



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Lamar 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 Succeeds Act (ESSA).*

Distinction Designations Earned:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 60% of all students will score Meets Grade Level Standards or above on all state assessments.

STRATEGY DESCRIPTION(S):

- Teachers will collaboratively plan, utilizing the backwards planning model, to allow common assessments and data to drive their instruction while implementing Tier I Best Practices
- Provide classroom instruction utilizing, Differentiated Instruction, Quality Questioning, Cooperative Learning and Formative Assessments
- Students will set specific, individualized goals and will track their progress throughout the year
- Campus-wide adoption of common S.M.A.R.T. goals to analyze student progress across subject areas and vertically across grade levels

READING/ELA

PERFORMANCE OBJECTIVE: 60% of all students will score Meets Grade Level Standards or above on all state assessments.

STRATEGY DESCRIPTION(S):

- Teachers will collaboratively plan, utilizing the backwards planning model, to allow common assessments and data to drive their instruction while implementing Tier I Best Practices
- Teachers will explicitly teach students how to independently choose books that fit their instructional level and how to establish meaningful reading partnerships
- Students will be provided opportunities to read for meaning for extended periods of time to build reading stamina



- Teachers will implement a reader's workshop teaching model to incorporate one on one reading conferences, strategy groups, and guided reading groups
- Implementation of targeted tutorial groups and Leveled Literacy Intervention
- Selected staff will attend the professional development, Teachers College Calendar Days, and will share the knowledge gained with staff

WRITING

PERFORMANCE OBJECTIVE: 60% of all students will score Meets Grade Level Standards or above on all state assessments.

STRATEGY DESCRIPTION(S):

- Teachers will collaboratively plan, utilizing the backwards planning model, to allow common assessment and data to drive their instruction while implementing Tier I Best Practices
- Selected staff will attend the professional development, Teacher College Calendar Days, and will share the knowledge gained with staff
- Teachers will engage students in meaningful writing conferences that are strategic, individualized, and provide real time feedback

MATH

PERFORMANCE OBJECTIVE: 63% of all students will score Meets Grade Level Standards or above on all state assessments.

STRATEGY DESCRIPTION(S):

- All math teachers will complete Guided Math training and implement Guided Math best practices
- Implementation of the math intervention program, Do the Math, to target students with areas of deficit
- Implementation of the online math program, Dreambox, to address individual learning needs
- Selected staff will attend the professional development, Math in Action, and will share the knowledge gained with staff
- Teachers will participate in scheduled, targeted Guided Math talks, walks, and feedback sessions
- Teachers will collaboratively plan, utilizing the backwards planning model, to allow common assessments and data to drive their instruction while implementing Tier I Best Practices

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will utilize the district scope and sequence to plan differentiated lessons that include Tier I Best Practices such as Quality Questioning, tiered assignments, and common formative assessments.

STRATEGY DESCRIPTION(S):

- Teachers will collaboratively plan differentiated lessons using the backwards planning model
- Thinking Maps will be utilized as tools for student learning
- Teachers will analyze data from various common formative assessments to drive instruction

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will utilize the district scope and sequence to plan engaging lessons that include Quality Questioning, inquiry based activities, and common assessments.

STRATEGY DESCRIPTION(S):

- Teachers will collaboratively plan with the district science coach utilizing the backwards planning model
- Interactive science word walls will be utilized throughout instruction
- Teachers will analyze data from grade level common assessments to drive instruction

HEALTH

PERFORMANCE OBJECTIVE: 82% 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.



AT-RISK AND SPECIAL POPULATIONS

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

- Provide Rtl through Tier 1 research –based 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 96.2% in 2018/19 to 96.5% 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:

Student attendance rate will increase from 96.2% to 96.5% over the course of the year.

STRATEGY DESCRIPTION(S):

Campus staff will:

- Run weekly attendance reports
- Call home each time a student is absent and document in View-it
- Create attendance contracts with parent, teacher, and student when a student shows a pattern of unexcused absences
- Bring awareness of daily absences, leave early, and tardies by posting a visual in the office
- Bring awareness of weekly absences, leave early, and tardies by posting statistics in staff/parent newsletter
- File truancy charges after 10 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

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

Principal, Assistant Principals, Campus Instructional Coach

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):

Attend and recruit from the CISD Teacher Job Fair and university job fairs. Use the campus vision and mission statement to drive interview questions that align to the campus goals and commitments.

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 sources such as weekly Smore, social media, SchoolMessenger notifications, and notes home
- Provide opportunities for families to participate in shared decision making to empower families
- Translate all communication forms into Spanish for our bilingual families
- Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life-threatening situations

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):

Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.

- Safe and Civil Schools implementation through Foundations and Positive Behavior Interventions and Support Strategies
- Campus-wide implementation of Positivity Project
- School-wide CHAMPS implementation for all safety procedures
- Classroom CHAMPS implementation



- Common voice levels and one liners for expectations throughout the building

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):

- Technology professional development through monthly Tech Academy for grade level teachers
- Implementation of Dreambox online math program for students
- Increase student opportunities for utilizing 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, Reading Strategy 5, Math Strategy 1	Academic Tutorials	\$8,414.00	0.15
Reading Strategy 1, Math Strategy 1	Instructional Support for At-Risk Students	\$63,470.00	1.00
	TOTAL SCE	\$71,884.00	1.15

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Reading Strategy 5, Math Strategy 2	Instructional Support Paraprofessionals	\$23,410.00	1.00
At Risk Strategy 1, Reading Strategy 5, Math Strategy 1	Academic Tutorials	\$6,570.00	0.12
At Risk Strategy 1, Reading Strategy 5, Math Strategy 1	Healthy Snacks Tutorials	\$1,500.00	0.00
All Students Strategy 1 and At-Risk Strategy 1	Substitutes	\$15,465.00	0.28
Reading Strategy 1, Math Strategy 3	Technology	\$35,776.00	0.00
Reading Strategy 1, 2, 3, 4; Math Strategy 1	Books	\$22,343.00	0.00
Reading Strategy 1, Math Strategy 1	Instructional Materials	\$54,000.00	0.00
Reading Strategy 1, Math Strategy 1	Family Engagement	\$2,000.00	0.00
	TOTAL Title I	\$161,064.00	1.40

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At Risk Strategy 1, Reading Strategy 2, Math Strategy 1	Academic Tutorials	\$3,000.00	0.05
Reading Strategy 1, Math Strategy 3	Technology	\$500.00	0.00
Reading Strategy 1, 2, 3, 4; Math Strategy 1	Books	\$500.00	0.00
Reading Strategy 1, Math Strategy 1	Instructional Materials	\$500.00	0.00



CONROE
INDEPENDENT
SCHOOL DISTRICT

Strategy	Activity	Funds Budgeted	FTE
	TOTAL Title III EL	\$4,500.00	0.05



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; Reading Strategy 1, 5; Math Strategy 1, 2	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)
Parent and Community Strategy 2	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At Risk Strategy 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent and Community Strategy 1, 2, 3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At Risk Strategy 1; Reading Strategy 1, 2, 3, 4; Math Strategy 1, 3, 4	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At Risk Strategy 1; Reading Strategy 3, 4; Math Strategy 1, 3	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 1 Strategy; Reading Strategy 5; Math Strategy 2	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
Parent and Community Strategy 2	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parent and Community Strategy 1, 2	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parent and Community Strategy 1, 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: Lamar Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

79% scored Approaches Grade Level Standards
54% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards

2019-2020 Goals:

84% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
33% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

73% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

78% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

70% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards
23% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

Focus Student Group: African American

65% scored Approaches Grade Level Standards
35% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards
41% will score Meets Grade Level Standards
21% will score Masters Grade Level Standards

Focus Student Group: Special Education

40% will score Approaches Grade Level Standards
28% will score Meets Grade Level Standards
14% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
22% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
22% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

Focus Student Group: African American

72% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

79% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
27% will score Masters Grade Level Standards

Focus Student Group: Special Education

40% will score Approaches Grade Level Standards
32% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

Focus Student Group: African American

77% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
33% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>59%</u> scored Approaches Grade Level Standards <u>21%</u> scored Meets Grade Level Standards <u>3%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>36%</u> scored Approaches Grade Level Standards <u>14%</u> scored Meets Grade Level Standards <u>0%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>50%</u> scored Approaches Grade Level Standards <u>25%</u> scored Meets Grade Level Standards <u>8%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>64%</u> will score Approaches Grade Level Standards <u>26%</u> will score Meets Grade Level Standards <u>8%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>44%</u> will score Approaches Grade Level Standards <u>19%</u> will score Meets Grade Level Standards <u>5%</u> will score Masters Grade Level Standards Focus Student Group: African American <u>55%</u> will score Approaches Grade Level Standards <u>30%</u> will score Meets Grade Level Standards <u>13%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>72%</u> scored Approaches Grade Level Standards <u>41%</u> scored Meets Grade Level Standards <u>19%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>35%</u> scored Approaches Grade Level Standards <u>23%</u> scored Meets Grade Level Standards <u>12%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>67%</u> scored Approaches Grade Level Standards <u>44%</u> scored Meets Grade Level Standards <u>11%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>77%</u> will score Approaches Grade Level Standards <u>46%</u> will score Meets Grade Level Standards <u>24%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>40%</u> will score Approaches Grade Level Standards <u>28%</u> will score Meets Grade Level Standards <u>15%</u> will score Masters Grade Level Standards Focus Student Group: African American <u>72%</u> will score Approaches Grade Level Standards <u>49%</u> will score Meets Grade Level Standards <u>16%</u> will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>n/a%</u> scored Approaches Grade Level Standards <u>n/a%</u> scored Meets Grade Level Standards <u>n/a%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards Focus Student Group: African American <u>n/a%</u> will score Approaches Grade Level Standards <u>n/a%</u> will score Meets Grade Level Standards <u>n/a%</u> will score Masters Grade Level Standards</p>



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
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: 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: African American
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		n/a
Achievement Math		Special Ed.
Growth Reading		Hispanic, White, Continuously Enrolled
Growth Math	American Indian, Economically Disadvantaged, Special Education	n/a
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	n/a
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	n/a

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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