



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Rice 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 Succeeds Act (ESSA).

Distinction Designations Earned:

Academic Achievement in Mathematics

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 48% of all students will *meet* grade level standards on all subject area STAAR tests.

STRATEGY DESCRIPTION(S):

- Monitor student progress using data walls to intervene and adapt instruction as necessary to build capacity within students.
- Implement student goal setting across subject areas to promote student ownership and accountability.
- Continue to build teacher familiarity and competence in implementing CISD curriculum structures and effectiveness in responding to formative assessments as it impacts instruction.

READING/ELA

PERFORMANCE OBJECTIVE: 45% of all students will meet grade level standards on Reading STAAR tests.

STRATEGY DESCRIPTION(S):

- Continue to build teacher familiarity and competence in implementing the Units of Study for Reading within a readers' workshop structure.
- Plan for the small group lessons using tools such as the literacy progressions, Literacy Continuum, and understanding of the text bands.
- Use frequent formative assessment data to guide instruction within reading conferences, strategy groups, and guided reading groups so students are receiving instruction targeted to their needs as a reader.
- Implement student goal setting in Reading using the reading progression from the Units of Study.



WRITING

PERFORMANCE OBJECTIVE: 42% of all students will meet grade level standards on Writing STAAR test.

STRATEGY DESCRIPTION(S):

- Implement Patterns of Power structure to teach grammar skills and add additional Invitation to Revise to the cycle.
- Implement a repertoire day cycle to connect workshop skills in editing and revision to standardized questioning.
- Use frequent formative assessment data to guide instruction within writing conferences and strategy groups so students are receiving instruction targeted to their needs as a writer.
- Implement student goal setting in writing using the writing progressions from the Units of Study.

MATH

PERFORMANCE OBJECTIVE: 53% of all students will meet grade level standards on Math STAAR tests.

STRATEGY DESCRIPTION(S):

- Continue to build teacher familiarity and competence in tiered lessons for guided math within the CISD solves structure.
- Use pre & post assessment cycle and reflections to guide and differentiate instruction within a guided math structure.
- Intentionally plan guided math stations that promote student accountability and ownership.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Focus on vocabulary development for the mastery of grade level assurance words
- Curriculum essential questions are utilized in lesson plans.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons aligned to the district scope and sequence that apply both science concepts and science language in an investigation or activity. Lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Implementation of Interactive Science notebooks
- Implementation of classroom word walls and Marzano's 6 Step Process to ensure vocabulary development

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 physical education and health teacher with leadership and staff development opportunities.
- Provide students with opportunities and activities that allow "choice."
- Ensure students demonstrate responsible personal and social behavior that respects self and others.

AT-RISK AND SPECIAL POPULATIONS

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

- Provide for increased practice turns and feedback during instruction.
- Provide intensive, systematic tutoring for identified at-risk students during the day and after school.
- Provide mentors to targeted at-risk students.
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure ELL students receive appropriate English language acquisition and sheltered instruction.
- 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 96.9% 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: Rice Elementary will earn distinction designations in 3 out of 5 categories.

STRATEGY DESCRIPTION(S):

- Campus staff will run attendance reports daily, contact parents, and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.
- Campus administrators and teachers will utilize Dropout Prevention Measures for attendance interventions designed to lower the number of unexcused absences.
- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.

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, Counselor, PEIMS Clerk



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):

- Implement Chat and Chew with new teachers to set aside time to review campus procedures, allow time for questions, and check in monthly with new staff.
- Provide frequent feedback to teachers, emphasizing positive behaviors.
- Establish systems that enable teachers to observe/collaborate with each other to build their individual capacity.
- Plan and implement events to boost staff morale and connectedness.

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 opportunities for families to participate in shared decision making to empower families.
- Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.
- Provide opportunities at school for families to be engaged in academic and social events.

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):

- Involve parents and community members in School Safety Leadership Team to support a safe school environment.
- Maintain a campus Foundations Committee to review, revise, and oversee the implementation of the Safe School Plan.
- Implement morning meetings campus wide that will contain Social Emotional Lessons.
- Promote clubs and organizations in areas of interest to promote student involvement in school.

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):

- Provide staff development on integration of technology across the curriculum.
- Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.
- Build teacher capacity to implement technology in instruction.
- Provide meaningful opportunities for students to access technology for learning.

Financial Resources Campus budget, Title Funds

Additional Resources Technology staff

Monitoring Timeline Formative - November, January; Summative - July

Formative Evaluation Records of professional development in technology, Campus and District Technology Plans align with strategies

Summative Evaluation Meet Performance Indicators for STaR Report

Project Manager(s): Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Reading 1-3, Writing /ELA 1-3, Math 1-3, At-Risk 1-2	Academic Tutorials	\$2,062.00	0.04
Reading 1-3, Writing /ELA 1-3, Math 1-3, At-Risk 1-6	Gen Ed Teachers for At-Risk Students	\$1,173,762.00	20.00
Reading 1-3, Writing /ELA 1-3, Math 1-3, At-Risk 1-2	Instructional Materials for At-Risk Students	\$6,506.00	0.00
	TOTAL SCE	\$1,182,330.00	20.04

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Reading 1-3, Writing /ELA 1-3, Math 1-3	Instructional Support Academic Coaches	\$142,160.00	2.58
Reading 1-3, Writing /ELA 1-3, Math 1-3	Instructional Materials	\$3,208.00	0.00
Reading 1-3, Writing /ELA 1-3, Math 1-3	Staff Development	\$17,000.00	0.00
Parent and Community 1-3	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$165,280.00	2.58

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading 1-3, Writing /ELA 1-3, Math 1-3, At-Risk 1-2	Academic Tutorials	\$2,600	0.05
Technology 1-4	Technology	\$500	0.00
Reading 1-3, Writing /ELA 1-3, Math 1-3	Books	\$500	0.00
Reading 1-3, Writing /ELA 1-3, Math 1-3	Instructional Materials	\$500	0.00
	TOTAL Title III EL	\$4,100	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
Parents and Community 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 1-3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Parents and Community 1-3	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community 2	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Reading Strategy 1-3, Writing Strategy 1-3, Math Strategy 1-3, At-Risk Strategy 1-3	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Reading Strategy 1-2, Writing Strategy 1-2, Math Strategy 1-2, At-Risk 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 Strategy 1-6	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 1-3	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 1-3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents 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: Rice Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

74% scored Approaches Grade Level Standards
43% scored Meets Grade Level Standards
18% scored Masters Grade Level Standards

2019-2020 Goals:

80% will score Approaches Grade Level Standards
48% will score Meets Grade Level Standards
23% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

68% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

75% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

68% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
12% scored Masters Grade Level Standards

Focus Student Group: Special Education

37% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards

Focus Student Group: African American

61% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

Focus Student Group: White

88% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: Hispanic

74% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

67% scored Approaches Grade Level Standards
34% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
5% scored Masters Grade Level Standards

Focus Student Group: African American

63% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

72% will score Approaches Grade Level Standards
39% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Focus Student Group: White

92% will score Approaches Grade Level Standards
58% will score Meets Grade Level Standards
33% will score Masters Grade Level Standards

Focus Student Group: Hispanic

73% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
14% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

63% scored Approaches Grade Level Standards

32% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

Focus Student Group: Special Education

45% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: African American

50% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

68% will score Approaches Grade Level Standards

37% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

Focus Student Group: White

79% will score Approaches Grade Level Standards

47% will score Meets Grade Level Standards

11% will score Masters Grade Level Standards

Focus Student Group: Hispanic

66% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

16% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

42% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards

30% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

Focus Student Group: African American

63% scored Approaches Grade Level Standards

37% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards

47% will score Meets Grade Level Standards

21% will score Masters Grade Level Standards

Focus Student Group: White

92% will score Approaches Grade Level Standards

68% will score Meets Grade Level Standards

36% will score Masters Grade Level Standards

Focus Student Group: Hispanic

81% will score Approaches Grade Level Standards

46% will score Meets Grade Level Standards

24% 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

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% 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
 % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All Students, Hispanic, Cont. Enrolled, Non-Cont. Enrolled
Achievement Math		Non-Cont. Enrolled
Growth Reading		All Students, Hispanic, White, Eco. Dis, English Learners (Current/Monitored), Cont. Enrolled
Growth Math	American Indian, Economically Disadvantaged, Special Education	Non-Cont. Enrolled
Student Success		All Student, Hispanic, White, Asian, Cont. Enrolled, Non-Cont. Enrolled
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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