



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Kaufman 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 Mathematics

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 70% of all students will be on or above grade level BAS by EOY.

STRATEGY DESCRIPTION(S):

- Provide ongoing professional development with district literacy coach for Reader's Workshop within Lucy Calkins Reading Units of Study.
- Implementation of Lucy Calkins Phonics in K-2 and Words Their Way in grades 3-4.
- BAS tracking charts and meetings to monitor student progress three times a year.

READING/ELA

PERFORMANCE OBJECTIVE: 73% of 3rd grade and 70% of 4th grade students will reach Meets Grade Level Standard on the STAAR Reading.

STRATEGY DESCRIPTION(S):

- Provide ongoing professional development centered on Lucy Calkins Reading Units of Study supported by district literacy coach.
- Develop tiered professional development on understanding of reading TEKS for K-4 teachers.
- Targeted intervention time during the day supported by Guided Reading, Strategy Groups, and tutorials.

WRITING

PERFORMANCE OBJECTIVE: 60% of all 4th grade students will reach Meets Grade Level Standard on STAAR Writing Test.

STRATEGY DESCRIPTION(S):

- Provide professional development for revising and editing to ensure all teachers are teaching concepts effectively.
- Focus on daily writing in every K-4 classroom in all genres including narrative, information, and opinion.



- Provide fourth grade teachers with an additional planning day each grading period to allow them to strategically plan writing lessons.

MATH

PERFORMANCE OBJECTIVE: 75% of 3rd grade and 73% of 4th grade students will reach Meets Grade Level Standard on STAAR Math Test.

STRATEGY DESCRIPTION(S):

- Provide professional development on problem solving structures.
- District math coach to provide support once a semester.
- Targeted intervention time during the day through Guided Math and tutorials.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Ensure the delivery of Social Studies curriculum according to the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Provide support for teachers as they require all students to utilize a social studies interactive notebook.

SCIENCE

PERFORMANCE OBJECTIVE: Ensure the delivery of Science curriculum according to the district scope and provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Provide support for teachers as they require all students to utilize a science interactive notebook.

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 attend the appropriate number of minutes in physical education per week.
- Provide students with opportunities to participate in activities that promote positive physical activity including: National Walk to School Day, Turkey Trot, Field Day, Family Health and Wellness Fair, and Jingle Bell Run.
- Physical Education teachers attend district provided professional development training opportunities including Champ Camp and District-Wide Staff Development for PE.

AT-RISK AND SPECIAL POPULATIONS

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

- Provide systematic tutoring for at-risk students during the school day.
- Implementation of Lucy Calkins Phonics K-2 and Words Their Way in grades 3 and 4.
- Ensure the English Learners receive appropriate instruction tailored to support their language acquisition needs.
- Provide special training for teachers serving special education students to increase their level of knowledge of how to align curriculum, instruction, and assessment.
- Provide GT students with challenging learning experiences with depth and complexity.



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.8% in 2018/19 to 97.1% 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: To improve attendance through continual monitoring and incentive programs.

STRATEGY DESCRIPTION(S):

- Campus will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.
- Campus will utilize the District's Attendance Specialist to assist when students exceed 10 unexcused absences.
- Campus will continue to promote good attendance with our campus incentives including: Daily Attendance Chart in our front office, Attendance Spirit Sticks and Ice Cream Scoops to help chart attendance school-wide, grading period and semester reward for classes with best attendance, weekly Treasure Tower reward for one student in each class with perfect attendance for the week, Perfect Attendance award each grading period for students with perfect attendance, drawing for gift card each grading period for one student in each grade level, and a bike drawing each grading period for perfect attendance.

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, QPS, SAT, ACT, CogAT, IOWA

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

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.
- Provide opportunities for teachers to attend high quality workshops that help target classroom instruction and student learning.
- Sponsor both student teachers and methods students and provide meaningful learning experiences through the support of mentor teachers.

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):

- Effectively communicate with parents through a variety of media including: School Messenger, Facebook, and Twitter so that they are informed about school activities, programs, and campus initiatives.
- Engage families in curriculum activities such as Academic Night and Health and Wellness Night to promote academic content knowledge and awareness for our families.
- Conduct ongoing and specific targeted surveys throughout the year with parents, students, and staff to help monitor our campus needs.

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):

- Implement bullying prevention through guidance lessons with school counselor and Astros' mascot's Anti-Bullying assembly.
- Conduct fire, shelter in place, lock-down, evacuation, and reverse evacuation drills to ensure the effectiveness of the Emergency Operations Plans at both the district and campus level.
- Maintain a Safety Committee to meet and evaluation safety procedures as well as be trained in medical skills such as Stop the Bleed and CPR.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan



CONROE
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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 students with opportunities to utilize technology to enhance their learning while strengthening their skills with technology.
- Provide on-going staff development with the support of district technology coach through Technology Academy.

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 and Special Populations: Strategy 1	Academic Tutorials	\$9,382.00	0.17
At-Risk and Special Populations: Strategy 1	Instructional Materials for At-Risk Students	\$128.00	0.00
	TOTAL SCE	\$9,510.00	0.17

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Populations: Strategy 1	Academic Tutorials	\$1,500.00	0.03
Technology: Strategy 1	Technology	\$500.00	0.00
Reading: Strategy 3	Books	\$500.00	0.00
At-Risk and Special Populations: Strategy 1	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,000.00	0.03



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Kaufman Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

92% scored Approaches Grade Level Standards
67% scored Meets Grade Level Standards
41% scored Masters Grade Level Standards

2019-2020 Goals:

95% will score Approaches Grade Level Standards
71% will score Meets Grade Level Standards
45% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

77% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

81% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students
80% scored Approaches Grade Level Standards
52% scored Meets Grade Level Standards
30% scored Masters Grade Level Standards
Focus Student Group: Special Education
62% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards
Focus Student Group: African American
75% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
12% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards
Focus Student Group: Special Education
65% will score Approaches Grade Level Standards
42% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards
Focus Student Group: African American
80% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
17% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students
84% scored Approaches Grade Level Standards
55% scored Meets Grade Level Standards
35% scored Masters Grade Level Standards
Focus Student Group: Special Education
61% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards
Focus Student Group: African American
67% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
87% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards
Focus Student Group: Special Education
65% will score Approaches Grade Level Standards
42% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards
Focus Student Group: African American
72% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

63% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

Focus Student Group: Special Education

63% scored Approaches Grade Level Standards

26% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: African American

70% scored Approaches Grade Level Standards

40% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

67% will score Approaches Grade Level Standards

36% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

Focus Student Group: Special Education

65% will score Approaches Grade Level Standards

30% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

Focus Student Group: African American

75% will score Approaches Grade Level Standards

45% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

83% scored Approaches Grade Level Standards

58% scored Meets Grade Level Standards

35% scored Masters Grade Level Standards

Focus Student Group: Special Education

63% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

18% scored Masters Grade Level Standards

Focus Student Group: African American

86% scored Approaches Grade Level Standards

38% scored Meets Grade Level Standards

19% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

87% will score Approaches Grade Level Standards

62% will score Meets Grade Level Standards

40% will score Masters Grade Level Standards

Focus Student Group: Special Education

66% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

22% will score Masters Grade Level Standards

Focus Student Group: African American

90% will score Approaches Grade Level Standards

42% will score Meets Grade Level Standards

23% 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

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:

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:

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: 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

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:

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:

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		Special Education, African American
Achievement Math		Special Education, African American
Growth Reading		Special Education, African American
Growth Math	American Indian, Economically Disadvantaged, Special Education	Special Education, African American
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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