Conroe Independent School District

David Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, David Elementary met all three target areas:

Domain 1- Student Achievement: David Elementary Score 94 Rating A

Domain 2- Student Progress: David Elementary Score 91 Rating A

Domain 3- Closing Performance Gaps: David Elementary Score 98 Rating A

These scores resulted in David Elementary receiving a 2019 Accountability A (95) rating.

STAAR comparison for Approaches/Meets/Masters:

2019 All Subjects: 92%/79%/54%

2018 All Subjects: 92%/74%/51%

2019 3rd Reading: 95%/80%/60%	2019 4th Reading 94%/82%/52%	2019 4th Reading Academic Growth 80
2018 3rd Reading: 96%/73%/55%	2018 4th Reading 93%/79%/59%	2018 4th Reading Academic Growth 78
2019 3rd Math: 95%/87%/63%	2019 4th Math 94%/85%/68%	2019 4th Math Academic Growth 87
2018 3rd Math: 94%/76%/46%	2018 4th Math 95%/79%/59%	2018 4th Math Academic Growth 84

2019 4th Writing: 84%/60%/27%

2018 4th Writing: 85%/63%/34%

In 2019, the demographic summary for the percentage of students scoring at the approaches, meets, and masters level in all subjects were as follows:

Economically Disadvantaged: Approaches 85% Meets 63% Masters 27%

Special Education: Approaches 23% Meets 12% Masters 9%

Hispanic: Approaches 89% Meets 76% Masters 46%

African American: Approaches 96% Meets 80% Masters 40%

English Learners: Approaches 80% Meets 65% Masters 35%

White: Approaches 92% Meets 76% Masters 54%

Asian: Approaches 94% Meets 91% Masters 74%

The 2019 data shows an increase in Meets and Masters in the areas of 3rd grade math, 4th grade math, and 3rd grade reading. Fourth grade reading had growth in the percentage of students scoring Meets, but a decrease in Masters. Fourth grade writing had a decrease in the percentage of students scoring Meets and Masters. Students making Academic Growth increased in reading and math when compared to the 2018 data.

Special Education students performed significantly lower than the campus average in all three content areas. In the All Subjects category, African American students scored significantly higher in all three performance levels and Economically Disadvantaged students showed gains in Approaches and Meets. As a campus we are focused on student growth and closing the performance gaps among all students.

Student Achievement Strengths

The student strengths listed below are a result of the dedication of the students and staff at David Elementary.

 David Elementary Distinctions:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

David Elementary exceeded the state and district percentages on ALL tests in the area(s) of: Approaching grade level standards 92%, Meets grade level standards 79%, and Masters grade level standards 54%.

Our 2019 STAAR scores earned a distinction in the area of ELA/Reading. Fifty-six percent of our students reached the Masters level.

Our 2019 STAAR scores earned a distinction in the area of Mathematics. Sixty-six percent of our students reached the Masters level.

Our 2019 STAAR scores earned a distinction in the area of Comparative Academic Growth. David Elementary received a scaled score of 91.

Our 2019 STAAR scores earned a distinction in the area of Postsecondary Readiness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Fourth grade writing scores at Meets grade level decreased from 63% to 60% and those scoring "Masters" dropped from 34% to 27%. **Root Cause:** Lack of vertical alignment in grammar and conventions in grades K-4.

Problem Statement 2 (Prioritized): Special Education students did not meet Student Success target. Approaches percentages: Reading 31%, Math 25% and Writing 9% **Root Cause:** Due to lack of time spent on grade level texts and passages, students are reading below benchmark expectations.

Culture and Climate

Culture and Climate Summary

It is the mission of David's School to inspire through education, to educate toward courage, and in however humble a manner, to help each child to "touch the world."

David Elementary values the relationships with each students and staff member. We are committed to each child feeling safe, engaged, supported and challenged. All students and staff are valued members and play a significant role in the success of our school.

David Elementary is continuing to grow and learn through PBIS (Foundations). In 2019, a committee was developed to help support our students and staff. The committee collects/analyzes data, evaluates campus wide procedures, receives input from staff and develops plans to set clear procedures and expectations within the building. The Foundations committee worked throughout the summer of 2020 to develop and train staff on procedures to help mitigate the spread of COVID-19. The committee and staff continue to analyze and look for ways to improve the health and well-being of our students.

At David Elementary, we recognize and appreciate cultural differences. All staff, students, and families are important members of our school. David Elementary is committed to the academic, social and emotional growth of all students and staff. We strive to educate and celebrate diversity helping prepare students who will be successful in a diverse world.

The 2019 OHI data reveal that 10 of the ten dimensions scored at the Interdependent level. These results show a healthy school with the ability to function effectively, to cope adequately, to change appropriately and to grow from within. The three highest dimensions were Cohesiveness, Problem Solving Ability, and Goal Focus. The three lowest dimensions were Optimal Power Equalization, Innovativeness, and Adaptation. The average OHI score was 88 a decrease of 4 percentile points.

Culture and Climate Strengths

- David Elementary builds leadership through Foundations, the Campus Improvement Team, and Team Leaders.
- Administrations works closely with teachers, staff, and the community in decision making.
- Teachers meet in committees, grade level teams, PLCs, and attend district training's to help support in the decision-making process for our campus.
- Students and staff value each other and respect cultural differences within our diverse population.
- Teams trust and support each other.
- Staff is able to adapt and change to meet the needs of the school
- Staff develops, accepts and supports school-wide goals.
- All staff at David will participate in Cultural and Diversity Awareness training.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization) **Root Cause:** Lack of consistency in school wide discipline systems.

Problem Statement 2 (Prioritized): Decrease in the ability to tolerate stress and maintain stability while coping with the demands of the environment. (Adaptation) **Root Cause:** Lack of an Instructional Campus Coach to help model, support and grow teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

David Elementary is greatly supported with strong parent and community engagement. Our parent volunteers serve in many different capacities, including the classrooms, library, workroom and during special student events. Parents report feeling very welcomed entering school due to attention, professionalism, and kindness they encounter in our front office. In addition, they report a welcoming and inviting attitude from our staff. Most parents actively attend school activities such as open house, parent conferences, grade level programs, parent involvement days, David Dream Run, school fundraisers and school carnivals.

Our website, marquee, and social media is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home. Our staff websites are also kept up to date with events, resources, and classroom information. In addition to the website, the campus administration sends a weekly newsletter called the "David News" with all information surrounding events and updates from our campus and district.

David Elementary is blessed with a supportive PTO that works to meet the academic and social/emotional needs of all students. The PTO sponsors and supports in areas such as fund raising for instructional resources, volunteering for classroom activities, providing a school carnival, supporting grade level music performances, holiday celebrations, David Dream Run and end of year activities. This support and dedication the PTO provides with different events greatly strengths the relationship among school, parents and community.

Parent and Community Engagement Strengths

A key component to the success of David Elementary is the support, participation and cooperation of our families and community.

*PTO helps support new families into our school with a school shirt, welcome bag, school information, and information on how to get involved.

*PTO hosts spirit nights at local restaurants to connect parents and school, and build partnerships with neighboring businesses.

*School fundraiser: "Splash's Epic Adventure" raises funds for instructional resources.

*School Carnival: "Superhero Headquarters" The carnival is designed to be fun for the entire family and is supported by local businesses.

*David Dream Run: This event is one our largest turnouts with people from many different communities in our area (and beyond) supporting Texas Children's Hospital.

*Annual community service projects or donation drives include: coat drive, food drive, toy drive and blanket donations. All donations and proceeds go to our local   community and partnering schools.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Developing relationships with new families **Root Cause:** Lack of in person activities.

Priority Problem Statements

Problem Statement 1: Fourth grade writing scores at Meets grade level decreased from 63% to 60% and those scoring "Masters" dropped from 34% to 27%.
Root Cause 1: Lack of vertical alignment in grammar and conventions in grades K-4.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Special Education students did not meet Student Success target. Approaches percentages: Reading 31%, Math 25% and Writing 9%
Root Cause 2: Due to lack of time spent on grade level texts and passages, students are reading below benchmark expectations.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Decrease in the ability to maintain a relatively equitable distribution of influence between the leader and team members. (Optimal Power Equalization)
Root Cause 3: Lack of consistency in school wide discipline systems.
Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Decrease in the ability to tolerate stress and maintain stability while coping with the demands of the environment. (Adaptation)
Root Cause 4: Lack of an Instructional Campus Coach to help model, support and grow teachers.
Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Developing relationships with new families
Root Cause 5: Lack of in person activities.
Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Domain 1: Writing - 85% of all students will achieve Approaches Grade Level, 63% Meets and 30% Masters.

    Evaluation Data Sources: District Benchmarks, Common Assessments, STAAR data, and on-demand data

    Summative Evaluation: None

Strategy		Reviews			
Strategy 1: Vertical alignment of grammar and convection TEKS and Mentor Sentence using Patterns of Power, Units of Study in Writing Workshop Anchor charts in Narrative and Opinion writing resources. **Strategy's Expected Result/Impact:** Increase quality of writing K-4. **Staff Responsible for Monitoring:** Administration, Instructional Coach		**Formative**			**Summative**
		Feb	Apr	July	July
Strategy 2: Big picture planning of a unit of study **Strategy's Expected Result/Impact:** Increase teacher understanding and expectations for level of writing. **Staff Responsible for Monitoring:** Administration, Instructional Coach		**Formative**			**Summative**
		Feb	Apr	July	July
Strategy 3: Thin slicing on-demand writing samples before the unit begins to focus on strengths and needs of students. **Strategy's Expected Result/Impact:** Teachers will have a greater understanding of student needs and expectations. Increase quality of writing K-4. **Staff Responsible for Monitoring:** Administration, Instructional Coach		**Formative**			**Summative**
		Feb	Apr	July	July
Strategy 4: On-going coaching cycles that focus on instruction and supporting the individual needs of students through mini-lessons, conferring, and small group. **Strategy's Expected Result/Impact:** Differentiated student instruction and an increase in the quality of student writing. **Staff Responsible for Monitoring:** Administration, Instructional Coach		**Formative**			**Summative**
		Feb	Apr	July	July
Strategy 5: Push in tutor for our LEP students for writing and purchase of bilingual dictionaries. **Strategy's Expected Result/Impact:** To increase our students' writing scores. **Staff Responsible for Monitoring:** Admin and teachers **Funding Sources:** Instructional Support for At-Risk Students - State Comp Ed - $3,112, materials - Title III - $3,000		**Formative**			**Summative**
		Feb	Apr	July	July

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: 35% of Special Education students will achieve Approaches Grade Level in Reading.

    Evaluation Data Sources: District Benchmarks, Common Assessments, STAAR, and BAS

    Summative Evaluation: None

Strategy 1: Utilize mCLASS reading instruction and progress monitoring devices.	Reviews			
Strategy's Expected Result/Impact: Increase in progress in phonological awareness, decoding nonsense words, and word reading fluency.	**Formative**			**Summative**
Staff Responsible for Monitoring: None	Feb	Apr	July	July

Strategy 2: Professional development in goal setting and strategies to move readers up levels.	Reviews			
Strategy's Expected Result/Impact: Teachers will have an increased awareness of the various levels of readers, and how to support the students at each level.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Teachers, and Special Education Teachers	Feb	Apr	July	July

Strategy 3: On-going coaching cycles that focus on instruction and supporting the individual needs of students through mini-lessons, conferring, and small group.	Reviews			
Strategy's Expected Result/Impact: An increase in student comprehension and fluency.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers	Feb	Apr	July	July

Strategy 4: Collaboration with general education and special education teachers in grade level planning, PLCs, and data meetings.	Reviews			
Strategy's Expected Result/Impact: Students will have targeted curriculum that will help close instructional gaps.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, Instructional Coach, General Education Teachers, and Special Education Teachers	Feb	Apr	July	July

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Fiscal Responsibility:
CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Principal and Secretary will reconcile bank statements monthly.	Reviews			
Strategy's Expected Result/Impact: Audit will show reconciled bank statements.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Feb	Apr	July	July
Strategy 2: The Principal, PTO president and treasurer will review monthly bank statement and spending for the previous month.	Reviews			
Strategy's Expected Result/Impact: All bank statements and spending are in alignment with the approved budget.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Feb	Apr	July	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

    Evaluation Data Sources: Highly Qualified certification report

    Summative Evaluation: None

Strategy 1: Recruit highly qualified staff by participating in the CISD job fair.	Reviews			
Strategy's Expected Result/Impact: Highly qualified teachers will support academic growth.	Formative			Summative
Staff Responsible for Monitoring: Administration and Campus Improvement Team	Feb	Apr	July	July
Strategy 2: Provide mentor support for beginning teachers.	Reviews			
Strategy's Expected Result/Impact: Increased understanding of curriculum and classroom management.	Formative			Summative
Staff Responsible for Monitoring: Administration	Feb	Apr	July	July
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Provide opportunities for families to be engaged in academic and social events.	Reviews			
Strategy's Expected Result/Impact: Increased student success and parent engagement. **Staff Responsible for Monitoring:** Administration, Teachers, Counselors	Formative			Summative
	Feb	Apr	July	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Review and revise our instructional approach to school/classroom management (PBIS) including procedures for COVID-19.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Continuous improvement of the climate, safety, discipline and motivation of students. **Staff Responsible for Monitoring:** Administration, Counselor, Teachers	Feb	Apr	July	July
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Provide monthly staff development on integration of technology across the curriculum.	Reviews			
Strategy's Expected Result/Impact: Teachers will provide more digital learning opportunities for students.	Formative			Summative
Staff Responsible for Monitoring: Administration, District Technology Coach	Feb	Apr	July	July
Strategy 2: Provide Canvas and See Saw training for all teachers.	Reviews			
Strategy's Expected Result/Impact: All teachers will be proficient in posting assignments and communicating through Canvas and See Saw.	Formative			Summative
Staff Responsible for Monitoring: Administration, District Technology Coach	Feb	Apr	July	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Communicate through Facebook, weekly newsletters, and School Messenger to increase communication.	Reviews			
Strategy's Expected Result/Impact: Parents will be informed of upcoming events, ways to be involved in the school, and ways to support their child.	Formative			Summative
Staff Responsible for Monitoring: Administration	**Feb**	**Apr**	**July**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">State Comp Ed</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>5</td><td>Instructional Support for At-Risk Students</td><td></td><td>$3,112.00</td></tr>
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<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$3,112.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">Title III</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>5</td><td>materials</td><td></td><td>$3,000.00</td></tr>
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<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$3,000.00</td></tr>
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<tr><td colspan="4"></td><td align="right">Grand Total</td><td>$6,112.00</td></tr>
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Addendums