

**Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Snyder
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

- **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/Post-secondary 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 90% Approaching Grade Level Standards Goal for 2017-2018 95% Approaching Grade Level Standards 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
<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 76% of students who Met or Exceeded Growth measures 38% of students who met Exceeded Growth measure only Goal for 2017-2018 90% of students who will Meet or Exceed Growth measures 50% of students who will meet Exceeded Growth measure only 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.
<u>READING Strategies</u>	<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 Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students. • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.

	<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. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS, DRA and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. District Safeguard (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 genres bridging from the Genre Study implementation. • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test.
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 using anecdotal notes and implementation of effective tutorial programs for teachers. • 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 Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Monitor academic progress to ensure students continue to demonstrate mastery. (DSG)
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement the Interactive Student Notebook K-12. • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 90% scored Approaching Grade Level Standards 32% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p>

	<p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 88% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 77% scored Approaching Grade Level Standards 34% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% 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"> • Provide mentors to targeted at-risk students. • Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. • Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps. • Provide on-going support and researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) 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: 77% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 85% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 73% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: Reporting Category 3: Understanding/Analysis of Informational Texts Reading Performance Safeguard Target: Hispanic and Economically Disadvantaged</p>

<p>Focus Strategies</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. • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. • Provide on-going support and training through, 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. Campus Safeguard (CSG)
<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 13% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 78% scored Approaching Grade Level Standards 12% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: Reporting Category 1: Composition</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus 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.
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 88% scored Approaching Grade Level Standards 41% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 95% scored Approaching Grade Level Standards 38% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017:</p>

	<p>86% scored Approaching Grade Level Standards 38% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: Reporting Category 3: Geometry and Measurement Math Performance Safeguard Target: Economically Disadvantaged</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. • Provide professional learning opportunities 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. • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. (DSG) • Provide intensive, systematic tutoring for identified at-risk students during the day for Math. (CSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% 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"> • 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. • Provide on-going support and training for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • Professional learning opportunities on Science Interactive Word Walls to science teachers by Dr. Julie Jackson, professor at Texas State University. • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide students with opportunities and activities that allow “choice.” • Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns. • Ensure students demonstrate responsible personal and social behavior that respects self and others.
<u>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS</u>	
<u>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</u>	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97.2% in 2016/17 to 97.5% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) 50% of indicators will be in top quartile</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"> Reward student attendance with the Perfect Attendance award for each grading period throughout the year. Continue the electronic tardy/early release sign-out system to make parents aware of missed instructional time. Make phone calls and send letters home to parents to inform them of absences. Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
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
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. Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Improve qualifications of teachers by providing opportunities to attend workshops and training sessions.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY

Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<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 information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.
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
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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Involve parents and community members in activities to support a safe school environment. • Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school.
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. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning.
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
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 the Performance Gap: Strategy 2	Academic Tutorials	7,218	0.13
	TOTAL SCE	7,218	0.13

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Performance Gap: Strategy 2	Extra Duty Tutorials	1,500	0.02
Technology: Strategy 1	Technology	500	0.00
Reading: Strategy 3	Books	500	0.00
Closing the Performance Gap: Strategy 3	Instructional Materials	500	0.00
	TOTAL Title III LEP	3,000	0.02