



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Cryar 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 Succeeds Act (ESSA).

Distinction Designations Earned:

No Distinctions Earned

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 60% of all students will *meet* grade level standards on all subject area STAAR tests.

STRATEGY DESCRIPTION(S):

- Monitor achievement data based on growth and intervene appropriately
- Utilize team collaboration to ensure in depth content knowledge and high quality Tier I instruction
- Build relationships and structures through campus wide PBIS strategies and implementation

READING/ELA

PERFORMANCE OBJECTIVE: 60% of all students will *meet* grade level standards on the reading STAAR test.

STRATEGY DESCRIPTION(S):

- Re-examine effectiveness and depth of Guided Reading in the K-6 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
- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students
- Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing

MATH

PERFORMANCE OBJECTIVE: 60% of all students will *meet* grade level standards on the math STAAR test.

STRATEGY DESCRIPTION(S):

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



- 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.
- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.

WRITING

PERFORMANCE OBJECTIVE: Address the vertical alignment to support student understanding of purposeful choice of writing, including opinion, informational, persuasive and narrative writing through fidelity and integration of higher level thinking practices.

STRATEGY DESCRIPTION(S):

- New and ongoing training, including instructional rounds and lab site visits and subsequent implementation of the Writer's Workshop
- Inclusive ELA planning, assessment and calibration of evaluation practices with Bilingual and Special Education teachers to ensure all students are meeting the rigor and pace of grade level instruction
- Addition of dedicated campus Literacy Coach and campus Literacy Administrator to partner with and provide leadership in ELA PLC practices

SCIENCE

PERFORMANCE OBJECTIVE: 65% of all students will *meet* grade level standards on the science STAAR test.

STRATEGY DESCRIPTION(S):

- Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)
- Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity
- Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments

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):

- Implementation of campus-wide, specific and dedicated Social Studies instructional block
- Collaboration with district and campus instructional coaches and teacher leaders to develop common instructional materials to ensure essential curriculum components are being taught

HEALTH

PERFORMANCE OBJECTIVE: 98% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Plan instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) for at least 65% of PE class time.
- Differentiate instruction so all students make progress.

AT-RISK AND SPECIAL POPULATIONS

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

- Provide mentors to targeted at-risk students.
- As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.4% 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: Cryar Intermediate will earn 4 of 6 campus distinctions.

STRATEGY DESCRIPTION(S):

- Monitor attendance and utilize incentives to ensure attendance rate increases
- Intentional interventions to target all students and their needs to ensure academic growth in all content areas

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, Rtl, 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):

- Develop an strategic new teacher staff development plan that differentiates for brand new teachers and veterans new to Cryar
- Dream Team committee develops and maintains a supportive and celebrated environment were the work focuses around meeting campus goals.
- Staff development plan is developed based on academic and behavioral supports teachers expressed as a need for their growth



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):

- Offer a variety of opportunities for parents to engage in the school environment including academic nights, U + 2 breakfasts, McTeacher nights, Learning Walks, PTO, surveys for feedback and guest speakers.
- Provide communications, in a language parents can understand, regarding campus initiatives, programs, meetings, and activities through a variety of media.

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):

- Maintain a Foundations committee focused on school-wide procedures that prioritize safety and efficiency.
- Continue to offer clubs during the school day to allow for 100% participation
- Establish and monitor PBIS strategies in the classroom 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):

- Provide meaningful opportunities for students to use technology for learning.
- Build teacher capacity, through utilizing campus technology coach, to plan and implement best practices.
- Provide technology resources for teachers and students.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July



CONROE
INDEPENDENT
SCHOOL DISTRICT

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
Goal 1, All Students: 1	Academic Tutorials for At-Risk Students	\$5,155.00	0.09
Goal 1, All Students: 1-3	Gen Ed Teachers for At-Risk Students	\$1,986,509.00	34.00
Goal 1, All Students: 1-3 Goal 1, At-Risk: 2	Instructional Materials for At-Risk Students	\$5,899.00	0.00
Goal 1, All Students: 1-3 Goal 1, At-Risk: 2	Instructional Support for At-Risk Students	\$145,892.00	3.00
	TOTAL SCE	\$2,143,455.00	37.09

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Goal 1, Reading: 1-3	Books	\$10,000.00	0.00
Goal 1, At-Risk: 1 Goal 3, Parents & Community: 1 Goal 4, Safe Schools: 1, 3	Counselor	\$42,058.00	0.76
Goal 3, Parents and Community: 1	Family Engagement	\$2,912.00	0.00
Goal 1, All Students: 1-3 Goal 1, At-Risk: 2	Instructional Materials	\$15,889.00	0.00
Goal 1: All Students 1-2 Goal 2: Recruitment, Development, & Retention of Staff: 1, 3	Instructional Support Academic Coach	\$68,430.00	1.24
Goal 1: All Students, 1	Instructional Support Paraprofessional	\$11,549.00	0.21
Goal 1: All Students, 1	Instructional Support Teacher	\$79,106.00	1.44
	TOTAL Title I	\$229,944.00	3.65

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Goal 1, All Students: 1	Academic Tutorials for EL Students	\$2,600.00	0.05
Goal 5, Technology: 1-3	Technology	\$500.00	0.00
Goal 1, Reading: 1-3	Books	\$500.00	0.00
Goal 1, At-Risk: 2	Instructional Materials for EL Students	\$500.00	0.00
	TOTAL Title III EL	\$4,100.00	0.05



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
Goal 1, All Students: 1-2 Goal 3, Parents & Community: 1	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)
Goal 1, All Students: 1-2 Goal 3, Parents & Community: 1	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Goal 1, All Students: 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Goal 3, Parents & Community: 2	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Goal 1, All Students: 1-3 Goal 1, At-Risk: 2	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Goal 1, All Students: 1-3 Goal 1, At-Risk: 2	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.
Goal 1, All Students: 1-3 Goal 1, At-Risk: 2	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
Goal 3, Parents & Community: 1-2	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Goal 3, Parents & Community: 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Goal 3, Parents & Community: 2	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: Cryar Int

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

81% scored Approaches Grade Level Standards
48% scored Meets Grade Level Standards
23% scored Masters Grade Level Standards

2019-2020 Goals:

86% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
28% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

64% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

77% 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
35% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards
28% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards

Focus Student Group: EL

74% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

79% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
19% will score Masters Grade Level Standards

Focus Student Group: Special Education

53% will score Approaches Grade Level Standards
33% will score Meets Grade Level Standards
11% will score Masters Grade Level Standards

Focus Student Group: EL

79% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

69% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

Focus Student Group: Special Education

46% scored Approaches Grade Level Standards
22% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards

Focus Student Group: EL

67% scored Approaches Grade Level Standards
28% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

74% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

Focus Student Group: Special Education

51% will score Approaches Grade Level Standards
27% will score Meets Grade Level Standards
11% will score Masters Grade Level Standards

Focus Student Group: EL

72% will score Approaches Grade Level Standards
33% will score Meets Grade Level Standards
14% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:

2019-2020 Goals:



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: EL

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Economically Disadvantaged Students

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

80% scored Approaches Grade Level Standards

35% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards

29% scored Meets Grade Level Standards

6% scored Masters Grade Level Standards

Focus Student Group: EL

78% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

Focus Student Group: Special Education

53% will score Approaches Grade Level Standards

34% will score Meets Grade Level Standards

11% will score Masters Grade Level Standards

Focus Student Group: EL

83% will score Approaches Grade Level Standards

39% will score Meets Grade Level Standards

21% 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: EL

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

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students

76% scored Approaches Grade Level Standards

41% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: Special Education

53% scored Approaches Grade Level Standards

36% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

Focus Student Group: EL

80% scored Approaches Grade Level Standards

41% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

81% will score Approaches Grade Level Standards

46% will score Meets Grade Level Standards

19% will score Masters Grade Level Standards

Focus Student Group: Special Education

58% will score Approaches Grade Level Standards

41% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

Focus Student Group: EL

85% will score Approaches Grade Level Standards

46% will score Meets Grade Level Standards

21% 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	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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