



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Birnham Woods Elementary

Rating: A

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 Succeed Act (ESSA).*

Distinction Designations Earned: Academic Achievement in Mathematics

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

95% of all students will score Approaching Grade Level Standards or above on the state assessment.

STRATEGY DESCRIPTION(S):

Small group instruction will be implemented in both reading and math; individual progress tracked through SLO, anecdotal notes, and formal documentation (common assessments).

Flexible tutorial and intervention groups will be formed and implemented consistently.

Ongoing professional development will be provided with support of district instructional coaches.

READING/ELA

PERFORMANCE OBJECTIVE:

95% of all students will score Approaching Grade Level Standards or above on the Reading assessment.

STRATEGY DESCRIPTION(S):

Differentiated Guided Reading will occur daily in K-2nd grade classrooms and 2-3 days per week in 3rd & 4th grade classrooms with fidelity and consistency; individual progress tracked through SLO, anecdotal notes, and formal documentation (common assessments).

Flexible tutorial and intervention groups will be formed and implemented consistently. Station activities will promote literacy skills and include accountability measures. Ongoing professional development will be provided with support of district instructional coaches.



WRITING

PERFORMANCE OBJECTIVE:

90% of all students will score Approaching Grade Level Standards or above on the Writing assessment.

STRATEGY DESCRIPTION(S):

Writer's Workshop model will be implemented daily in all classrooms.

Individual progress will be tracked through writing conferences, assessments, and student work samples.

Ongoing professional development will be provided with support of district instructional coaches.

MATH

PERFORMANCE OBJECTIVE:

95% of all students will score Approaching Grade Level Standards or above on the Math assessment.

STRATEGY DESCRIPTION(S):

Guided math will be implemented 2-3 days per week in every classroom to provide targeted, differentiated instruction to every student.

Individual progress tracked through SLO, anecdotal notes, and formal documentation (common assessments).

Flexible tutorial and intervention groups will be formed and implemented consistently. Station activities will promote literacy skills and include accountability measures.

Ongoing professional development will be provided with support of district instructional coaches.

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 vocabulary development skills, and plan for quality questioning in lesson plans.

Develop common assessments with leveled questions that align with instruction based on scope and sequence.

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):

Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.

Develop common assessments with leveled questions that align with instruction based on scope and sequence.

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):

Instruction will incorporate a high percentage of physically active engagement time.

Technology applications will be used to help students track their progress toward physical education goals.

Lessons will promote and provide information regarding healthy nutrition choices and lifestyle.

AT-RISK AND SPECIAL POPULATIONS

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

Teachers were provided information about at-risk and special populations at the beginning of the year in order to track individual student progress in daily instruction, small group work, and assessments.

Differentiated instructional practices will be implemented consistently to meet individual needs.

Technology applications, an emphasis on vocabulary development, and multi-modal learning opportunities will be evident in classrooms to eliminate barriers to curriculum.



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.2% in 2018/19 to 97.5% 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:

70% of students will reach Meets Grade Level or Above (All Subjects) on the STAAR assessment.

60% of students will reach Meets Grade Level or Above on both Reading and Math STAAR assessment.

STRATEGY DESCRIPTION(S):

A school wide attendance incentive program will be in place with both individual and class rewards.

Parents will be notified regularly of attendance concerns. Information and statistics regarding attendance will be communicated to parents regularly.

Teachers will work with district coaches to help focus on higher level questioning strategies and critical thinking activities.

Common assessments will include questions at varied levels of difficulty.

Data protocols will be implemented to track student progress and identify growth/focus areas on math process standards and reading comprehension skills (inferencing and main idea). Enrichment and challenge activities for students will be included in plans on a regular basis.

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, Counselor

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):

Student teachers and field experience students will be sponsored and provided meaningful teaching experiences on the campus. A mentor program for new/novice teachers will be in place to provide ongoing support the first year on the campus.

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):

Parents will be provided timely information in a variety of formats that includes information about school progress, student achievement, campus initiatives, programs, meetings, events, and activities.

Parents and the community will have opportunities to engage in academic and social events throughout the year.

The campus will maintain a decision making committee that includes parents, community members, and teachers who analyze planning, operation, and evaluation of the campus education program.

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):

The Foundations team will review and revise procedures and protocols for common areas in the school and reinforce PBIS strategy implementation in the classroom. The team will provide teacher training and materials as needed.

A safety committee will be in place to review, revise, and oversee the implementation of the Safe School Plan.

High interest student organizations and clubs will be promoted to increase involvement in school.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July



CONROE
INDEPENDENT
SCHOOL DISTRICT

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):

Teachers will participate in small group training throughout the year (tech academy) to increase their proficiency in various technology applications across the curriculum.

Students will have consistent access to technology across the curriculum.

Teachers will transition the focus of technology to student created products through the use of Google Slides, Seesaw, and other applications.

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
Targeted small group instruction – before, after, and during school day	Academic Tutorials	\$6,184.00	0.11
Education Galaxy (technology program)	Technology for At-Risk Students	\$1,000.00	0.00
Education Galaxy (resources)	Instructional Materials for At-Risk Students	\$226.00	0.00
	TOTAL SCE	\$7,410.00	0.11

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Targeted small group instruction	Academic Tutorials	\$2,000.00	0.04
Imagine Learning	Technology	\$500.00	0.00
Leveled readers	Books	\$500.00	0.00
Targeted small group instruction	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,500.00	0.04



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Birnham Woods Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

88% scored Approaches Grade Level Standards
64% scored Meets Grade Level Standards
40% scored Masters Grade Level Standards

2019-2020 Goals:

93 % will score Approaches Grade Level Standards
69 % will score Meets Grade Level Standards
45 % will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

78% 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
73% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards
Focus Student Group: Special Education
48% scored Approaches Grade Level Standards
14% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards
Focus Student Group: Two or More Races
83% scored Approaches Grade Level Standards
67% scored Meets Grade Level Standards
40% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
78 % will score Approaches Grade Level Standards
43 % will score Meets Grade Level Standards
21 % will score Masters Grade Level Standards
Focus Student Group: Special Education
53 % will score Approaches Grade Level Standards
19 % will score Meets Grade Level Standards
10 % will score Masters Grade Level Standards
Focus Student Group: Two or More Races
88 % will score Approaches Grade Level Standards
72 % will score Meets Grade Level Standards
45 % will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
78% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
20% scored Masters Grade Level Standards
Focus Student Group: Special Education
48% scored Approaches Grade Level Standards
11% scored Meets Grade Level Standards
4% scored Masters Grade Level Standards
Focus Student Group: Two or More Races
87% scored Approaches Grade Level Standards
73% scored Meets Grade Level Standards
47% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
83 % will score Approaches Grade Level Standards
38 % will score Meets Grade Level Standards
25 % will score Masters Grade Level Standards
Focus Student Group: Special Education
53 % will score Approaches Grade Level Standards
16 % will score Meets Grade Level Standards
10 % will score Masters Grade Level Standards
Focus Student Group: Two or More Races
92 % will score Approaches Grade Level Standards
78 % will score Meets Grade Level Standards
52 % will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>66%</u> scored Approaches Grade Level Standards <u>44%</u> scored Meets Grade Level Standards <u>3%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>25%</u> scored Approaches Grade Level Standards <u>0%</u> scored Meets Grade Level Standards <u>0%</u> scored Masters Grade Level Standards <i>Focus Student Group: Two or More Races</i> <u>83%</u> scored Approaches Grade Level Standards <u>67%</u> scored Meets Grade Level Standards <u>33%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>71%</u> will score Approaches Grade Level Standards <u>49%</u> will score Meets Grade Level Standards <u>8%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>30%</u> will score Approaches Grade Level Standards <u>5%</u> will score Meets Grade Level Standards <u>5%</u> will score Masters Grade Level Standards <i>Focus Student Group: Two or More Races</i> <u>88%</u> will score Approaches Grade Level Standards <u>72%</u> will score Meets Grade Level Standards <u>38%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>74%</u> scored Approaches Grade Level Standards <u>39%</u> scored Meets Grade Level Standards <u>22%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>62%</u> scored Approaches Grade Level Standards <u>27%</u> scored Meets Grade Level Standards <u>15%</u> scored Masters Grade Level Standards <i>Focus Student Group: Two or More Races</i> <u>80%</u> scored Approaches Grade Level Standards <u>60%</u> scored Meets Grade Level Standards <u>40%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>79%</u> will score Approaches Grade Level Standards <u>44%</u> will score Meets Grade Level Standards <u>27%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>67%</u> will score Approaches Grade Level Standards <u>32%</u> will score Meets Grade Level Standards <u>20%</u> will score Masters Grade Level Standards <i>Focus Student Group: Two or More Races</i> <u>85%</u> will score Approaches Grade Level Standards <u>65%</u> will score Meets Grade Level Standards <u>45%</u> will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards <i>Focus Student Group: Two or More Races</i> <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards <i>Focus Student Group: Two or More Races</i> <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards</p>



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
 % scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Two or More Races
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: Two or More Races
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		Special Education
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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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