



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Clark Intermediate

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 English Language Arts/Reading
- Academic Achievement in Science
- Postsecondary Readiness

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 95% of all students will achieve Approaches Grade Level standards on Reading, Math, and Science assessments.

STRATEGY DESCRIPTION(S): Create school-wide intervention and enrichment time during the master schedule to meet the needs of all students; provide weekly opportunities for the professional learning community to collaborate on lesson creation, student data, and overall campus needs.

READING/ELA

PERFORMANCE OBJECTIVE: 90% of Economically Disadvantaged students will achieve Approaches Grade Level standards on the Reading assessment.

STRATEGY DESCRIPTION(S): Emphasize higher level questioning within each component of CISD Reads: Read Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.



WRITING

PERFORMANCE OBJECTIVE: Address the vertical alignment of writing instruction through by utilizing the Writer’s Workshop Model to support student needs in various genres of writing including Opinion, Informational, and Narrative through the integration of higher level thinking practices.

STRATEGY DESCRIPTION(S): Provide trainings and vertical alignment opportunities for the Writer’s Workshop Model, allowing for collaboration across grade levels to enhance overall writing achievement.

MATH

PERFORMANCE OBJECTIVE: 60% of all students will achieve Master’s Grade Level standards on the Math assessment.

STRATEGY DESCRIPTION(S): Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through virtual data walls, using anecdotal notes, formative assessments, and implementation of enrichment groups.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan/teach lessons that apply critical thinking skills to organize and use information acquired through a variety of sources, including technology that analyze information.

STRATEGY DESCRIPTION(S): Provide classroom instruction, utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, Formative Assessments, and Interactive Student Notebooks.

SCIENCE

PERFORMANCE OBJECTIVE: 90% of African American students will achieve Approaches Grade Level standards on the Science assessment.

STRATEGY DESCRIPTION(S): Provide classroom instruction, utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, Formative Assessments, Interactive Student Notebooks, and small group instruction.

HEALTH

PERFORMANCE OBJECTIVE: 90 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S): Provide student activities that allow for “choice”; ensure students demonstrate responsible social and personal behavior that respects self and others.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) : (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless) Increase the percentage of students successfully participating in the general education environment in accordance with the Least Restrictive Environment considerations; provide mentors to targeted at-risk students; All students to join a variety of extra-curricular activities and school clubs.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 98% in 2018/19 to 98.2% 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: 80% of STAAR results will be at the Meets Grade Level or Above for all subjects.

STRATEGY DESCRIPTION(S): Implement school-wide intervention and enrichment time in order for all students to demonstrate mastery of the content; create weekly attendance reports to communicate with parents and file truancy charges after 10 unexcused absences.

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

Principals, Assistant Principals

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): Provide mentor support for new teachers; attend and recruit from the CISD Teacher Job Fair each spring; conduct 1:1 meetings with all staff to build morale, relationships, and create ongoing assessment needs for 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): Utilize the CISD and campus website, and social media accounts to promote campus events and information for families, communities, and businesses; provide opportunities for families to attend special events on campus.

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): Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level; promote a variety of student clubs and organizations in areas of interest to promote student involvement in school; implement a positive, proactive, instructional approach to classroom management through CHAMPS and Foundations.

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): Provide hands-on training in use of new technology hardware and software; provide monthly “Technology Newsletters” for staff to become better acquainted with the resources provided on campus; ensure training, modeling, and practice of new software and online programs for student implementation.

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 Student Pops: 1	Academic Tutorials	\$7,830.00	0.14
All Student Pops: 1	Instructional Support for At-Risk Students	\$61,970	1.00
	TOTAL SCE	\$69,800	1.14

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Student Pops: 1	Academic Tutorials	\$1,500.00	0.03
Technology: 3	Technology	\$500.00	0.00
Reading: 1	Books	\$500.00	0.00
All Student Pops: 1	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,000.00	0.03



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Clark Int

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

93% scored Approaches Grade Level Standards
74% scored Meets Grade Level Standards
50% scored Masters Grade Level Standards

2019-2020 Goals:

95% will score Approaches Grade Level Standards
80% will score Meets Grade Level Standards
55% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

74% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

85% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students
85% scored Approaches Grade Level Standards
54% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards
Focus Student Group: Special Education
59% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards
Focus Student Group: EL
85% scored Approaches Grade Level Standards
51% scored Meets Grade Level Standards
34% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
90% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards
Focus Student Group: Special Education
70% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards
Focus Student Group: EL
90% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
50% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
80% scored Approaches Grade Level Standards
49% scored Meets Grade Level Standards
26% scored Masters Grade Level Standards
Focus Student Group: Special Education
52% scored Approaches Grade Level Standards
26% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards
Focus Student Group: EL
80% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
33% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
90% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards
Focus Student Group: Special Education
60% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards
Focus Student Group: EL
90% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards



WRITING

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 Focus Student Group: Special Education <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 Focus Student Group: EL <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 Focus Student Group: N/A <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 Focus Student Group: N/A <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>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>90</u>% scored Approaches Grade Level Standards <u>55</u>% scored Meets Grade Level Standards <u>26</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>70</u>% scored Approaches Grade Level Standards <u>35</u>% scored Meets Grade Level Standards <u>9</u>% scored Masters Grade Level Standards Focus Student Group: EL <u>93</u>% scored Approaches Grade Level Standards <u>55</u>% scored Meets Grade Level Standards <u>33</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>93</u>% will score Approaches Grade Level Standards <u>60</u>% will score Meets Grade Level Standards <u>40</u>% will score Masters Grade Level Standards Focus Student Group: Special Education <u>75</u>% will score Approaches Grade Level Standards <u>40</u>% will score Meets Grade Level Standards <u>15</u>% will score Masters Grade Level Standards Focus Student Group: EL <u>95</u>% will score Approaches Grade Level Standards <u>60</u>% will score Meets Grade Level Standards <u>40</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 Focus Student Group: Special Education <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 Focus Student Group: EL <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 Focus Student Group: N/A <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 Focus Student Group: N/A <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:	2019-2020 Goals:
<p>Economically Disadvantaged Students</p> <p><u>84%</u> scored Approaches Grade Level Standards</p> <p><u>63%</u> scored Meets Grade Level Standards</p> <p><u>35%</u> scored Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p><u>52%</u> scored Approaches Grade Level Standards</p> <p><u>30%</u> scored Meets Grade Level Standards</p> <p><u>9%</u> scored Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p><u>80%</u> scored Approaches Grade Level Standards</p> <p><u>65%</u> scored Meets Grade Level Standards</p> <p><u>40%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students</p> <p><u>90%</u> will score Approaches Grade Level Standards</p> <p><u>70%</u> will score Meets Grade Level Standards</p> <p><u>40%</u> will score Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p><u>60%</u> will score Approaches Grade Level Standards</p> <p><u>40%</u> will score Meets Grade Level Standards</p> <p><u>15%</u> will score Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p><u>85%</u> will score Approaches Grade Level Standards</p> <p><u>70%</u> will score Meets Grade Level Standards</p> <p><u>45%</u> will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		Two or More Races, Economically Disadvantaged, EL
Growth Math	American Indian, Economically Disadvantaged, Special Education	
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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