % scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

55 % will score Approaching Grade Level Standards

15 % will score Mastering Grade Level Standards

Focus Student Group: Hispanic

96 % will score Approaching Grade Level Standards

37 % will score Mastering Grade Level Standards

Focus Student Group: White

92 % will score Approaching Grade Level Standards

50 % will score 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.

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.

MATH

2017-2018 Performance:

Economically Disadvantaged Students

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group: Hispanic

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group: White

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group: Hispanic

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group: White

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

TARGET/FOCUS:

• 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.
• 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.

MATH CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

• Math Content Leadership Team

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

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

TARGET/FOCUS:

- Provide classroom instruction utilizing, Differentiated Instruction, Quality Questioning, Cooperative Learning and Formative Assessments.

SOCIAL STUDIES CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Learning opportunities will be provided in the focus area of engagement from the Social Studies Model by attending Social Studies Alive!

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

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

TARGET/FOCUS:

- Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model (Engage, Explore, Explain, Elaborate, and Evaluate).

SCIENCE CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction.

HEALTH

PERFORMANCE OBJECTIVE: 80 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

HEALTH CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction.
- Provide instruction that incorporates a high percentage of engaged time.

AT-RISK AND SPECIAL POPULATIONS

STRATEGIES AND STAFF DEVELOPMENT – (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Provide visits to feeder campuses to ensure students experience a smooth transition.
- Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
- Training and onsite support will be offered to classroom teachers serving students with disabilities.
- Provide gifted services, to students identified, that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.9% in 2017/18 to 97 % in 2018/19.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

TARGET/FOCUS:

- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.
- Campus staff will code unexcused and excused absences correctly.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

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, RtI, 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

• Provide mentor support for beginning teachers.
• Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals. Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, WinOcular, and Absence Management.

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

• Hold weekly team meetings to ensure teacher collaboration within each department/grade.
• Provide information about the Parent Resource Center for parents of students with disabilities.
• Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.
• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.

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

• Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.
• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.
• 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.
• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.

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

• Increase student opportunities for utilizing technology across the curriculum areas.
• Provide meaningful opportunities for students to access technology for learning.
• Provide support for meeting the Technology Applications TEKS across content 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

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STATE COMPENSATORY EDUCATION PROGRAM

2018-2019 School Year

SCE

Strategy	Program/Service	Funds Budgeted	FTEs
Close the Performance Gap 1-3	Academic Tutorials	$ 3,470.00	0.06
	Instructional Support		
Mentoring Minds	Instructional Materials for At-Risk Students	$ 700.00	0.00
	Tutorial Transportation for At-Risk Students		
	TOTAL SCE	$ 4,170.00	0.06

RESOURCES ALLOCATED FOR TITLE III

2018-2019 School Year

TITLE III LEP

Strategy	Program/Service	Funds Budgeted	FTEs
	Extra Duty Tutorials		
	Instructional Support		
Imagine Learning (technology)	Technology	$ 3,000.00	
	Books		
	Instructional Materials		
	TOTAL Title III LEP	$ 3,000.00	