

Campus Improvement Plan 2016-2017

Elementary Campus: Lamar Elementary

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Lamar 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, 87% of All students combined over all subject areas met Level II standard. In 2021-2022, 94% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 90% 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 96.4 % to 97%
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 49. In 2016-2017, the Index 2 Score will be 51. <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"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing • 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-6 for vertical alignments of Tier I best practices. • Genre Study by Fountas and Pinnell • The Comprehension Toolkit by Stephanie Harvey

<p>WRITING Strategies</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-6 for fidelity and integration of higher level thinking practices • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model • Staff development will be provided through the Fall and Spring on the use of the Writing Workshop format to support writing in all genres. Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins Units of Study. • Genre Study by Fountas and Pinnell • Units of Study by Lucy Calkins
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • 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. • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i> • Brain Pop • United Streaming • National Geographic for Kids
<p>SCIENCE Strategies</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<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 50 and included the student groups of Eco Dis. and Hispanic. In 2016-2017, the Index 3 Score will be 55 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
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • 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 the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)

	<ul style="list-style-type: none"> • 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) • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentor to targeted at-risk students. • Instructional Coach will facilitate professional development and improvement of instructional programs in student achievement in needed content areas.
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 89% of Eco Dis students, 93% of White student group, and 89% of Hispanic student group met Level II standard. In addition, 25% of Eco Dis students, 33% of Hispanic student group met Level III standard. In 2016-17, 90% of Eco Dis students, 95% of White student group, and 91% of Hispanic student group will meet Level II standard. In addition, 28% of Eco Dis students, 35% of Hispanic student group will meet Level III standard.</p> <p>Grade 3: Reporting Category 3 - White, Hispanic, Economically Disadvantaged, Special Education, ELL Grade 4: Reporting Category 3 - White, Hispanic, Economically Disadvantaged, Special Education, ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • 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 the 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) • General education teacher provide differentiated instructional strategies to improve the achievement of all at-risk students.
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 68% of Eco Dis students, 89% of White student group, and 74% of Hispanic student group met Level II standard. In addition, 14% of Eco Dis students, 7% of Hispanic student group met Level III standard. In 2016-17, 70% of Eco Dis students, 92% of White student group, and 76% of Hispanic student group will meet Level II standard. In addition, 18% of Eco Dis students, 10% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category: 1 - White, Hispanic, Economically Disadvantaged, Special Education, ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • 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 the 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) • General education teacher provide differentiated instructional strategies to improve the achievement of all at-risk students.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 75% of Eco Dis students, 90% of White student group, and 81% of Hispanic student group met Level II standard. In addition, 16% of Eco Dis students, 31% of Hispanic student group met Level III standard. In 2016-17, 78% of Eco Dis students, 92% of White student group, and 84% of Hispanic student group will meet</p>

	<p>Level II standard. In addition, 20% of Eco Dis students, 33% of Hispanic student group will meet Level III standard.</p> <p>Grade 3: Reporting Category 2 - White, Hispanic, Economically Disadvantaged, Special Education, ELL Grade 4: Reporting Category 3 - White, Hispanic, Economically Disadvantaged, Special Education, ELL Grade 4: Reporting Category 4 - White, Hispanic, Economically Disadvantaged, Special Education, ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • 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 the 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) • General education teacher provide differentiated instructional strategies to improve the achievement of all at-risk students.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • 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 the 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) • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • 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, 73% of Eco Dis students, 71% of African American student group, and 82% of Hispanic student group met Level II standard. In addition, 9% of Eco Dis students, 6% of African American student group, and 7% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 75% of Eco Dis students, 75% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 75% of Eco Dis students, 75% of African American student group, and 85% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category: 1 – Matter and Energy Science Performance Safeguard Target: SpEd</p>
Focus Strategies	<ul style="list-style-type: none"> • 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 the 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 PLCs, 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)
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"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.
SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS In 2015-2016 55% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017 60% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 96.4% to 97% <i>Distinctions:</i> <ul style="list-style-type: none"> Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	<ul style="list-style-type: none"> Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award in 9 weeks, and all year. Implement weekly NEAT attendance incentive program. Ensure that students meet AYP attendance expectations of 95% on testing days (participation). Promote students as “Future CPHS High School Students” through activities within feeder and district, including: student visits, “Generations Texas!” Week etc.
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"> Ensure the appropriate certification for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Provide mentor support for beginning teachers. Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund
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.
Indicator 1.	Indicator 1 Focus Strategies: Fine Arts <ul style="list-style-type: none"> Art and/or Music classes account for 7 percent of total instruction time per week in grades K-4. Students perform at least one theatrical production for other classes, per grade level aligned with Language Arts.
Indicator 2.	Indicator 2 Focus Strategies: Digital Learning Environment <ul style="list-style-type: none"> Faculty makes use of Canvas for communication.
Indicator 3.	Indicator 3 Focus Strategies: Community and Parent Involvement <ul style="list-style-type: none"> Academic Information Nights (at least 2 per year).
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

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 safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. Conduct fire, lock-down, evacuation, and security alert 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. 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"> • Increase student opportunities for utilizing technology across the curriculum areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning.
Financial Resources	Campus budge, Student Activity Fund
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			
Close the Performance Gap: Strategy 8	Campus Instructional Coach	58,395	1.0
Close the Performance Gap: Strategy 6, 7 Index 2: Reading Strategy 2, Writing Strategy 2; Index 3: Math Strategy 1	Academic Tutorials	10,890	.19
	TOTAL SCE	69,285	1.19

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Performance Gap: Strategy 6, 7 Index 2: Reading Strategy 2, Writing Strategy 2; Index 3: Math Strategy 1	Extra Duty Tutorials	2,500	.02
	TOTAL Title III LEP	2,500	.02