



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Anderson Elementary

Rating: B

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

DOMAIN II: SCHOOL PROGRESS - Measures district and campus outcomes in two areas:

Part A: Academic Progress –the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.

Part B: Relative Performance – the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).

Distinction Designations Earned:

Academic Achievement in ELA/Reading and Top 25 Percent: Comparative Closing the Gaps

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 80% of our students will achieve a Meets standard in STAAR.

STRATEGY DESCRIPTION(S):

- Training will be provided on the BAS, and other district literacy assessments highlighting how to use data gleaned from these assessments to guide small group Guided Reading instruction. Data will be used to measure the progress of each student during the school year.
- Provide specific training and time for teachers to analyze, learn and master their TEKS and curriculum.

READING/ELA

PERFORMANCE OBJECTIVE: 80% of our Hispanic, White, ED, SE, and ELL will achieve Meets standards in STAAR.

STRATEGY DESCRIPTION(S):

- Effective implementation of Readers Workshop in K-3rd 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.
- 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.
- Collaboration of professional development between ELA and Bilingual/ESL departments
- Bilingual focus on early native language literacy skills.



WRITING

PERFORMANCE OBJECTIVE: 78% of our Hispanic, White and ED will achieve Meets standards in STAAR.

STRATEGY DESCRIPTION(S):

- Explicitly teach grammar and conventions, within the context of the CISD Reads and Writers Workshop, implementing Mentor Sentences and daily writing in every k-4th classroom. Campus and district coaches will be monitoring and training in effective teaching of the curriculum.
- Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 4 for fidelity and integration of higher level thinking practices.
- Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.
- Focus on evidence based best practices specifically for serving students with disabilities.
- Work staff in PLCs to analyze data to increase achievement and raise final level II passing rates.
- Collaboration of professional development between ELA and Bilingual/ESL departments

MATH

PERFORMANCE OBJECTIVE: 80% of our Hispanic, White, ED, SE, and ELL will achieve Meets standards in STAAR.

STRATEGY DESCRIPTION(S):

- Development 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.
- Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
- Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.
- Provide strategies and staff development in the use of components of CISD Solves (Math Review/Mental Math, Poster Method, and Fluency).

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Focus on providing learning opportunities so students can use the interactive notebook and interactive word walls.
- Teachers will have professional development to implement the notebooks and word walls in the classroom.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Ensure that teachers plan and implement TEKS aligned science lesson using the 5-E Lesson Model.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Focus on providing instruction that incorporates a high percentage of active time and that teacher-student ratio does not exceed 45:1.
- Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.



- All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Focus on increasing practice turns and student feedback during instruction and eliminate barriers to access the curriculum to meet individual needs.
- Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.
- Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students.
- Continue the emphasis on small group instruction, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.
- Provide specific training and time for teachers to analyze, learn and master their TEKS and curriculum.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.1% in 2018/19 to 97% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: Attendance rate will increase from 96.1% in 2018/19 to 97% in 2019/20.

STRATEGY DESCRIPTION(S): Campus staff will code absences correctly and take attendance promptly and accurate.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments



CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal; Assistant Principal

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S): Focus on participating at the district level job fair and recruitment, selection and hiring of District pool of bilingual teachers.

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 Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S): Focus on providing timely communication, in a language parents can understand, about our campus initiatives, programs, meetings, and activities through a variety of media sources.

Financial Resources	Campus budget, Title Funds
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

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Focus on regularly training the staff on school safety procedures during team leader and faculty meetings.
- Involve parents to support a safe school environment.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal



Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- Focus on increasing opportunities for student to utilize technology across the curriculum areas and support teachers with technology staff development.

Financial Resources	Campus budget, Title Funds
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



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All students Strategy 1 ELA Strategy 1, 4, Writing Strategy 2, 3, 4 Math Strategy 2, 3, 4 At-Risk Strategy 1-6	Academic Tutorials for At-Risk Students	\$6,180.00	0.11
All students Strategy 1 ELA Strategy 1-2, Writing Strategy 1, 2, 3, Math Strategy 4 At-Risk Strategy 1-6	Instructional Materials for At-Risk Students	\$5,248.00	0.00
Provide differentiated instructional strategies to improve the achievement of all at-risk students	Gen Ed Teachers for At-Risk Students	\$635,645.00	11.00
	TOTAL SCE	\$647,073.00	11.11



TITLE I

Strategy	Activity	Funds Budgeted	FTE
All students Strategy 1 ELA Strategy 1, Writing Strategy 1,2, Math Strategy 1, 2, 3 At-Risk Strategy 1-6	Instructional Support Academic Coaches	\$79,729.00	1.45
All students Strategy 1 ELA Strategy 1, Writing Strategy 1,2, Math Strategy 1, 2, 3 At-Risk Strategy 1, 2, 5	Instructional Support Paraprofessionals	\$27,244.00	0.50
All students Strategy 1 At-Risk Strategy 1-6	Technology	\$6,000.00	0.00
All students Strategy 1 At-Risk Strategy 1-6	Books	\$15,000.00	0.00
All students Strategy 1 ELA Strategy 1-2, Writing Strategy 1, 2, 3, Math Strategy 4 At-Risk Strategy 1-6	Instructional Materials	\$23,617.00	0.00
All students Strategy 1 ELA Strategy 1, Writing Strategy 1,2, Math Strategy 1, 2, 3 At-Risk Strategy 1-6	Instructional Support Academic Teacher	\$72,138.00	1.31
Parents and community Strategy 1	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$226,640.00	3.26

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1, 2, 6	Academic Tutorials	\$4,500.00	0.08
Technology Strategy 1	Technology	\$500.00	0.00
At-Risk Strategy 1, 2, 6	Books	\$500.00	0.00
At-Risk Strategy 1, 2, 6	Instructional Materials	\$2,500.00	0.00
	TOTAL Title III EL	\$8,000.00	0.08



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
All students Strategy 1 At Risk Strategy 1-6	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parent and community Strategy 1	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At Risk Strategy 1, 5	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent and community Strategy 1	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At Risk Strategy 1-6	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At Risk Strategy 1-6	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At Risk Strategy 1-6	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parent and community Strategy 1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parent and community Strategy 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parent and community Strategy 1	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Anderson Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

76% scored Approaches Grade Level Standards
43% scored Meets Grade Level Standards
18% scored Masters Grade Level Standards

2019-2020 Goals:

85% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
23% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

73% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

80% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards

Focus Student Group: Special Education

45% scored Approaches Grade Level Standards
31% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

Focus Student Group: African American

68% scored Approaches Grade Level Standards
28% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
22% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Focus Student Group: African American

75% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

76% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: Special Education

44% scored Approaches Grade Level Standards
26% scored Meets Grade Level Standards
4% scored Masters Grade Level Standards

Focus Student Group: African American

80% scored Approaches Grade Level Standards
25% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
23% will score Masters Grade Level Standards

Focus Student Group: Special Education

50% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
8% will score Masters Grade Level Standards

Focus Student Group: African American

85% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

40% scored Meets Grade Level Standards

13% scored Masters Grade Level Standards

Focus Student Group: Special Education

69% scored Approaches Grade Level Standards

54% scored Meets Grade Level Standards

31% scored Masters Grade Level Standards

Focus Student Group: African American

60% scored Approaches Grade Level Standards

40% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: Special Education

7% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

40% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

39% scored Meets Grade Level Standards

17% scored Masters Grade Level Standards

Focus Student Group: Special Education

33% scored Approaches Grade Level Standards

26% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

Focus Student Group: African American

60% scored Approaches Grade Level Standards

25% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: Special Education

50% will score Approaches Grade Level Standards

36% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: African American

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: Special Education

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: African American

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: African American

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: Special Education

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: African American

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, Hispanic, White, ED, SE, ELL
Achievement Math		All, White, ED, SE, ELL
Growth Reading		All, Hispanic, White, ED, SE, ELL
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, White, ED, SE, ELL
Student Success		All, Hispanic, White, ED, SE, ELL
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		All, Hispanic, White, ED, SE, ELL
English Language Proficient	English Learners (Current/Monitored)	Hispanic, ED, SE, ELL

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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