



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Tom Cox Intermediate

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 Succeed Act (ESSA).*

Distinction Designations Earned: None

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 93% of All students/All Subjects will score Approaches grade level or above on the STAAR.

#### STRATEGY DESCRIPTION(S):

- 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.
- 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.
- Continue the emphasis on small group instruction tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.

### READING/ELA

**PERFORMANCE OBJECTIVE:** 45% of economically disadvantaged students will score meets grade level standards or above on the Reading STAAR.

**STRATEGY DESCRIPTIONS:** Use BAS along with other district literacy assessments to gather data which will be used to guide small group Guided Reading instruction. Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. Address rigor of questioning in the differentiated literacy classroom in grades K-6 for



vertical alignments of Tier I best practices. Provide trainings on components of CISD Reads and Writes, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading.

## WRITING

### PERFORMANCE OBJECTIVE:

- Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.

### STRATEGY DESCRIPTION(S):

- Staff development provided at the Homegrown Writing Institute to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins Units of Study.

## MATH

**PERFORMANCE OBJECTIVE:** 51% of economically disadvantaged students will score meets grade level or above on the Math STAAR.

### STRATEGY DESCRIPTION(S):

- Teachers will utilize vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem-solving strategies.
- Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment time for students.

## 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:** 55% of economically disadvantaged students will score Meets grade level or above on the Science STAAR.

**STRATEGY DESCRIPTION(S):** Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building SE Lessons, Quality Questioning, and small group instruction. The Science Instructional Staff will provide training on Differentiating Instruction, Interactive Word Walls, and Formative Assessments during team leadership and team meetings.

## HEALTH

**PERFORMANCE OBJECTIVE:** 95 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

**STRATEGY DESCRIPTION(S):** Assess student’s Health-Related fitness using the FitnessGram assessment, twice per year. Provide students with opportunities and activities that allow “choice.” Provide students with relevant information that encourages healthy nutrition choices. Provide instruction that incorporates a high percentage of engaged time.

## AT-RISK AND SPECIAL POPULATIONS

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

Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. Ensure ELL students receive appropriate English language acquisition and sheltered instruction. Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. Provide visits to feeder campuses to ensure students experience a smooth transition.



## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 96.8% in 2018/19 to 98.0% 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:** Encourage student achievement and high attendance for all students by increasing student participation in the identification and tracking of individual student goals throughout the year.

#### **STRATEGY DESCRIPTION(S):**

Campus administrators and teachers will utilize Dropout Prevention for attendance interventions designed to lower the number of 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

### JULY

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



**Project Manager**

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):** Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR’s role as it relates to the principals. Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, WinOcular, and Absence Management. Attend and recruit from the CISD Teacher Job Fair and university job fairs.

<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):** Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources. Provide opportunities at school for families to be engaged in academic and social events. Provide information about the Parent Resource Center for parents of students with disabilities. Provide opportunities for families to participate in shared decision making to empower families. Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.

<b>Financial Resources</b>	<b>Campus budget, Title Funds</b>
<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):** Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills and life/coping skills. Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. Provide programs for student and staff awareness of sexual abuse, dating violence, and the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools



<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): Increase student opportunities for utilizing technology across the curriculum areas.**

Provide support for meeting the Technology Applications TEKS across content areas. Provide hands-on training in use of new technology hardware and software. Provide staff development on integration of technology across the curriculum. Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment. Build teacher capacity to fully implement technology in instruction. Provide meaningful opportunities for students to access technology for learning.

<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
Reading Strategy 1 Math Strategy 2	Academic Tutorials	\$4,150.00	0.08
Reading Strategy 1,2,3	Instructional Materials for At-Risk Students	\$1,500.00	0.00
Reading Strategy 1,2,3 Math Strategy 1,2,3	Instructional Materials for At-Risk Students	\$56,550.00	1.00
Reading Strategy 1,2,3 Math 1,2	Technology	\$1,300.00	0.00
Reading Strategy 1 Math Strategy 2	Tutorial Transportation for At-Risk Students	\$1,000.00	0.00
	<b>TOTAL SCE</b>	<b>\$64,500.00</b>	<b>1.08</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading Strategy 1 Math Strategy 1,2	Academic Tutorials	\$1,500.00	0.03
Reading Strategy 1,2,3 Math Strategy 1,2	Technology	\$500.00	0.00
Reading Strategy 1,2,3 Math Strategy, 1,2	Books	\$500.00	0.00
Reading Strategy, 1,2,3 Math Strategy 1,2	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,000.00</b>	<b>0.03</b>



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Cox Int

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

90% scored Approaches Grade Level Standards  
64% scored Meets Grade Level Standards  
39% scored Masters Grade Level Standards

#### 2019-2020 Goals:

95% will score Approaches Grade Level Standards  
68% will score Meets Grade Level Standards  
45% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

65% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

88% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
79% scored Approaches Grade Level Standards  
44% scored Meets Grade Level Standards  
16% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
54% scored Approaches Grade Level Standards  
34% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards  
**Focus Student Group: African American**  
82% scored Approaches Grade Level Standards  
48% scored Meets Grade Level Standards  
25% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
88% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
65% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards  
**Focus Student Group: African American**  
88% will score Approaches Grade Level Standards  
55% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
72% scored Approaches Grade Level Standards  
39% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
50% scored Approaches Grade Level Standards  
34% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards  
**Focus Student Group: African American**  
76% scored Approaches Grade Level Standards  
45% scored Meets Grade Level Standards  
28% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
80% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
59% will score Approaches Grade Level Standards  
40% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards  
**Focus Student Group: African American**  
80% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <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  <b>Focus Student Group: Special Education</b>  <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  <b>Focus Student Group: African American</b>  <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><b>Economically Disadvantaged Students</b>  <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  <b>Focus Student Group: Type Group Here</b>  <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  <b>Focus Student Group: Type Group Here</b>  <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><b>Economically Disadvantaged Students</b>  <u>87</u>% scored Approaches Grade Level Standards  <u>45</u>% scored Meets Grade Level Standards  <u>18</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>60</u>% scored Approaches Grade Level Standards  <u>35</u>% scored Meets Grade Level Standards  <u>13</u>% scored Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>88</u>% scored Approaches Grade Level Standards  <u>54</u>% scored Meets Grade Level Standards  <u>26</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>90</u>% will score Approaches Grade Level Standards  <u>50</u>% will score Meets Grade Level Standards  <u>25</u>% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>65</u>% will score Approaches Grade Level Standards  <u>38</u>% will score Meets Grade Level Standards  <u>20</u>% will score Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>90</u>% will score Approaches Grade Level Standards  <u>55</u>% will score Meets Grade Level Standards  <u>32</u>% will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <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  <b>Focus Student Group: Special Education</b>  <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  <b>Focus Student Group: African American</b>  <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><b>Economically Disadvantaged Students</b>  <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  <b>Focus Student Group: Type Group Here</b>  <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  <b>Focus Student Group: Type Group Here</b>  <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><b>Economically Disadvantaged Students</b>  <u>80%</u> scored Approaches Grade Level Standards  <u>50%</u> scored Meets Grade Level Standards  <u>18%</u> scored Masters Grade Level Standards  <b><i>Focus Student Group: Special Education</i></b>  <u>50%</u> scored Approaches Grade Level Standards  <u>31%</u> scored Meets Grade Level Standards  <u>9%</u> scored Masters Grade Level Standards  <b><i>Focus Student Group: African American</i></b>  <u>83%</u> scored Approaches Grade Level Standards  <u>44%</u> scored Meets Grade Level Standards  <u>17%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>85%</u> will score Approaches Grade Level Standards  <u>60%</u> % will score Meets Grade Level Standards  <u>25%</u> will score Masters Grade Level Standards  <b><i>Focus Student Group: Special Education</i></b>  <u>55%</u> will score Approaches Grade Level Standards  <u>35%</u> will score Meets Grade Level Standards  <u>12%</u> will score Masters Grade Level Standards  <b><i>Focus Student Group: African American</i></b>  <u>86%</u> will score Approaches Grade Level Standards  <u>50%</u> will score Meets Grade Level Standards  <u>20%</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		Economically Disadvantaged, Hispanic, White, African American, Special Education
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged, Hispanic, White, 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**

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