



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: David 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 pro

**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:

ELA/Reading

Mathematics

Comparative Academic Growth

Postsecondary Readiness

### ALL STUDENT POPULATIONS

#### PERFORMANCE OBJECTIVE:

93% of all student will achieve Approaching Grade Level or above.

#### STRATEGY DESCRIPTION(S):

- **Reading Strategy:** Provide intensive, systematic, researched-based reading instruction through the Units of Study in Reading and Phonics that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.
- **Writing Strategy:** Address the vertical alignment of the Workshop model supported by Units of Study in Writing for grades K through 4 for fidelity and integration of higher level of practices.



- Math Strategy: Refine CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.
- Utilize Dream Box Math for students K-4.

## READING/ELA

### PERFORMANCE OBJECTIVE:

96% of all students will achieve Approaching Grade Level or above.

### STRATEGY DESCRIPTION(S):

- Re-examine effectiveness and depth of Guided Reading in the K-4 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.

## WRITING

### PERFORMANCE OBJECTIVE:

85% of all students will achieve Approaching Grade Level or above.

### STRATEGY DESCRIPTION(S):

- 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- 4 for fidelity and integration of higher level thinking practices
- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.

## MATH

### PERFORMANCE OBJECTIVE:

96% of all students will achieve Approaching Grade Level or above.

### STRATEGY DESCRIPTION(S):

- Continued focus on creation of 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 math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs.

## 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:** 85% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

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

- Provide instruction that provides students with Moderate and Vigorous Physical Activity (MVPA) 65% of class time.

## AT-RISK AND SPECIAL POPULATIONS

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

- Provide targeted instruction through *Do the Math* and *LLI* for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student.
- 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.

## POSTSECONDARY READINESS INDICATORS

### **POST-SECONDARY READINESS**

Attendance rate will increase from 96.7% in 2018/19 to 97% 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:** Attendance rate will increase from 96.7% in 2018/19 to 97% in 2019/20.

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

- Campus will run attendance reports weekly and contact parents with 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, 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

## 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):

- Recruit and retain highly qualified staff by participating in the CISD hosted job fair.
- Provide mentor support for beginning teachers.

|                             |   |
|-----------------------------|---|
| <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 information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.
- Provide opportunities for families to be engaged in academic and social events.

|                             |   |
|-----------------------------|---|
| <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

**Summative Evaluation** Meet Performance Indicators for Campus

## 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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.
- Implement a positive, proactive, instructional approach to school/classroom management (PBIS).

**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

**Project Manager** 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 digital learning opportunities for students and staff through targeted learning in technology class and modeling for teachers.
- Provide staff development on integration of technology across the curriculum.

**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  |
|--|---------------------------------|----------------|------|
| At-Risk Strategy 1,<br>Technology Strategy 1 | Technology for At-Risk Students | \$4,860.00     | 0.00 |
|  | <b>TOTAL SCE</b>                | \$4,860.00     | 0.00 |

## TITLE III EL

| Strategy                                     | Activity                  | Funds Budgeted | FTE  |
|--|---------------------------|----------------|------|
| At-Risk Strategy 1,<br>Technology Strategy 1 | Technology                | \$3,000.00     | 0.00 |
|  | <b>TOTAL Title III EL</b> | \$3,000.00     | 0.00 |

## Data Summary Report 2019-2020

Elementary/Intermediate Campus: David Elem

### ACCOUNTABILITY

#### DOMAIN I – STUDENT ACHIEVEMENT

##### 2018-2019 Performance:

92% scored Approaches Grade Level Standards  
79% scored Meets Grade Level Standards  
54% scored Masters Grade Level Standards

##### 2019-2020 Goals:

93% 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:

83% Met Expected or Accelerated Growth Measure

##### 2019-2020 Goals:

84% 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  
63% scored Meets Grade Level Standards  
27% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
23% scored Approaches Grade Level Standards  
12% scored Meets Grade Level Standards  
9% scored Masters Grade Level Standards

##### 2019-2020 Goals:

**Economically Disadvantaged Students**  
86% will score Approaches Grade Level Standards  
65% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
30% will score Approaches Grade Level Standards  
30% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards



**Focus Student Group: EL**

80% scored Approaches Grade Level Standards  
65% scored Meets Grade Level Standards  
35% scored Masters Grade Level Standards

**Focus Student Group: EL**

81 % will score Approaches Grade Level Standards  
66 % will score Meets Grade Level Standards  
40 % will score Masters Grade Level Standards

READING/ELA

**2018-2019 Performance:**

**Economically Disadvantaged Students**

92% scored Approaches Grade Level Standards  
75% scored Meets Grade Level Standards  
33% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

31% scored Approaches Grade Level Standards  
13% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

**Focus Student Group: EL**

86% scored Approaches Grade Level Standards  
64% scored Meets Grade Level Standards  
29% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

93 % will score Approaches Grade Level Standards  
77 % will score Meets Grade Level Standards  
40 % will score Masters Grade Level Standards

**Focus Student Group: Special Education**

35 % will score Approaches Grade Level Standards  
30 % will score Meets Grade Level Standards  
30 % will score Masters Grade Level Standards

**Focus Student Group: EL**

87 % will score Approaches Grade Level Standards  
65 % will score Meets Grade Level Standards  
35 % will score Masters Grade Level Standards

WRITING

**2018-2019 Performance:**

**Economically Disadvantaged Students**

64% scored Approaches Grade Level Standards  
43% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

9% scored Approaches Grade Level Standards  
9% scored Meets Grade Level Standards  
0% scored Masters Grade Level Standards

**Focus Student Group: EL**

67% scored Approaches Grade Level Standards  
50% scored Meets Grade Level Standards  
17% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

65 % 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**

30 % will score Approaches Grade Level Standards  
30 % will score Meets Grade Level Standards  
10 % will score Masters Grade Level Standards

**Focus Student Group: EL**

68 % will score Approaches Grade Level Standards  
55 % will score Meets Grade Level Standards  
20 % will score Masters Grade Level Standards

MATH

**2018-2019 Performance:**

**Economically Disadvantaged Students**

92% scored Approaches Grade Level Standards  
63% scored Meets Grade Level Standards  
29% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

25% scored Approaches Grade Level Standards  
13% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

**Focus Student Group: EL**

86% scored Approaches Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

93 % will score Approaches Grade Level Standards  
65 % will score Meets Grade Level Standards  
30 % will score Masters Grade Level Standards

**Focus Student Group: Special Education**

30 % will score Approaches Grade Level Standards  
20 % will score Meets Grade Level Standards  
20 % will score Masters Grade Level Standards

**Focus Student Group: EL**

87 % will score Approaches Grade Level Standards



79% scored Meets Grade Level Standards  
57% scored Masters Grade Level Standards

80% will score Meets Grade Level Standards  
58% 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

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: EL**

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

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  
0% 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

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: EL**

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 |  |                         |
| Achievement Math    |  |                         |
| Growth Reading      |  |                         |
| Growth Math         | American Indian, Economically Disadvantaged, Special Education                                       |                         |
| Student Success     |  | Special Education       |
| Graduation          | Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education |                         |
| School Quality      |  |                         |





**CONROE**  
INDEPENDENT  
SCHOOL DISTRICT

| Support Area                | District Targeted Support            | Campus Targeted Support |
|-----------------------------|--------------------------------------|-------------------------|
| STAAR Only                  |                                      |                         |
| English Language Proficient | English Learners (Current/Monitored) |                         |

**NON-DISCRIMINATION STATEMENT**

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