

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: David Elementary

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

David 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 - Index 1: 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, 94% of All students combined over all subject areas met Level II standard. In 2021-2022, 97% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 1% 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 97.3% to 97.4%
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 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.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction and address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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

	<p>developing and reviewing common assessments.</p> <ul style="list-style-type: none"> • Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • 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.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve science vocabulary using Marzano’s Six Step Process of Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.
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 47. In 2016-2017, the Index 2 Score will be 54. <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"> • 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. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 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.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • 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 to ensure differentiation for all learners. • 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.
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 64 and included the student groups of Eco Dis, Hispanic, and White. In 2016-2017, the Index 3 Score will be 65 and will include the student groups of Eco Dis, Hispanic, and White. <i>Distinctions:</i> Will meet Top 25% Closing Performance Gaps</p>

<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Review, revise, and implement daily attendance procedures to meet or exceed 95% average attendance. • Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week, etc. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research-based instructional strategies to address unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading and writing for ELLs. (DSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 69% of Eco Dis students, 93% of Hispanic student group, and 94% of White student group met Level II standard. In addition, 40% of Eco Dis students, 52% of Hispanic student group, and 50% of White student group met Level III standard.</p> <p>In 2016-17, 75% of Eco Dis students, 95% of Hispanic student group, and 95% of White student group will meet Level II standard. In addition, 45% of Eco Dis students, 55% of Hispanic student group, and 55% of White student group will meet Level III standard.</p> <p>Target Reading Reporting Category: 3 Understanding/Analysis of information/Texts Reading Performance Safeguard Target: Special Education – District Safeguard</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 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.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 67% of Eco Dis students, 78% of Hispanic student group, and 87% of White student group met Level II standard. In addition, 22% of Eco Dis students, 39% of Hispanic student group, and 35% of White student group met Level III standard.</p> <p>In 2016-17, 75% of Eco Dis students, 85% of Hispanic student group, and 95% of White student group will meet Level II standard. In addition, 35% of Eco Dis students, 45% of Hispanic student group, and 45% of White student group will meet Level III standard.</p> <p>Target: Reporting Category: 1 Composition Writing Performance Safeguard Target: Special Education, ELL (current and monitored) – District Safeguard <i>and</i> 90% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction and address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices.

	<ul style="list-style-type: none"> Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 85% of Eco Dis students, 95% of Hispanic student group, and 96% of White student group met Level II standard. In addition, 33% of Eco Dis students, 64% of Hispanic student group, and 54% of White student group met Level III standard.</p> <p>In 2016-17, 90% of Eco Dis students, 96% of Hispanic student group, and 97% of White student group will meet Level II standard. In addition, 40% of Eco Dis students, 70% of Hispanic student group, and 60% of White student group will meet Level III standard.</p> <p>Target: Reporting Category: 3 Geometry and Measurement Math Performance Safeguard Target: Special Education – District Safeguard</p>
Focus Strategies	<ul style="list-style-type: none"> 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. Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. 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.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>95% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p> <p>Social Studies Performance Safeguard Target: Special Education, ELL (current and monitored) – District Safeguard</p>
Focus Strategies	<ul style="list-style-type: none"> Design units based on enduring understandings that answer essential questions. Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 96% of Eco Dis students, 97% of White student group, and 100% of Asian student group met Level II standard. In addition, 25% of Eco Dis students, 30% of White student group, and NA% of Asian student group met Level III standard.</p> <p>In 2016-17, 97% of Eco Dis students, 98% of White student group, and 100% of Asian student group will meet Level II standard. In addition, 26% of Eco Dis students, 31% of White student group, and 27% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category: Earth and Space Science Performance Safeguard Target: Special Education – District Safeguard <i>and</i> 95% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> Improve science vocabulary using Marzano's Six Step Process of Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	

Index 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS In 2015-2016, 77% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017, 80% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 97.3% to 97.4% <i>Distinctions:</i> <ul style="list-style-type: none"> • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group Grade 3-12 Safeguard Indicator
Focus Strategies	<ul style="list-style-type: none"> • 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. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 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. • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction and address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-4 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model. • 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. • 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 to ensure differentiation for all learners. • 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.
Financial Resources	Campus budget SCE, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented 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 Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
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"> Recruit and retain highly qualified staff by participating in the CISD hosted job fair Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and training sessions.
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: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Indicator 1.	Indicator 1 Focus Strategies: Community and Parent Involvement <ul style="list-style-type: none"> Use multiple communication tools (social media) Provide parent information regarding how to prepare for academic success
Indicator 2.	Indicator 2 Focus Strategies: Second Language Acquisition <ul style="list-style-type: none"> Closely monitor progress of former LEP students in M1 and M2 year. Maintain or increase percentage of students meeting exit criteria each year.
Indicator 3.	Indicator 3 Focus Strategies: 21st Century Workforce Development <ul style="list-style-type: none"> Provide opportunities for students to participate in classroom career awareness activities. Students participate in collaborative experiences.
Financial Resources	Campus budget
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 CaSE
Project Manager	Principal, Technology Liaison

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"> Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. 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	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"> • Build teacher capacity to fully implement technology in instruction. • Provide staff development in the use of new technology applications • Begin integrating technology as a tool for assessment. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget 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			
Closing the Performance Gap Strategy 1	Academic Tutorials	4,200	.08
	TOTAL SCE	4,200	.08

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Performance Gap Strategy 1	Extra Duty	800	.01
Closing the Performance Gap Strategy 1, Technology Strategies 1-4	Technology	500	.00
Closing the Performance Gap Strategy 1, Reading Strategy 3	Books	200	.00
Closing the Performance Gap Strategy 1, Reading Strategy 3	Instructional Materials	500	.00
	TOTAL Title III LEP	2,000	.01