

Conroe Independent School District

Kaufman Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The teachers at Kaufman Elementary meet in collaborative teams and plan utilizing the district's scope and sequences, which is aligned with the TEKS. Teachers strive to ensure that lessons are planned that are meaningful, engaging, and rigorous. Teachers are continuing to work on analyzing data from common assessments and district assessments to help drive instruction and intervention needs for our students.

Based on data from the 2018-2019 STAAR data, Kaufman Elementary met the standards set by the state of Texas in three accountability areas. They are as follows:

Domain 1-Student Achievement: Kaufman Elementary Score 92

Domain 2-Student Progress: Kaufman Elementary Score 83

Domain 3- Closing Performance Gaps: Kaufman Elementary Score 87

Overall Accountability Rating: Kaufman Elementary-A

Summary of the 2019 STAAR Campus and District Results:

3rd Grade Reading-Kaufman: 92% Approaches; 71% Meets; 48% Masters

3rd Grade Reading- District: 81% Approaches; 54% Meets; 34% Masters

3rd Grade Math- Kaufman: 94% Approaches; 74% Meets; 48% Masters

3rd Grade Math- District: 85% Approaches; 60% Meets; 36% Masters

4th Grade Reading-Kaufman: 92% Approaches; 63% Meets; 37% Masters

4th Grade Reading-District: 84% Approaches; 56% Meets; 32% Masters

4th Grade Math-Kaufman: 92% Approaches; 74% Meets; 56% Masters

4th Grade Math-District: 86% Approaches; 66% Meets; 45% Masters

4th Grade Writing-Kaufman: 88% Approaches; 54% Meets; 19% Masters

4th Grade Writing-District: 75% Approaches; 45% Meets; 16% Masters

Student Achievement Strengths

The performance of the students at Kaufman Elementary is the result of hard work and dedication from our students and teachers. We are proud of the achievement of our students in the following areas:

Meeting or exceeding the district and state percentage on all tests in the areas of Approaches, Meets, and Masters performance.

Our Special Education students demonstrated progress on the Meets and Masters levels in 3rd grade Reading and Math and 4th grade Reading. 4th grade Writing improved in Meets area.

One of Kaufman Elementary's strengths is our academic achievement in Math. The campus also received the following distinction: Academic Achievement in Mathematics.

Our 2019 STAAR scores show that 52% of our students scored at the Masters level for Math.

Our third grade Reading and Math scores showed an increase at the Masters level from 29% to 32% in Reading and 24% to 39% in Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): On the 2018-2019 Reading STAAR test, 70% of Kaufman's third grade students and 61.1% of fourth grade students scored at the Meets level. **Root Cause:** Lack of consistency in reading planning lessons that address level of rigor, understanding of TEKS, and effective first time instruction.

Problem Statement 2 (Prioritized): On the 2018-2019 STAAR, the percentage of passing at the Approaches and Meets standards are lower for African-American students : all subjects 92% all students -75% African-American; reading 92% all students-67% African-American and math 93% all students -86% African-American. **Root Cause:** A greater need to understand motivation strategies that focus on their diverse needs as well as differentiated instruction to target their academic weaknesses.

Problem Statement 3 (Prioritized): 22% of K-3 students scored Well-Below on the mClass BOY reading composite score. **Root Cause:** Students missing reading instruction due to the final fourth of the 2019-2020 school year with only remote learning available with less academic expectations.

Culture and Climate

Culture and Climate Summary

At Kaufman Elementary, we say that "We are Family" because we believe that we are a true school family. We are proud that we have great relationships with our students, families, and each other. Teachers are members of teams and committees on our campus that allow them to be a part of the decision-making that impacts our campus. As a Professional Learning Community, our teams collaborate with one another to help with the continuous improvement of teaching and learning.

The results from our 2020 staff survey show some of our strongest areas and areas to improve/support:

Areas of Strength:

Teachers are proud to tell others that they work at Kaufman.- 80% Strongly Agree

Teachers and staff build strong relationships with students.-61.8% Strongly Agree

Students are safe in our school.-61.8% Strongly Agree

Adults in the school typically work well together.-56.4% Strongly Agree

Areas to Improve/Support:

Teachers spending a large amount of time dealing with student's social and emotional challenges.-24.5% Strongly Agree

Teachers spend too much time disciplining students.-30.8% Neutral

School administrators involve teachers in decision-making and problem-solving.-35.2% Agree

Teachers believe students are well behaved.-43.6% for Neutral and Agree

This is our fifth year to be a Foundations Campus in CISD. We have worked hard to set school-wide expectations in areas such as our cafeteria, hallways, and our playgrounds. Our Foundations team has helped create common language and behavior expectations across the campus. In addition, our Foundations team has helped build a positive environment that focuses on building relationships with our students and by bringing awareness to their social and emotional needs.

Kaufman Elementary participated in the "Cultural Diversity Training" offered through CISD as a staff, and we gained a greater awareness of the needs of our diverse campus. Staff members learned strategies to incorporate lessons and activities to help ensure all cultural backgrounds are represented.

In addition, we are committed to the health and wellness of all students and staff members at Kaufman Elementary. In accordance with the guidelines and recommendations from TEA, Kaufman Elementary follows the measures to mitigate the spread of COVID-19. The following measures have been taken: social distancing strategies in the classroom and common areas, requiring face coverings throughout the school day, use of hand sanitizer and proper cleaning techniques, and common classroom disinfecting practices.

Culture and Climate Strengths

Kaufman Elementary has a high staff retention.

Campus administration try to build leadership capacity through our Team Leaders, Core Team Leaders, and Foundation Team Leaders.

Kaufman Elementary has a family atmosphere among its students, staff, and families.

Kaufman Elementary embraces the CISD belief that "All Means All."

Kaufman Elementary continues to promote a safe learning and teaching environment through the Safe and Civil Schools training and by being a Foundations campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively support the emotional well-being of all students. **Root Cause:** Students have undergone unprecedented events in the wake of COVID and will need constant reinforcement and normalcy in their day-to-day activities.

Problem Statement 2: Teachers do not feel that they have a strong voice in the decision-making and problem-solving on campus. **Root Cause:** New programs and initiatives are put in place on campus, and teachers do not always feel that they had a voice in the implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Kaufman Elementary parents and our community members are critical stakeholders and partners in our students' overall success. Kaufman Elementary strives to have positive partnerships with our families and encourage them to be very involved in their child's educational journey.

Communication with our Kaufman families is very important to keep everyone connected. We communicate with our families through email notices called "Kaufman Happenings", a monthly newsletter called "The Paw Print", social media outlets such as Twitter and Facebook, and our teachers communicate with their families with phone calls, Zoom meetings, emails and newsletters.

Our parents were given the opportunity to complete a Parent/Guardian Survey in the fall of the 2020 school year. The results are as follows:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that Kaufman Elementary has a positive school community.	0%	0%	2%	34.5%	63.9%
I feel that my child is safe at Kaufman Elementary.	0%	0%	3.4%	34.5%	62.1%
I am satisfied with my child's academic progress.	0%	4.1%	8.8%	40.1%	46.9%
I feel that I am well-informed about events and other pertinent information at Kaufman Elementary.	1.4%	2%	8.2%	44.2%	44.2%
I feel that discipline is fair at Kaufman Elementary.	0%	0.7%	17.7%	39.5%	42.2%
Teachers communicate with parents on a regular basis.	0.7%	4.8%	8.8%	36.1%	49.7%

Overall, we were very pleased with the results of the survey because a majority of responses were Agree or Strongly Agree.

Parent and Community Engagement Strengths

Parents feel that their children are safe at Kaufman Elementary.

Parents believe the Kaufman Elementary has a positive school community.

Our parents and teachers have positive relationships and an open-line of communication. Our parents feel that teachers communicate with them regularly.

Kaufman Elementary has an active Parent Teacher Organization that works continuously to support our students and staff. Our PTO helps promote fundraisers that help provide learning materials for our school. Our PTO strives to help our staff know how much they are appreciated by providing them with monthly treats. We are very appreciative of our Kaufman PTO.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are seeking solutions to continue a sense of community in the school and find ways to support the school. **Root Cause:** Due to Covid-19 restrictions, parents have limited opportunities to participate in school-related events.

Problem Statement 2: There is a need to engage parents in training using instructional strategies demonstrating ways to support student success. **Root Cause:** Lack of opportunities to have face-to-face conferences, Academic Night, or other opportunities that would allow parents to gain a greater insight on how to support their child's academic needs. This is the result of Covid-19.

Priority Problem Statements

Problem Statement 1: On the 2018-2019 Reading STAAR test, 70% of Kaufman's third grade students and 61.1% of fourth grade students scored at the Meets level.

Root Cause 1: Lack of consistency in reading planning lessons that address level of rigor, understanding of TEKS, and effective first time instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On the 2018-2019 STAAR, the percentage of passing at the Approaches and Meets standards are lower for African-American students : all subjects 92% all students -75% African-American; reading 92% all students-67% African-American and math 93% all students -86% African-American.

Root Cause 2: A greater need to understand motivation strategies that focus on their diverse needs as well as differentiated instruction to target their academic weaknesses.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 22% of K-3 students scored Well-Below on the mClass BOY reading composite score.

Root Cause 3: Students missing reading instruction due to the final fourth of the 2019-2020 school year with only remote learning available with less academic expectations.

Problem Statement 3 Areas: Student Achievement

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
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card 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
- 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
- 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
- Special education/non-special education population including discipline, progress and participation data
- Special education 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

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: Increase Meets Grade Level on the Reading STAAR Assessment by 5% for third grade and 10% for fourth grade.

Evaluation Data Sources: State and local data.

Summative Evaluation: None

<p>Strategy 1: Teachers in grades K-4 will participate in "Big Picture Planning" for upcoming reading units with the guidance of a district literacy coach.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers District Literacy Coach Principal Assistant Principals</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide during and after school tutorials for at-risk and struggling learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Reading STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Tutors Principal Assistant Principal</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Tutoring Materials - State Comp Ed - \$500, Tutoring - State Comp Ed - \$9,668</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: On the 2018-2019 Reading STAAR test, 70% of Kaufman's third grade students and 61.1% of fourth grade students scored at the Meets level. Root Cause: Lack of consistency in reading planning lessons that address level of rigor, understanding of TEKS, and effective first time instruction.</p>

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: Increase the the Approaches level by 10% and the Meets level by 15% for all tests in 3rd and 4th grades for African American students.

<p>Strategy 1: Consistently analyze data after common assessments and benchmarks to track student progress and effectively plan differentiated lessons to meet the needs of targeted students.</p> <p>Strategy's Expected Result/Impact: Increased percentage of improvement for students on all STAAR tests.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principals</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Staff will participate in a social/emotional and motivation training to learn strategies to help support the needs of students from diverse backgrounds.</p> <p>Strategy's Expected Result/Impact: Increased achievement on all STAAR tests.</p> <p>Staff Responsible for Monitoring: Counselor Teachers Principal Assistant Principals</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: On the 2018-2019 STAAR, the percentage of passing at the Approaches and Meets standards are lower for African-American students : all subjects 92% all students -75% African-American; reading 92% all students-67% African-American and math 93% all students -86% African-American. Root Cause: A greater need to understand motivation strategies that focus on their diverse needs as well as differentiated instruction to target their academic weaknesses.</p>

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 3: Decrease K-3 mClass scores for well below reading composite from 22% to 11% for EOY testing.

<p>Strategy 1: Provide staff development on Reader's Workshop model of reading instruction and look for components of this model during classroom observations.</p> <p>Strategy's Expected Result/Impact: Increased achievement on EOY mClass testing results.</p> <p>Staff Responsible for Monitoring: Teachers District Literacy Coach Principal Assistant Principals</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: 22% of K-3 students scored Well-Below on the mClass BOY reading composite score. Root Cause: Students missing reading instruction due to the final fourth of the 2019-2020 school year with only remote learning available with less academic expectations.

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: Have a monthly meeting with campus secretary to review monthly records of campus spending. Strategy's Expected Result/Impact: Appropriate spending of campus funds. Staff Responsible for Monitoring: Principal Campus Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Ensure that all expenditures from district budget and activity funds are compliant with all policies and purposes. Strategy's Expected Result/Impact: Appropriate spending of funding that follows guidelines Staff Responsible for Monitoring: Principal Campus Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  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.

Strategy 1: Provide mentor support for beginning teachers. Strategy's Expected Result/Impact: Beginning teachers feel supported and are successful. Staff Responsible for Monitoring: Principal Assistant Principals	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Attend and recruit potential staff members at the CISD Teacher Job Fair. Strategy's Expected Result/Impact: Hire highly qualified staff members Staff Responsible for Monitoring: Principal Assistant Principals	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  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: Effectively communicate with parents through a variety of media including: School Messenger, Facebook, and Twitter so that they are informed about school activities, programs, and campus initiatives. Strategy's Expected Result/Impact: Increased awareness of pertinent school events and important information Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Conduct specific targeted surveys throughout the school year with parents and staff to monitor our campus needs. Strategy's Expected Result/Impact: Gain a great insight from important stakeholders to help guide campus decisions. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  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.

<p>Strategy 1: Conduct fire, shelter in place, lock-down, evacuation, and reverse evacuation drills to ensure the effectiveness of the Emergency Operations Plans at both the district and campus level.</p> <p>Strategy's Expected Result/Impact: Preparedness for emergency situations</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals All staff members</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide support from Student Support Services staff to help provide strategies for staff members to assist students with behavior and mental health needs.</p> <p>Strategy's Expected Result/Impact: Decreased discipline and crisis referral</p> <p>Staff Responsible for Monitoring: Counselor Student Support Staff member Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  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.

<p>Strategy 1: Increase student opportunities to utilize technology to enhance their learning while strengthening their skills with technology.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through the use of Learning Management Systems-Canvas and SeeSaw</p> <p>Staff Responsible for Monitoring: Teachers Technology Coach Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide on-going staff development with the support of district technology coach.</p> <p>Strategy's Expected Result/Impact: Increased teacher technology instruction knowledge</p> <p>Staff Responsible for Monitoring: Teachers Technology Coach Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Implement Imagine Learning for our struggling LEP students in grade K-4.</p> <p>Strategy's Expected Result/Impact: Increased achievement in LEP scores on TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology Program - Title III - \$3,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  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.

<p>Strategy 1: Utilize the CISD and campus website and social media to promote campus and district events and information for families, community members, and local businesses.</p> <p>Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of upcoming school events</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus technology liaison</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring Materials		\$500.00
1	1	2	Tutoring		\$9,668.00
Sub-Total					\$10,168.00
Budgeted Fund Source Amount					\$10,168.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3	Technology Program		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$13,168.00

Addendums