



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Deretchin Elementary School

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:

Science earned

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 100% of all students will achieve Approaching Grade level or above.

STRATEGY DESCRIPTION(S):

Reading Strategy:

- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students.
- Provide intensive, systematic, research based reading instruction that includes rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best practices.

Math Strategy:

- Refine CISD Solves BEST Practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.
- Utilize Do The Math to Individualize interventions.

Writing Strategy:

- Address the vertical alignment of the Workshop model supported by Units of Study by Lucy Calkins for Grades K – 6 for fidelity.

READING/ELA

PERFORMANCE OBJECTIVE:

- 60% of Special education students will achieve Meets Grade Level or Above.



- 65% of Economically disadvantaged students will achieve Meets Grade Level or Above.

STRATEGY DESCRIPTION(S):

- Examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the Reading Workshop model.
- 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:

- 50% of Special education students will achieve Meets Grade Level or Above.
- 65% of Economically disadvantaged students will achieve Meets 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- 6 for fidelity and integration of higher level thinking practices.

MATH

PERFORMANCE OBJECTIVE:

- 50% of Special education students will achieve Meets Grade Level or Above.
- 75% of Economically disadvantaged students will achieve Meets Grade Level or Above.

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.

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

SCIENCE

PERFORMANCE OBJECTIVE:

- 60% of Special education students will achieve Meets Grade Level or Above.
- 65% of Economically disadvantaged students will achieve Meets Grade Level or Above.

STRATEGY DESCRIPTION(S): Provide support for teachers as they plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).

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): Implement instruction that provides students with Moderate to Vigorous Physical Activity 75% of the class period.



AT-RISK AND SPECIAL POPULATIONS

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

- Continued focus of Do the Math and LLI as targeted instruction 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.
- General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- GT students will participate in the pilot program at Deretchin receiving one hour of pull-out instruction per week in grades 2, 3, and 4.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.1% in 2018/19 to 97.3% 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 97.1% in 2018/2019 to 97.3% in 2019/2020.

STRATEGY DESCRIPTION(S):

- Kindness Club will create different challenges each month to help students increase their attendance.
- Individual attendance tracking will take place in all grade levels. Continue to meet with parents to create plans to get their child to school.

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 Principal, Coaches, teachers

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.

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):

Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.

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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.

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): Increase digital learning opportunities for students and staff through targeted learning in Kindergarten and first grade classrooms, learning walks, and modeling for teachers.

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 students strategy 1 Reading Strategy 1 Writing Strategy 1 Math Strategy 1 Science Strategy 1	Academic Tutorials	\$7,340.00	0.13
All students strategy 1 Reading Strategy 1 Writing Strategy 1 Math Strategy 1 Science Strategy 1	Instructional Support for At-Risk Students	\$58,770.00	1.00
	TOTAL SCE	\$66,110.00	1.13

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading Strategy 1 Writing Strategy 1 Math Strategy 1 Science Strategy 1	Academic Tutorials	\$2,600.00	0.04
At-risk Strategy 1	Technology	\$500.00	0.00
At-risk Strategy 3	Books	\$500.00	0.00
Reading Strategy 1 Writing Strategy 1 Math Strategy 1 Science Strategy 1	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$4,100.00	0.04



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Deretchin K-6

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

95% scored Approaches Grade Level Standards
79% scored Meets Grade Level Standards
56% scored Masters Grade Level Standards

2019-2020 Goals:

100 % will score Approaches Grade Level Standards
85 % will score Meets Grade Level Standards
60 % will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

76% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

80 % 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
55% scored Meets Grade Level Standards
23% scored Masters Grade Level Standards
Focus Student Group: Special Education
71% scored Approaches Grade Level Standards
42% scored Meets Grade Level Standards
20% scored Masters Grade Level Standards
Focus Student Group: African American
91% scored Approaches Grade Level Standards
66% scored Meets Grade Level Standards
43% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
95 % 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
80 % will score Approaches Grade Level Standards
50 % will score Meets Grade Level Standards
30 % will score Masters Grade Level Standards
Focus Student Group: African American
95 % will score Approaches Grade Level Standards
70 % will score Meets Grade Level Standards
50 % will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
91% scored Approaches Grade Level Standards
49% scored Meets Grade Level Standards
22% scored Masters Grade Level Standards
Focus Student Group: Special Education
76% scored Approaches Grade Level Standards
48% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards
Focus Student Group: African American
90% scored Approaches Grade Level Standards
65% scored Meets Grade Level Standards
45% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
95 % will score Approaches Grade Level Standards
55 % will score Meets Grade Level Standards
30 % will score Masters Grade Level Standards
Focus Student Group: Special Education
80 % will score Approaches Grade Level Standards
55 % will score Meets Grade Level Standards
30 % will score Masters Grade Level Standards
Focus Student Group: African American
95 % will score Approaches Grade Level Standards
70 % will score Meets Grade Level Standards
50 % will score Masters Grade Level Standards

WRITING



2018-2019 Performance:

Economically Disadvantaged Students

82% scored Approaches Grade Level Standards

27% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

Focus Student Group: Special Education

33% scored Approaches Grade Level Standards

17% scored Meets Grade Level Standards

17% scored Masters Grade Level Standards

Focus Student Group: African American

83% scored Approaches Grade Level Standards

17% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85 % will score Approaches Grade Level Standards

35 % will score Meets Grade Level Standards

20 % will score Masters Grade Level Standards

Focus Student Group: Special Education

40 % will score Approaches Grade Level Standards

25 % will score Meets Grade Level Standards

25 % will score Masters Grade Level Standards

Focus Student Group: African American

89 % will score Approaches Grade Level Standards

25 % will score Meets Grade Level Standards

25 % will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

91% scored Approaches Grade Level Standards

67% scored Meets Grade Level Standards

29% scored Masters Grade Level Standards

Focus Student Group: Special Education

73% scored Approaches Grade Level Standards

39% scored Meets Grade Level Standards

21% scored Masters Grade Level Standards

Focus Student Group: African American

90% scored Approaches Grade Level Standards

70% scored Meets Grade Level Standards

50% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

95 % will score Approaches Grade Level Standards

70 % will score Meets Grade Level Standards

35 % will score Masters Grade Level Standards

Focus Student Group: Special Education

78 % will score Approaches Grade Level Standards

45 % will score Meets Grade Level Standards

30 % will score Masters Grade Level Standards

Focus Student Group: African American

95 % will score Approaches Grade Level Standards

75 % will score Meets Grade Level Standards

60 % 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: African American

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: Special Education

 % will score Approaches Grade Level Standards

 % will score Meets Grade Level Standards

 % will score Masters Grade Level Standards

Focus Student Group: African American

 % will score Approaches Grade Level Standards

 % will score Meets Grade Level Standards

 % will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students
100% scored Approaches Grade Level Standards
67% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards
Focus Student Group: Special Education
75% scored Approaches Grade Level Standards
50% scored Meets Grade Level Standards
0% scored Masters Grade Level Standards
Focus Student Group: African American
100% scored Approaches Grade Level Standards
100% scored Meets Grade Level Standards
57% scored Masters Grade Level Standards

Economically Disadvantaged Students
100 % will score Approaches Grade Level Standards
73 % will score Meets Grade Level Standards
25 % will score Masters Grade Level Standards
Focus Student Group: Special Education
80 % will score Approaches Grade Level Standards
55 % will score Meets Grade Level Standards
25 % will score Masters Grade Level Standards
Focus Student Group: African American
100 % will score Approaches Grade Level Standards
100 % 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	
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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