



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Giesinger Elementary

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: Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 76% economically disadvantaged students will score Approaching Grade Level Standards in All Subjects.

STRATEGY DESCRIPTION(S): Focus on small group instruction in reading, writing, math. Provide interventions through best Tier I practices for all students and provide Tier II and III for all students not meeting grade level expectations.

READING/ELA

PERFORMANCE OBJECTIVE: 76% economically disadvantaged students will score Approaching Grade Level Standards on reading assessment.

STRATEGY DESCRIPTION(S): Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.



WRITING

PERFORMANCE OBJECTIVE: 65% economically disadvantaged students will score Approaching Grade Level Standards on writing assessment.

STRATEGY DESCRIPTION(S): Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction. Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-6 for fidelity and integration of higher level thinking practices. Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.

MATH

PERFORMANCE OBJECTIVE: 75% economically disadvantaged students will score Approaching Grade Level Standards on math assessment.

STRATEGY DESCRIPTION(S): 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. Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.

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): Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.

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):

Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S): Ensure that students receive the appropriate number of state required minutes in physical education per week or 10 day period.

AT-RISK AND SPECIAL POPULATIONS

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

All teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students. Provide mentors to targeted at-risk students and 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 96.33% 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 to 98.0%

STRATEGY DESCRIPTION(S): Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences. Principal, assistant principal, counselor, registrar, nurse, and teachers will work to reach our campus attendance goal of 98.0%.

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, Campus Instructional Coach, Diagnostician

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 and improve qualifications of teachers by providing opportunities to attend workshops, trainings, and campus lab sites.

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 communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. 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. Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.

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): Ensure the Technology Applications TEKS are met across content areas. Build teacher capacity to fully implement technology in instruction by inviting district technology coaches to give trainings to staff.

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 2, At-Risk Strategy 1-2	Academic Tutorials for At-Risk Students	\$7,226.00	0.13
	TOTAL SCE	\$7,226.00	0.13

TITLE I

Strategy	Activity	Funds Budgeted	FTE
ELA Strategy 2, Writing Strategy 1, Math Strategy 3	Instructional Support Academic Coach	\$75,604.00	1.37
ELA Strategy 2, Writing Strategy 1, Math Strategy 3	Instructional Support Paraprofessional	\$29,608.00	0.54
ELA Strategy 2, Writing Strategy 1, Math Strategy 3	Substitutes	\$2,062.00	0.04
ELA Strategy 1-2, , Math Strategy 3, Social Studies Strategy 2, Science Strategy 2	Books	\$39,406.00	0.00
Parents and Community Strategy 1-3	Family Engagement	\$2,912.00	0.00
All Students Strategy 2, At-Risk Strategy 1-2	Healthy Snacks Tutorial Students	\$2,000.00	0.00
	TOTAL Title I	\$151,592.00	1.95

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1, 4	Academic Tutorials for EL Students	\$1,500.00	0.03
Technology Strategy 2	Technology	\$500.00	0.00



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Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 4	Books	\$500.00	0.00
At-Risk Strategy 4, 6	Instructional Materials for EL Students	\$500.00	0.00
	TOTAL Title III EL	\$3,000.00	0.03



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
At-Risk Strategy 1,3	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)
Parents and Community Strategy 1-3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At-Risk Strategy 1,3	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community Strategy 1-3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At-Risk Strategy 2, 4, 6	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At-Risk Strategy 2, 4, 6	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.
At-Risk Strategy 1, 3, 4	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
Parents and Community Strategy 1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 2	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community Strategy 3	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: Giesinger Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

84% scored Approaches Grade Level Standards
55% scored Meets Grade Level Standards
32% scored Masters Grade Level Standards

2019-2020 Goals:

90% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

74% 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

71% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards
25% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards

Focus Student Group: Hispanic

75% scored Approaches Grade Level Standards
39% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

76% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

53% will score Approaches Grade Level Standards
30% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

Focus Student Group: Hispanic

80% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

76% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards
24% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

Focus Student Group: Hispanic

76% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
14% 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
26% will score Masters Grade Level Standards

Focus Student Group: Special Education

53% will score Approaches Grade Level Standards
30% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Focus Student Group: Hispanic

81% will score Approaches Grade Level Standards
46% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

WRITING



2018-2019 Performance:

Economically Disadvantaged Students

60% scored Approaches Grade Level Standards

23% scored Meets Grade Level Standards

4% scored Masters Grade Level Standards

Focus Student Group: Special Education

9% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: Hispanic

68% scored Approaches Grade Level Standards

25% scored Meets Grade Level Standards

4% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

65% will score Approaches Grade Level Standards

28% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: Special Education

15% will score Approaches Grade Level Standards

5% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

Focus Student Group: Hispanic

73% will score Approaches Grade Level Standards

30% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

70% scored Approaches Grade Level Standards

50% scored Meets Grade Level Standards

25% scored Masters Grade Level Standards

Focus Student Group: Special Education

61% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

6% scored Masters Grade Level Standards

Focus Student Group: Hispanic

76% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

24% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% 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

66% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

Focus Student Group: Hispanic

81% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

30% 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: Hispanic

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: Hispanic

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
 % scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Hispanic
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: Hispanic
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		Asian, Two or More Races
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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