



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Patterson Elementary

Rating: C

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:

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

55% of students will meet grade level standard or above in all subject areas for STAAR.

STRATEGY DESCRIPTION(S):

- Teachers and administration will monitor student progress through weekly meetings and monthly progress meetings to ensure any students not making progress are placed in RtI Tier 2 or Tier 3 Interventions or special programs.
- Provide weekly time and support for teachers to collaborate around student progress and planning of small group instruction and remediation.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.

READING/ELA

PERFORMANCE OBJECTIVE:

- Examine effectiveness of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.
- 90% of kindergarten through second grade students will leave reading on or above grade level.
- 55% of students will meet grade level standard or above on reading STAAR.

STRATEGY DESCRIPTION(S):

- Training will be provided on the Units of Study and BAS highlighting how to use data gleaned from the assessments to guide small group instruction.
- Staff development provided by district and campus coaches and administration several times throughout the school year to embed the instructional practices from the Units of Study.
- Learn to meet with small groups for conferencing, small group instruction, targeted strategy groups or guided reading. The



purposed is to grow readers and grow their knowledge about how to determine the reading behaviors that should be targeted.

- Hold monthly student support meetings to track student's growth in reading and discuss next action steps to grow students as readers.
- Use formative assessments to guide small group instruction.
- Work with students to establish long term and short- term goals and meet with them regularly to discuss their progress.

WRITING

PERFORMANCE OBJECTIVE:

- Examine the fidelity of Writing Workshop approach to writing instruction and the use of recommended resources for the teaching of writing.
- 55% of students will meet grade level standard or above on writing STAAR.

STRATEGY DESCRIPTION(S):

- Staff development will be provided to teach writing using the Lucy Calkins Units of Study; staff development on the teaching of grammar and conventions will be given
- Continue using Patterns of Power daily when teaching mentor sentences.
- Use formative assessment data to guide writing conferences, writing strategy groups, word study and revise/grammar groups.
- Conference with students to continue utilizing previously learned skills within their writing.
- Hold monthly student support meetings to track student's growth in writing and discuss next action steps to grow students as writers.

MATH

PERFORMANCE OBJECTIVE:

- Focus on the emphasis of small group math instruction such as guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
- 55% of students will meet grade level standard or above on writing STAAR.

STRATEGY DESCRIPTION(S):

- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction during guided math.
- Continue growing teacher knowledge in teaching fact fluency and guided math.
- Hold monthly student support meetings to track student's growth in math and discuss next action steps to grow students.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

- 55% of all students will score an 85% or above on district level DCCs.

STRATEGY DESCRIPTION(S):

- Provide opportunities for elementary teachers to create developed lesson through Make-n-Take sessions designed to support content and literacy strands.
- Staff development provided by district coaches and administration several times throughout the school year.
- Establish systems that enable teachers to observe / collaborate with each other and teachers at other campuses to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction.

SCIENCE

PERFORMANCE OBJECTIVE:

- 55% of all students will score an 85% or above on district level DCCs.

STRATEGY DESCRIPTION(S):

- Staff development provided by district coaches and administration several times throughout the school year.
- Establish systems that enable teachers to observe / collaborate with each other and teachers at other campuses to build their individual capacity around small group instruction.



- Use common formative assessments to differentiate small group instruction.
- Hold monthly student support meetings to track student's growth in math and discuss next action steps to grow students.

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):

- Provide students with technology to promote self-assessment; Assess student's Health-related fitness using the FitnessGram Assessment
- Provide instruction that allows individuals to demonstrate competency in a variety of motor skills.

AT-RISK AND SPECIAL POPULATIONS

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

- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students
- Prepare teachers with in depth understanding of how to align curriculum, instruction and assessment for all students including those with disabilities.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.4% 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:

STRATEGY DESCRIPTION(S): Campus administrators and teachers will utilize Dropout Prevention for attendance interventions designed to lower the number of 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

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 Principals

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.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources

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):

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

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 and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.



- Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.
- 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.

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 student opportunities for utilizing technology across the curriculum areas.
- Provide hands-on training in use of new technology hardware and software.
- Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.
- 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
All Students Strategy 2, At-Risk Strategy 1-2	Academic Tutorials	\$14,244.00	0.26
All Students Strategy 1	Gen Ed Teachers for At-Risk Students	\$1,332,870.00	23.00
	TOTAL SCE	\$1,347,114.00	23.26

TITLE I

Strategy	Activity	Funds Budgeted	FTE
ELA Strategy 2, Writing Strategy 1, Math Strategy 3	Instructional Support Academic Coaches/Teachers	\$154,978.00	2.82
ELA Strategy 2, Writing Strategy 1, Math Strategy 3	Instructional Support Teacher	\$69,649.00	1.27
ELA Strategy 2, Math Strategy 3	Instructional Support Paraprofessional	\$25,532.00	.046
ELA Strategy 1-2, , Math Strategy 3, Social Studies Strategy 2, Science Strategy 2	Instructional Materials	\$33,985.00	0.00
Parents and Community Strategy 1-3	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$287,056	4.55

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1, 4	Academic Tutorials for EL students	\$4,500.00	0.08
Technology Strategy 2	Technology	\$500.00	0.00
At-Risk Strategy 4	Books	\$500.00	0.00
At-Risk Strategy 4, 6	Instructional Materials	\$2,500.00	0.00
	TOTAL Title III EL	\$7,500.00	0.08



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).
Parents and Community Strategy 1-3	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: Patterson Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

72% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

2019-2020 Goals:

85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

71% 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

66% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards
19% scored Meets Grade Level Standards
4% scored Masters Grade Level Standards

Focus Student Group: EL

64% scored Approaches Grade Level Standards
31% scored Meets Grade Level Standards
11% 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
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: EL

85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

62% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

Focus Student Group: Special Education

41% scored Approaches Grade Level Standards
19% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards

Focus Student Group: EL

61% scored Approaches Grade Level Standards
28% scored Meets Grade Level Standards
9% 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
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: EL

85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

59% scored Approaches Grade Level Standards

27% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

Focus Student Group: Special Education

25% scored Approaches Grade Level Standards

25% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: EL

53% scored Approaches Grade Level Standards

19% scored Meets Grade Level Standards

5% 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

25% will score Masters Grade Level Standards

Focus Student Group: Special Education

85% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: EL

85% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards

44% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

Focus Student Group: Special Education

33% scored Approaches Grade Level Standards

15% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

Focus Student Group: EL

74% scored Approaches Grade Level Standards

42% scored Meets Grade Level Standards

18% 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

25% will score Masters Grade Level Standards

Focus Student Group: Special Education

85% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: EL

85% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

% 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:
<p>Economically Disadvantaged Students</p> <p>n/a % scored Approaches Grade Level Standards</p> <p>n/a % scored Meets Grade Level Standards</p> <p>n/a % scored Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p>n/a % scored Approaches Grade Level Standards</p> <p>n/a % scored Meets Grade Level Standards</p> <p>n/a % scored Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p>n/a % scored Approaches Grade Level Standards</p> <p>n/a % scored Meets Grade Level Standards</p> <p>n/a % scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students</p> <p>n/a % will score Approaches Grade Level Standards</p> <p>n/a % will score Meets Grade Level Standards</p> <p>n/a % will score Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p>n/a % will score Approaches Grade Level Standards</p> <p>n/a % will score Meets Grade Level Standards</p> <p>n/a % will score Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p>n/a % will score Approaches Grade Level Standards</p> <p>n/a % will score Meets Grade Level Standards</p> <p>n/a % will score Masters Grade Level Standards</p>

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)	

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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