



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Galatas 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 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:

Academic Achievement in English Language Arts

Academic Achievement in Mathematics

Postsecondary Readiness

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

98% of all students will achieve Approaching Grade Level or Above.

STRATEGY DESCRIPTION(S):

- Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.
- Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 with fidelity and integration of higher level of practices.
- Utilize CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.

READING/ELA

PERFORMANCE OBJECTIVE: 98% of all students will achieve Approaching Grade Level or Above

STRATEGY DESCRIPTION(S):

- Provide training on components of CISD Reads and Writes, including Read Aloud Think Together, Shared Reading, Guided



Reading, and Independent Reading.

- Emphasize higher level questioning within each component of CISD READS

WRITING

PERFORMANCE OBJECTIVE: 96% of all students will achieve Approaching Grade Level or Above

STRATEGY DESCRIPTION(S):

- Focus on daily writing in every K-6 classroom in all genres, including narrative, information, and opinion.
- Explicitly teach revision strategies and connect to the reciprocity of reading and writing.
- Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 for fidelity and integration of higher level of practices.
- Staff development will be 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: 98% of all students will achieve Approaching Grade Level or Above

STRATEGY DESCRIPTION(S):

- Provide training for teachers on components of CISD Solves.
- Focus on the emphasis of small group math instruction such as in guided math, tracking individual student 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: 100 % 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 technology that promotes self-assessment.

AT-RISK AND SPECIAL POPULATIONS

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

- Ensure that students are in attendance during the assessment windows.
- Provide mentors to targeted at-risk students.
- Provide visits to feeder campuses to ensure students experience a smooth transition.
- Provide intensive, systematic tutoring for identified at-risk students during the day and after school.



- Provide GT pull-out sessions to address the social emotional and academic needs of the students.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.1% 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:

Attendance rate will increase from 97.1% in 2018/2019 to 98.0% in 2019/2020.

STRATEGY DESCRIPTION(S):

- Provide incentives for students to attend school every day and arrive on-time.
- Monitor student attendance and follow-up with notes, phone calls, and home visits.

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, and Diagnosticians

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):

- Provide mentor support for beginning teachers.
- Sponsor student teachers and provide meaningful teaching experiences on the campus.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.

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 timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media resources
- Provide opportunities at school for families to be engaged in academic and social events.
- Maintain a campus decision making committee which includes parents, community, and teacher who analyze planning, operation, and evaluation of the campus education program.

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 campus Safe Schools Committee to review, revise and oversee the implementation of the Safe School Plan.
- Provide programs for students and staff promoting awareness of sexual abuse, danger of drugs, alcohol, and tobacco.
- 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.
- Involve parents and community members in activities to support a safe school environment.
- Train campus response teams for medical emergencies.

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



CONROE
INDEPENDENT
SCHOOL DISTRICT

Summative Evaluation safety drills for campus
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):

- Build teacher capacity to fully implement technology in instruction.
- Provide meaningful opportunities for students to access technology for learning.

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 4	Academic Tutorials	\$4,230.00	0.08
	TOTAL SCE	\$4,230.00	0.08

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1-3	Academic Tutorials	\$1,500.00	0.03
All Students Strategy 1-3	Technology	\$500.00	0.00
All Students Strategy 1-3	Books	\$500.00	0.00
All Students Strategy 1-3	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,000.00	0.03



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Galatas Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

96% scored Approaches Grade Level Standards
85% scored Meets Grade Level Standards
68% scored Masters Grade Level Standards

2019-2020 Goals:

100% will score Approaches Grade Level Standards
90% will score Meets Grade Level Standards
72% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

82% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

87% 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
60% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards
Focus Student Group: Special Education
62% scored Approaches Grade Level Standards
46% scored Meets Grade Level Standards
27% scored Masters Grade Level Standards
Focus Student Group: EL
84% scored Approaches Grade Level Standards
66% scored Meets Grade Level Standards
53% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
85% 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
70% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards
Focus Student Group: EL
90% will score Approaches Grade Level Standards
70% will score Meets Grade Level Standards
60% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
88% scored Approaches Grade Level Standards
69% scored Meets Grade Level Standards
31% scored Masters Grade Level Standards
Focus Student Group: Special Education
65% scored Approaches Grade Level Standards
45% scored Meets Grade Level Standards
25% scored Masters Grade Level Standards
Focus Student Group: EL
87% scored Approaches Grade Level Standards
61% scored Meets Grade Level Standards
52% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
92% will score Approaches Grade Level Standards
75% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards
Focus Student Group: Special Education
70% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards
Focus Student Group: EL
92% will score Approaches Grade Level Standards
65% will score Meets Grade Level Standards
55% will score Masters Grade Level Standards

WRITING



2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

55% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

Focus Student Group: Special Education

50% scored Approaches Grade Level Standards

42% scored Meets Grade Level Standards

25% scored Masters Grade Level Standards

Focus Student Group: EL

75% scored Approaches Grade Level Standards

67% scored Meets Grade Level Standards

42% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards

48% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

Focus Student Group: EL

80% will score Approaches Grade Level Standards

75% will score Meets Grade Level Standards

47% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards

56% scored Meets Grade Level Standards

38% scored Masters Grade Level Standards

Focus Student Group: Special Education

65% scored Approaches Grade Level Standards

50% scored Meets Grade Level Standards

30% scored Masters Grade Level Standards

Focus Student Group: EL

87% scored Approaches Grade Level Standards

70% scored Meets Grade Level Standards

61% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

45% will score Masters Grade Level Standards

Focus Student Group: Special Education

70% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

35% will score Masters Grade Level Standards

Focus Student Group: EL

90% will score Approaches Grade Level Standards

75% will score Meets Grade Level Standards

65% 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:

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

 % 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

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		Hispanic
Growth Math	American Indian, Economically Disadvantaged, Special Education	Hispanic
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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