

**Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Patterson
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 78% Approaching Grade Level Standards Goal for 2017-2018 82% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science • As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. • Provide new student registration for incoming students. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide Rtl through Tier I research based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Provide fourth grade teachers with coaching staff to focus on personal narrative and expository writing along with effective teaching of revising and editing. • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair.
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 43 % of students who met Expected or Accelerated Growth measures.</p>

	<p>31% of students who met Accelerated Growth measures only. Goal for 2017-2018 47% of students who will meet Expected or Accelerated Growth measures. 35% of students who will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students • 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) •
WRITING Strategies	<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. • 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)
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. • 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)
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
SCIENCE Strategies	<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) • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups. Economically Disadvantaged Students Performance in 2016-2017:</p>

	<p>76% scored Approaching Grade Level Standards 20% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 24% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 79% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • 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. • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describe the specially designed instruction necessary as a result of the student’s disability related needs. (DSG) • 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)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 76% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category:___ Reading Performance Safeguard Target, if applicable:___ (Student Group)</p>

<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. (DSG) • Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • Implementation of long-term ELL frameworks such as Siedlitz’s 7 Steps to a Language Rich Instructional Classroom and English 3D.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 70% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 74% will score Approaching Grade Level Standards 13% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 72% scored Approaching Grade Level Standards 6% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 9% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Reporting Category 1 Hispanic, White, Eco Dis.; Reporting Category 2 Hispanic, White, Eco Dis.; Reporting Category 3 Hispanic, White, Eco Dis.</p>
<p>Focus Strategies</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
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 83% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 85% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p>

	Target: Reporting Category: __ Math Performance Safeguard Target, if applicable: __ (Student Group)
Focus Strategies	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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. • 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. • Provide staff development and follow through for all math teachers in grades K – 12 on the implementation of the new mathematics TEKS.
SOCIAL STUDIES Performance Objectives	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 75% 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"> • 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) • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students (From Bozman) Performance in 2016-2017: 77% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards Racial/Ethnic group: Hispanic Performance in 2016-2017: 78% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Target: Reporting Category: Science Performance Safeguard Target, if applicable: Special Education
Focus Strategies	<ul style="list-style-type: none"> • Plan science units of study for second semester with District Coach • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Continue to implement Healthy Me activities and curriculum • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning

	<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/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 96.6% in 2016/17 to 97% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators</p>
Focus Strategies	<ul style="list-style-type: none"> Communicate attendance laws to parents and reinforce the importance of regular school attendance. Provide incentives to students who maintain perfect attendance/no tardies each month and at the end of the school year. Track attendance data in data notebooks for individual accountability
Financial Resources	Campus budget SCE, Title I, 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
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. Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions as well as opportunities for obtaining needed certifications. Provide opportunities for teachers to attend specified training to maintain/obtain HQ status in the areas of particular need (GT, ESL, Dyslexia, etc.).

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.
Focus Strategies	<p>Indicator 1 Parent and Community Involvement Focus Strategies</p> <ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. • Provide new student registration for incoming students. <p>Indicator 2 Second Language Acquisition Focus Strategies</p> <ul style="list-style-type: none"> • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • 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. <p>Indicator 3 Dropout Prevention Focus Strategies</p> <ul style="list-style-type: none"> • Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. • Hold weekly team meetings to ensure teacher collaboration within each department/grade.
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
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, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of

	<p>Emergency Operations Plans at the district and campus level.</p> <ul style="list-style-type: none"> • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • 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. • Ensure the safety of students with secure front doors that remain locked during school hours.
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. Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Provide meaningful opportunities for students to access technology for learning. • Utilize intervention and academic support software to provide additional learning opportunities for students.
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
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
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing Gaps: Strategy 1	Academic Tutorials	13,634	.00
	TOTAL SCE	13,634	.00

**Resources Allocated for Title I - III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Student Progress: Reading Strategies 1,2,3,4 Writing strategies: 1,2,3 Math Strategies: 1,2,3	Instructional Support – Instructional Coaches/Teachers	208,290	3.00
Student Achievement : 6 Student Progress: Reading Strategy 1,2,3 Writing Strategy 1,2 Math Strategy 1,2, 3	Instructional Support – Paraprofessionals	22,574	1.00
Closing Gaps: Strategy 1	Subs and Extra Duty Tutorials	10,412	0.20
Student Progress Math Strategies: 1,2,3 Reading Strategy 1,2,3,4	Instructional Materials	22,171	0.00
Parent and Community Strategy 1-3	Parent Involvement	2,985	0.00
	TOTAL Title IA	266,432	4.20
Title III LEP			
Closing Performance Gaps: Strategy 1	Extra Duty Tutorials	4,500	0.08
Technology Strategy 1	Technology	500	0.00
Closing Performance Gaps: Strategy 3	Books	500	0.00
Closing Performance Gaps: Reading Strategy 6	Instructional Materials	1,000	0.00
	TOTAL Title III LEP	6,500	0.08