



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Coulson Tough Elementary (K-6)

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 Succeeds Act (ESSA).*

### Distinction Designations Earned:

- Math Performance
- Top 25% Comparative Closing the Gaps.

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 100% of all students will pass all state assessments at the approaches level.

**STRATEGY DESCRIPTION(S):** Coulson Tough campus leadership teams and district coaches will work closely together to provide meaningful professional development for all teachers toward their professional goals to meet the needs of our students.

### READING/ELA

**PERFORMANCE OBJECTIVE:** Continue to improve reading performance in the mastery level for our students in all grade levels with a goal of 85% of all students performing at this level.

**STRATEGY DESCRIPTION(S):** Professional Development with Teachers College Reading and Writing Project in grades Kindergarten- 6<sup>th</sup> grade to improve small group and individual conferring. Focus targeted instruction on strategy groups.

### WRITING

**PERFORMANCE OBJECTIVE:** Continue to improve writing performance in the mastery level for our students in all grade levels with a goal of 85% of all students performing at this level.

**STRATEGY DESCRIPTION(S):** Professional Development with Teachers College Reading and Writing Project in grades Kindergarten- 6<sup>th</sup> grade to improve small group and individual conferring. Focus targeted instruction on strategy groups.



## MATH

**PERFORMANCE OBJECTIVE:** Continue to improve math performance in the mastery level for our students in all grade levels with a goal of 85% of all students performing at this level.

**STRATEGY DESCRIPTION(S):** Teachers will monitor students' growth toward mastery of all concepts.

## 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:** Continue to improve science performance in the mastery level for our students in all grade levels with a goal of 85% of all students performing at this level.

**STRATEGY DESCRIPTION(S):** Focus work on the 5e model with our teachers and work closely with the science district coach with our teachers.

## HEALTH

**PERFORMANCE OBJECTIVE:** 100 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

**STRATEGY DESCRIPTION(S):** High level of student engagement in daily 30 minutes of physical education class.

## AT-RISK AND SPECIAL POPULATIONS

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

Provide intensive, systematic tutorials and targeted instruction for students receiving services in these programs.

## POSTSECONDARY READINESS INDICATORS

**POST-SECONDARY READINESS**

Attendance rate will increase from 97% in 2018/19 to 98% 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:**

Increase student attendance from 97% to 98%

**STRATEGY DESCRIPTION(S):**

Contact parents when students are absent, meetings with parents when students have missed more than 9 days of instruction.



## 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 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):** New hire mentorship program at the campus level.

CT Selection & Welcome Committee for interviews and meeting with new hires throughout the school year.

<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 Managers</b>	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):** Monthly PTO meetings, opportunities for parents to learn about our school through monthly curriculum meetings designed for parents. Utilize campus website and social media platforms to share information about our school.

<b>Financial Resources</b>	Campus budget, Title Funds
<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

## 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):** Continued participation in Foundations and CHAMPS. Safety committee which meets twice a month. Quick data safety surveys of students, staff and parents.

<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

## 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):** Integration of technology into all content areas for all grade levels.

<b>Financial Resources</b>	Campus budget, Title Funds
<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



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1, At-Risk Strategy 1	Academic Tutorials	\$2,575.00	0.05
All Students Strategy 1, At-Risk Strategy 1	Instructional Materials for At-Risk Students	\$3,985.00	0.00
All Students Strategy 1	Instructional Support for At-Risk Students	\$56,550.00	1.00
	<b>TOTAL SCE</b>	<b>\$63,110.00</b>	<b>1.05</b>

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1, At-Risk Strategy 1	Academic Tutorials	\$2,000.00	0.04
All Students Strategy 1, At-Risk Strategy 1	Technology	\$500.00	0.00
All Students Strategy 1, At-Risk Strategy 1	Books	\$500.00	0.00
All Students Strategy 1, At-Risk Strategy 1	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,500.00</b>	<b>0.04</b>



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Coulson Tough K-6

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

94% scored Approaches Grade Level Standards  
80% scored Meets Grade Level Standards  
58% scored Masters Grade Level Standards

#### 2019-2020 Goals:

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

83% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

100% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

#### ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

91% scored Approaches Grade Level Standards  
64% scored Meets Grade Level Standards  
42% scored Masters Grade Level Standards

##### ***Focus Student Group: Special Education***

59% scored Approaches Grade Level Standards  
37% scored Meets Grade Level Standards  
10% scored Masters Grade Level Standards

##### ***Focus Student Group: Two or More Races***

86% scored Approaches Grade Level Standards  
76% scored Meets Grade Level Standards  
57% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards

##### ***Focus Student Group: Special Education***

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards

##### ***Focus Student Group: Two or More Races***

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

87% scored Approaches Grade Level Standards  
58% scored Meets Grade Level Standards  
42% scored Masters Grade Level Standards

##### ***Focus Student Group: Special Education***

50% scored Approaches Grade Level Standards  
33% scored Meets Grade Level Standards  
8% scored Masters Grade Level Standards

##### ***Focus Student Group: Two or More Races***

80% scored Approaches Grade Level Standards  
75% scored Meets Grade Level Standards  
45% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards

##### ***Focus Student Group: Special Education***

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards

##### ***Focus Student Group: Two or More Races***

100% will score Approaches Grade Level Standards  
85% will score Meets Grade Level Standards  
65% will score Masters Grade Level Standards



## WRITING

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

71% scored Approaches Grade Level Standards

57% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

#### **Focus Student Group: Special Education**

55% scored Approaches Grade Level Standards

36% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

#### **Focus Student Group: Two or More Races**

100% scored Approaches Grade Level Standards

100% scored Meets Grade Level Standards

50% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

#### **Focus Student Group: Special Education**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

#### **Focus Student Group: Two or More Races**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

## MATH

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

97% scored Approaches Grade Level Standards

79% scored Meets Grade Level Standards

53% scored Masters Grade Level Standards

#### **Focus Student Group: Special Education**

75% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

13% scored Masters Grade Level Standards

#### **Focus Student Group: Two or More Races**

90% scored Approaches Grade Level Standards

80% scored Meets Grade Level Standards

75% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

#### **Focus Student Group: Special Education**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

#### **Focus Student Group: Two or More Races**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

85% 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: 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



SCIENCE

**2018-2019 Performance:**

**Economically Disadvantaged Students**

100% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

33% scored Approaches Grade Level Standards

22% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

**Focus Student Group: Two or More Races**

80% scored Approaches Grade Level Standards

40% scored Meets Grade Level Standards

40% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

**Focus Student Group: Two or More Races**

100% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

65% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	Monitor students' progress toward their goals
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	Monitor students' progress toward their goals
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	Monitor students' progress toward their goals

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