

**Campus Improvement Plan  
2017-2018  
Elementary/Intermediate Campus: Kaufman Elementary School  
Rating: Met Standard**

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

*Kaufman 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

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS</b>	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b> Performance in 2016-2017 91% Approaching Grade Level Standards Goal for 2017-2018 95% Approaching Grade Level Standards Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science</li> </ul>
<b><u>STUDENT PROGRESS OBJECTIVES</u></b>	<p><b>Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects</b> Performance in 2016-2017 79% of students met or Exceeded Growth measures 39% of students met Exceeded Growth measure only Goal for 2017-2018 85% of students will meet Met or Exceeded Growth measures 45% of students will meet Exceeded Growth measure only Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>• Will meet AADD indicator for Accelerated Growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> </ul>

<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.</li> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12.</li> <li>• 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.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> </ul>
<b><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></b>	<p><b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  85% scored Approaching Grade Level Standards  34% scored Mastering Grade Level Standards  Goal for 2017-2018:  90% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  88% scored Approaching Grade Level Standards  45% scored Mastering Grade Level Standards  Goal for 2017-2018:  93% will score Approaching Grade Level Standards  50% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.</li> <li>• Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. District Safeguard (DSG)</li> </ul>

<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  <b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  81% scored Approaching Grade Level Standards  40% scored Mastering Grade Level Standards  Goal for 2017-2018:  85% will score Approaching Grade Level Standards  45% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  88% scored Approaching Grade Level Standards  40% scored Mastering Grade Level Standards  Goal for 2017-2018:  92% will score Approaching Grade Level Standards  45% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category 3: Understanding/Analysis of Informational Texts</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.</li> <li>• Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Provide on-going support and training 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)</li> <li>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> </ul>
<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  <b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  74% scored Approaching Grade Level Standards  9% scored Mastering Grade Level Standards  Goal for 2017-2018:  80% will score Approaching Grade Level Standards  13% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  76% scored Approaching Grade Level Standards  10% scored Mastering Grade Level Standards  Goal for 2017-2018:  82% will score Approaching Grade Level Standards  14% will score Mastering Grade Level Standards  Target Reporting Category 1: Composition</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> </ul>
<p><b>MATH Performance Objectives</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  <b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  94% scored Approaching Grade Level Standards</p>

	<p>40% scored Mastering Grade Level Standards          Goal for 2017-2018:          96% will score Approaching Grade Level Standards          45% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: Hispanic</b>          Performance in 2016-2017:          93% scored Approaching Grade Level Standards          49% scored Mastering Grade Level Standards          Goal for 2017-2018:          95% will score Approaching Grade Level Standards          53% will score Mastering Grade Level Standards          Target Reporting Category 2: Computations and Algebraic Relationships</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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)</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>          90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Provide on-going support and training for teachers with various research- based instructional strategies to address unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>          90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> <li>• 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)</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>          95% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.</li> <li>• Ensure that students have adequate amounts of space to move and play safely.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<p><b>POST-SECONDARY READINESS</b>          Attendance rate will increase from 97.2% in 2016/17 to 97.3% in 2017/18.  <b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b>  <i>50% of indicators will be in top quartile</i>  <b>Meet Top 25% in Student Progress Distinction Designations</b>  <i>Top quartile of campus comparison group in performance for student progress</i></p>

	<p><b>Meet Top 25% in Closing Performance Gaps Distinction Designations</b>  <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p><b>Meet eligible Postsecondary Readiness Distinction Designations</b>  <i>50% of indicators will be in top quartile</i></p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Reward student attendance with the Perfect Attendance award for each grading period throughout the year.</li> <li>Continue the electronic tardy/early release sign-out system to make parents aware of missed instructional time.</li> <li>Continue to make phone calls and send emails to parents to discuss student absences.</li> <li>Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III
<b>Monitoring Timeline</b>	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</p> <p>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</p> <p>Systems: View-It, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<b>Formative Evaluation</b>	November, January, April
<b>Summative Evaluation</b>	CISD Benchmarks at passing rate
<b>Project Manager(s):</b>	TEA Accountability Summary TAPR

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>Provide mentor support for beginning teachers.</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>Provide opportunities for teachers to attend GT training.</li> <li>Provide opportunities for teachers to acquire ESL certification.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>Provide opportunities to parents to give input regarding the academic needs of students and programs.</li> <li>Provide communications regarding campus initiatives, programs, meetings, and activities through</li> </ul>

	a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide meaningful opportunities for students to access technology for learning.</li> <li>Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>Provide staff development on integration of technology across the curriculum.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	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**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Closing the Performance Gap: Strategy 2	Academic Tutorials	7,030	.13
Closing the Performance Gap: Strategy 2	Instructional Materials for At-Risk Students	40	.00
	<b>TOTAL SCE</b>	<b>7,070</b>	<b>.13</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Closing the Performance Gap: Strategy 2	Extra Duty Tutorials	1,000	.02
Technology: Strategy 2	Technology	500	.00
Reading: Strategy 3	Books	500	.00
Closing the Performance Gap: Strategy 3	Instructional Materials	500	.00
	<b>TOTAL Title III LEP</b>	<b>2,500</b>	<b>.02</b>