## Campus Improvement Plan 2016-2017

Elementary Campus: Sally K. Ride Elementary Rating: Met Standard

### **Goal 1: Student Achievement and Post-Secondary Success**

**Sally K. Ride 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

	HIEVEMENT AND POST-SECONDARY SUCCESS
	ADEMIC STANDARDS —Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS INT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	Index 1: Student Achievement In 2015-2016, 92% of All students combined over all subject areas met Level II standard. In 2021-2022, 96% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 93% met Level II standard.  Distinctions:  • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science Increase Attendance Rate from 97.3 % to 98%
INDEX 2: STUDENT PROGRESS OBJECTIVES	Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress 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. In 2015-2016, the Index 2 Score was 44. In 2016-2017, the Index 2 Score will be 49. Distinctions:  • 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	<ul> <li>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</li> <li>Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing</li> <li>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</li> <li>Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>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</li> </ul>

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	<ul> <li>in the process of reading.</li> <li>Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in August for teachers new to CISD, new to a grade level, or teachers needing a "refresher."</li> <li>Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus using assessment to grow readers and assist in deepening their understanding of text.</li> <li>The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS and other District Literacy Assessments and how to use data gleaned</li> </ul>			
	from these assessments to guide small group Guided Reading instruction.			
	Genre Study and Guided Reading by Fountas and Pinnell			
	<u>The Comprehension Toolkit</u> by Stephanie Harvey			
	<ul> <li>CISD READS on-line resources in First Class/Canvas including the ELA Scope and Sequence and Word Study Calendars</li> </ul>			
WRITING Strategies	WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT			
	<ul> <li>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</li> <li>Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop</li> </ul>			
	model implementing Mentor Sentences			
	<ul> <li>Staff development will be provided through the Fall and Spring Cadres with a focus on the use of the Writing Workshop format to support writing in all genres.</li> </ul>			
	Staff development will be provided at the Lucy Calkins Institute in July to train on the Writer's			
	Workshop approach to teaching writing using the Lucy Calkins <u>Units of Study.</u>			
	<ul> <li>The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year.</li> </ul>			
	CISD READS on-line resources in First Class and CANVAS including the ELA Scope and Sequence			
	and Word Study Calendars			
MATH Strategies	Genre Study AND Phonics Lessons by Fountas and Pinnell  MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT			
WATT Strategies	<ul> <li>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.</li> <li>Guided Math</li> </ul>			
	Grade Level Team Meetings			
	CISD Solves Math Review/Mental Math, Poster Method, and Math Fluency			
	Guided Math (Sammons)     Five Facy Stans to a Palanced Math Program (Christinson)			
	<ul> <li>Five Easy Steps to a Balanced Math Program (Christinson)</li> <li>Teaching Student Centered Mathematics (Van de Walle)</li> </ul>			
SOCIAL STUDIES	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT			
Strategies	Focus on engagement through student centered instructional strategies based on History Alive!  /Social Studies Alive!			
	<ul> <li>Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> </ul>			
	<ul> <li>Staff development will be provided to the campus in the focus area of engagement from the Social</li> </ul>			
	Studies Model by attending Social Studies Alive!			
	Staff development will be provided to the campus in the focus area of engagement from the Social			
	Studies Model by attending The Interactive Student Notebook for Elementary Teachers.			
	Social Studies Alive!  Social Studies Madel AND Grade Loyal Social Servence Decuments.			
SCIENCE Streets size	Social Studies Model AND Grade Level Scope and Sequence Documents  SCIENCE CURRICHLIAM INSTRUCTION & STAFF DEVELOPMENT.			
SCIENCE Strategies	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT     Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).			
	tengage, explore, explain, claborate, and evaluate).			

	Improve vocabulary building in Science with Science word walls and the use of Marzano Words in			
	the Scope and Sequences, and CISD Science Success.			
	<ul> <li>Staff development will be provided to new science teachers in the areas of the 5-E lesson model,</li> <li>Marzano's Vocabulary Instruction and the Science Interactive Notebook during the Science Buffet</li> </ul>			
	for K-12 <sup>th</sup> Grades.			
	<ul> <li>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 after school staff developments.</li> </ul>			
	Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade			
	levels/subjects by weeks.			
	Robert Marzano- Building Background Knowledge and Classroom Instruction that Works.			
INDEX 3:	Index 3: Closing Performance Gaps			
CLOSING	All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted			
PERFORMANCE GAPS	performance (Level II and Level III)			
OBJECTIVES	In 2015-2016, the Index 3 Score was 57and included the student groups of Eco Dis, and Hispanic.			
	In 2016-2017, the Index 3 Score will be 62 and will include the student groups of Eco Dis, and Hispanic.			
	Distinctions:			
	Will meet Top 25% Closing Performance Gaps			
Program Focus Strategies	<ul> <li>Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG)</li> </ul>			
	Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to			
	facilitate academic improvement for identified students.			
	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)			
READING	READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT			
Performance	In 2015-2016, 73% of Eco Dis students, 98% of Hispanic student group met Level II standard. In addition,			
Objectives	30% of Eco Dis students, 55% of Hispanic student group met Level III standard.			
	In 2016-17, 78% of Eco Dis students, 98% of Hispanic student group will meet Level II standard. In			
	addition, 35% of Eco Dis students, 60% of Hispanic student group will meet Level III standard.			
	Target Reading Reporting Category 3: Grade 3 and 4 White, Eco Dis, Hispanic and Special Education.			
Focus Strategies	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 special education and ELL students in all content areas. (DSG)			
	Ensure that ELL students receive appropriate English Language acquisition support and sheltered			
	instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for			
	ELLs. (CSG)			
WRITING	WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT			
Performance	In 2015-2016, 53% of Eco Dis students, 89% of Hispanic student group met Level II standard. In addition,			
Objectives	11% of Eco Dis students, 50% of Hispanic student group met Level III standard.			
	In 2016-17 60% of Eco Dis students, 90% of Hispanic student group will meet Level II standard. In			
	addition, 25% of Eco Dis students, 55% of Hispanic student group will meet Level III standard.			
	Target: Reporting Category 1: - White, Hispanic, Economically Disadvantaged, and Special Education			
Focus Strategies	Provide training and support for teachers with various research-based instructional strategies to			
	address the unique academic needs of special education, current and ELLs students in writing. (DSG)			
MATH Performance	MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT			
Objectives	In 2015-2016, 63% of Eco Dis students, 94% of Hispanic student group met Level II standard. In addition,			
Objectives	in 2013 2010, 03/0 of 100 Dis students, 34/0 of risspanic student group friet Level it standard. Ill addition,			

	27% of Eco Dis students, 42% of Hispanic student group met Level III standard.
	In 2016-17, 68% of Eco Dis students, 95% of Hispanic student group will meet Level II standard. In
	addition, 30% of Eco Dis students, 50% of Hispanic student group will meet Level III standard.
	Grade 3: Reporting Category 2 - White, Hispanic, Economically Disadvantaged, Special Education.
	Grade 4: Reporting Category 3 - White, Hispanic, Economically Disadvantaged, Special Education.
Focus Strategies	Provide leadership, training, and follow-through on the implementation of the CISD Solves Math
	Structure.
	<ul> <li>Develop and implement common formative assessments to assist in monitoring achievement,</li> </ul>
	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.
SOCIAL STUDIES	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT
Performance	95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District
Objectives	performance standards.
Focus Strategies	Focus on engagement through student centered instructional strategies based on History Alive!
	/Social Studies Alive!
	Ensure that teachers plan and implement social studies lessons based on the district scope and
	sequence CISD Remembers.
SCIENCE Performance	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT
Objectives	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 groups met Level III standard.
	In 2016-17, 97% of Eco Dis students, 98% of White student group, and 100% of Hispanic 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.
	Target Reporting Category: RC Earth and Space
	80% of all 6 <sup>th</sup> grade students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District
	performance standards.
Focus Strategies	Collaboratively plan 5E Lessons and implement Scientific Investigation Reasoning Skills in those
	lessons. 40% of targeted planned time for investigation, discovery, research, and kinesthetic will
	be required in 6th grade science lesson. Discussion of best practices will take place in meetings
	and lesson differentiations so all students can learn.
	Data analysis from previous summative assessments and daily formative assessments will reflect
	adjustments to science content for "SMART" focused science TEKS that support 5 <sup>th</sup> and 8th grade
	Science STAAR.
	Staff development will be provided to the campus by a Science Instructional Coach in the area of
	Science Success during teacher planning meetings.
	The Science Coordinator and District Instructional Staff will provide training on Differentiating
	Instruction and Formative Assessments in the science classroom for science teachers during the
	Science Cadres.
<b>HEALTH Performance</b>	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH
Objectives	85% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	Develop lessons that allow students to participate in MVPA (moderate to vigorous physical)
	activity) for a minimum of 75% of class time.
	<ul> <li>Track and evaluate students' level of health-related fitness by conducting two FitnessGram</li> </ul>
	assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.
	<ul> <li>Provide students with information on a variety of physical activity and good nutrition practices</li> </ul>
	that can be utilized for a lifetime.
	All students should be actively engaged in the lesson with adequate space and equipment to
	maximize learning.
SUCCESSFUL COMPLETI	
POST-SECONDARY REAL	DINESS (Index 4)
CAMPUS DISTINCTIONS	AND SAFEGUARD INDICATORS
Index 4:	INDEX 4: POST-SECONDARY READINESS
POST-SECONDARY	In 2015-2016, 74% all students and 7 race/ethnic groups met post-secondary standard on STAAR
READINESS	assessments.
10/25/2016	

OBJECTIVES	In 2016-2017, 85% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR				
	assessments.				
	Increase Attendance Rate from 97.3% to 98%				
	Distinctions:				
	Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group				
Focus Strategies	<ul> <li>Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award in 9 weeks, and all year.</li> </ul>				
	Create Daily/weekly attendance incentives for individual and class to improve yearly attendance.				
	<ul> <li>Promote students as "Future CPHS High School Students" through activities within feeder and district, including: student visits, "Generations Texas!" Week etc.</li> </ul>				
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				
<b>Monitoring Timeline</b>	November, January, April				
Formative Evaluation	CISD Benchmarks at passing rate				
Summative	TEA Accountability Summary				
Evaluation	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> <li>Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>Provide mentor support for beginning teachers.</li> <li>Provide opportunities for teachers to attend GT training.</li> <li>Provide opportunities for teachers to acquire ESL certification.</li> </ul>	
Financial Resources	Campus budget, Teacher Activity Fund, Title III	
Additional Resources	Position Control Reports, Allocation Reports	
<b>Monitoring Timeline</b>	November, January, March	
Formative Evaluation	HQ data from Human Resources	
<b>Summative Evaluation</b>	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.  CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.	
	<ul> <li>Indicator 1 Focus Strategies: Fine Arts</li> <li>Provide additional opportunities to demonstrate content knowledge through the Fine Arts.</li> <li>Develop a field trip generated by Fine Arts experience.</li> </ul>	

	<ul> <li>Provide an additional performance that demonstrates learning of the TEKS and is driven by the CISD Fine Arts Curriculum.</li> </ul>
	Indicator 2 Focus Strategies: 21st Century Workforce Development
	Provide opportunities for students to participate in classroom career awareness activities.
	Expand current school based enterprises.
	Indicator 3 Focus Strategies: Second Language Acquisition
	<ul> <li>Closely monitor progress of former LEP students in M1 and M2 year.</li> </ul>
	<ul> <li>Provide additional staff development on 7 Steps to a Language Rich Classroom.</li> </ul>
	Add newcomer element to Parent Information Night and Meet the Teacher Night.
Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	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
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
	Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	S			
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.			
Focus Strategies	<ul> <li>Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level.</li> <li>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.</li> <li>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.</li> </ul>			
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> <li>Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>Provide staff development on integration of technology across the curriculum.</li> <li>Provide staff development on integration of technology across the curriculum.</li> <li>Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> </ul>

	Build teacher capacity to fully implement technology in instruction.			
	<ul> <li>Provide meaningful opportunities for students to access technology for learning.</li> </ul>			
<b>Financial Resources</b>	Campus budget			
	Title III			
Additional Resources	Technology staff			
<b>Monitoring Timeline</b>	Formative November, January			
	Summative July			
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with			
	strategies			
<b>Summative Evaluation</b>	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 Achievement Gap: Strategy 1-3	Academic Tutorials	5,000	.07
Reading Strategy 1, Math Strategy 5	Instructional Materials for At-Risk Students	580	.00
	TOTAL SCE	5,580	.07

# Resources Allocated for Title III 2016-2017 School Year

		Funds	
Strategy	Program/Service	Budgeted	FTEs
Title III LEP			
Close the Achievement Gap: Strategy 1 & 6	Extra Duty Tutorials	1,000	.02
Technology Strategy 6	Technology	500	.00
Close the Achievement Gap: Strategy 4	Books	200	.00
Close the Achievement Gap: Strategy 4-6	Instructional Materials	550	.00
	TOTAL Title III LEP	2,250	.02