

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: Ann K. Snyder Elementary Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Snyder 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 and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 92% of All students combined over all subject areas met Level II standard. In 2021-2022, 98% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 95% 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, Increase Attendance Rate from 97.1% to 97.3%
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 51. In 2016-2017, the Index 2 Score will be 55. <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-6 for vertical alignments of Tier I best practices. • Collaborate among vertical teams on the effectiveness and depth of current practices and implement best practices by studying The Reading Strategies by Jennifer Serravallo.

<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 to 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. • Focus on evidence based best practices specifically for serving students with disabilities. • Staff development will be provided through the Fall and Spring on the use of the Writing Workshop format to support writing in all genres, and emphasize the need for appropriate conferring throughout the year.
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • 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.
<p>SOCIAL STUDIES Strategies</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement the Interactive Student Notebook K-12. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
<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 classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
<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 60 and included the student groups of Eco Dis, White, and Hispanic. In 2016-2017, the Index 3 Score will be 65 and will include the student groups of Eco Dis, African American, 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 intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 74% of Eco Dis students, 93% of White student group, and 85% of Hispanic student group met Level II standard. In addition, 19% of Eco Dis students, 46% of White student group, and 33% of Hispanic student group met Level III standard.</p> <p>In 2016-17, 90% of Eco Dis students, 90% of Hispanic student group, and 95% of African American student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of Hispanic student group, and 50% of African American student group will meet Level III standard.</p> <p>Target Reading Reporting Category: R3- Students will demonstrate the ability to understand and analyze text.</p>

<p>Focus Strategies</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) • 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 staff development training of long-term ELL frameworks such as Siedlitz’s 7 Steps to a Language Rich Instructional Classroom.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 81% of Eco Dis students, 90% of White student group, and 89% of Hispanic student group met Level II standard. In addition, 19% of Eco Dis students, 43% of White student group, and 24% of Hispanic student group met Level III standard. In 2016-17, 90% of Eco Dis students, 90% of Hispanic student group, and 90% of African American student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of Hispanic student group, and 50% of African American student group will meet Level III standard. Target Reporting Category: W1- Students will demonstrate the ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and use of language and conventions. 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"> • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (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>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 83% of Eco Dis students, 97% of White student group, and 93% of Hispanic student group met Level II standard. In addition, 30% of Eco Dis students, 52% of White student group, and 37% of Hispanic student group met Level III standard. In 2016-17, 90% of Eco Dis students, 95% of Hispanic student group, and 90% of African American student group will meet Level II standard. In addition, 50% of Eco Dis students, 50% of Hispanic student group, and 50% of African American student group will meet Level III standard. Target Reporting Category: M2 Computations and Algebraic Relationships</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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. • Ensure that we are building a growth mindset for all students in regard to math learning. Value mistakes in the classroom and help students understand everyone can do math.
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
<p>SCIENCE Performance Objectives</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Implement STEMscopes daily to ensure rigorous questioning in order to develop a deeper understanding of science concepts among all student groups.
<p>HEALTH Performance Objectives</p>	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • All students are actively engaged in the lesson with adequate space and equipment to maximize learning. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.

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, 60% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017, 70% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 97.1% to 97.3% <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 awards for each marking period and all year. • Monitor student progress with common assessments and district benchmarks to ensure students are reaching the final recommended level on assessments.
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. • Provide opportunities for teachers to attend GT training.
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:</i> Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.

	<p>Indicator 1 Gifted and Talented Program Focus Strategies</p> <ul style="list-style-type: none"> • Ensure that GT (Gifted and Talented) students are producing advanced level products through the Texas Performance Standards Project (TPSP). • Provide opportunities for new teachers to become GT certified. <p>Indicator 2 Community and Parent 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 assessments. <p>Indicator 3 Dropout Prevention Strategies Focus Strategies</p> <ul style="list-style-type: none"> • Develops plans and visits for assisting students in transitioning to the next campus. • Train and implement staff in CHAMPS and utilize positive intervention techniques. • Utilize a campus mentor program.
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 fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • Involve parents and community members in activities to support a safe school environment.
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"> • Provide hands-on training in use of new technology hardware and software. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.
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.

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**State Compensatory Education Program
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gaps Strategy 1	Academic Tutorials	7,000	0.13
	TOTAL SCE	7,000	0.13

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Performance Gaps Strategy 1	Extra Duty Tutorials	1,000	0.02
Closing the Performance Gaps Strategy 1	Technology	500	0.00
Closing the Performance Gaps Reading Strategy 4	Books	200	0.00
Closing the Performance Gaps Reading Strategy 4	Instructional Materials	550	0.00
	TOTAL Title III LEP	2,250	0.02