



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Ride 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:

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

- 98% of all students will achieve Approaching Grade Level or above.
- 75% will achieve Meets Grade Level Standards or above.
- 48% will achieve Masters Grade Level or above.

STRATEGY DESCRIPTION(S):

Reading Strategy:

- Address rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.
- Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students.
- Provide opportunities for teachers to attend trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, Units of Study and Guided Reading by district coaches and or district professional development.

Writing Strategy:

- Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 for fidelity and integration of higher level of practices.
- Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.

Math Strategy:

- Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.
- Implement CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.



READING/ELA

PERFORMANCE OBJECTIVE:

- 80% of Economically Disadvantaged students will achieve Approaching Grade Level or Above.
- 65% of Special Education students will achieve Approaching Grade Level or Above.
- 80% of African American students will achieve Approaching Grade Level or Above.

STRATEGY DESCRIPTION(S):

- Emphasize K-4 vertical PLC focus on reading comprehension text structure, descriptive words, procedural sequence across literary texts to address lowest reading standards on 2019 STAAR Test.
- Emphasize reading comprehension TEKS .6, .8, and .9 across all grade levels to focus on comprehension and response skills.
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students.
- Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and African American students in all content areas.
- Implement the Lucy Calkins Units of Study with fidelity and focus on the critical role of text structure, comprehension and response in the process of reading.
- Emphasize Nonfiction – text structure by teaching descriptive, key words and procedural sequence, chronological key words as identified in TEKS K-12 vertical alignment.
- Emphasize Nonfiction – text structure by teaching organization of compare/contrast and cause/effect as identified in TEKS K-12 vertical alignment
- Emphasize Nonfiction – text structure by ensuring all students can retell a story, be able to explain “why” and use text evidence to justify answers.

WRITING

PERFORMANCE OBJECTIVE:

- 80% of Economically Disadvantaged students will achieve Approaching Grade Level or Above.
- 70% of Special Education students will achieve Approaching Grade Level or Above.
- 80% of African American students will achieve Approaching Grade Level or Above.

STRATEGY DESCRIPTION(S):

- Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education, and African American students in writing.
- Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 4 for fidelity and integration of higher- level thinking practices
- Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences.

MATH

PERFORMANCE OBJECTIVE:

- 80% of Economically Disadvantaged students will achieve Approaching Grade Level or Above.
- 65% of Special Education students will achieve Approaching Grade Level or Above.
- 80% of African American students will achieve Approaching Grade Level or Above.

STRATEGY DESCRIPTION(S):

- Provide professional learning opportunities with district coaches for math teachers in dissecting and planning units of math based on scope and sequence as well as disaggregating data to implement individual intervention and goal setting.
- Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and problem solving strategies.
- Grade Level Team Meeting trainings provided by CISD.
- Emphasize CISD Solves Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency as well as intentional grouping for small group instruction.



- Emphasize focus on grade level TEKS for .3(F) equivalent fractions, .3(H) Compare Fractions, as well as .9- Financial Literacy and Representing Number Patterns across all grade levels.

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 skills, and plan for quality questioning in lesson plans.
- Develop common assessments with leveled questions that align with instruction based on scope and sequence.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.
- Develop common assessments with leveled questions that align with instruction based on scope and sequence.

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):

- Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.
- Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.
- Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.
- All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.

AT-RISK AND SPECIAL POPULATIONS

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

Continued focus of the above strategies for Reading, Writing and Math, as well as, the curriculum for Do the Math and LLI as targeted instruction for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.2% in 2018/19 to 98 % in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

**PERFORMANCE OBJECTIVE:**

Attendance rate will increase from 97.2% in 2018/19 to 98 % in 2019/20.

STRATEGY DESCRIPTION(S):

- Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award each 9 weeks, and all year.
- Create Daily/weekly attendance incentives for individual and class to improve yearly attendance.
- Promote students as “Future CPHS High School Students” through activities within feeder and district, including: student visits, “Generations Texas!” Week etc.

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, 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

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):

- Thoroughly vet applicants by discussing applicants with references and reading resumes carefully prior to interviews.
- Utilize expertise of grade level members to participate in interview process.
- Recruit and retain highly qualified staff by participating in the CISD hosted job fair.

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: Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.
- Develop, train, drill evacuation and reunification plan specific to Ride Elementary.
Increased student and staff training/awareness by:
 - Trained teachers to be diligent in politely engaging visitors without badge and escort them to front office
 - Increased student awareness of safety through classroom lessons
 - Added signs at all exit doors reminding students of safety procedures
 - Developed table-top team drill review schedule
Limited access to building and portables by:
 - Tightening procedures for front office check-in including all event check-in
 - Increasing staff presence at all access points for arrival and dismissal
 - Developing procedures for securing portables, gates and visitor access to building
 - Moving large events such as Grandparent’s Day off campus

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 ongoing sustained professional development integrated within all grade levels and content areas, differentiated to meet the needs of various teacher’s current technology abilities and levels by district coaches and/or teacher leaders.
- Provide classrooms with effective and appropriate tools to integrate a variety of technology into instruction.
- Maintain the district standard for a technology classroom for each classroom across all grade levels including but not limited to Chromebooks, interactive whiteboard programs, computers, and projectors.
- Student Instructional needs includes developing proficient technology training and exposure to:



General computer use, typing/keyboarding search engines, and word processing, spreadsheet, and presentation software, including creating media-based presentations using video/movies so that they can more readily incorporate technology into their class and project work.

- Maintain school website, teacher pages on Canvas, Provide educational sites and logins for student access at home.

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	Academic Tutorials	\$5,880.00	0.11
	TOTAL SCE	\$5,880.00	0.11

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At Risk Strategy 1	Academic Tutorials	\$1,000.00	0.02
At Risk Strategy 1	Technology	\$500.00	0.00
At Risk Strategy 1	Books	\$500.00	0.00
At Risk Strategy 1	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$2,500.00	0.02



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Ride Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

94% scored Approaches Grade Level Standards
74% scored Meets Grade Level Standards
47% scored Masters Grade Level Standards

2019-2020 Goals:

98% will score Approaches Grade Level Standards
80% will score Meets Grade Level Standards
50% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

76% 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

75% scored Approaches Grade Level Standards
54% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

Focus Student Group: Special Education

63% scored Approaches Grade Level Standards
43% scored Meets Grade Level Standards
26% scored Masters Grade Level Standards

Focus Student Group: African American

76% scored Approaches Grade Level Standards
59% scored Meets Grade Level Standards
27% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

65% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards
58% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: Special Education

63% scored Approaches Grade Level Standards
44% scored Meets Grade Level Standards
25% scored Masters Grade Level Standards

Focus Student Group: African American

75% scored Approaches Grade Level Standards
56% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

Focus Student Group: Special Education

65% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

78% scored Approaches Grade Level Standards

78% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

Focus Student Group: Special Education

67% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: African American

78% scored Approaches Grade Level Standards

78% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

80% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: Special Education

70% will score Approaches Grade Level Standards

35% will score Meets Grade Level Standards

50% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards

80% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards

42% scored Meets Grade Level Standards

25% scored Masters Grade Level Standards

Focus Student Group: Special Education

63% scored Approaches Grade Level Standards

44% scored Meets Grade Level Standards

31% scored Masters Grade Level Standards

Focus Student Group: African American

75% scored Approaches Grade Level Standards

50% scored Meets Grade Level Standards

38% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

45% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

Focus Student Group: Special Education

65% will score Approaches Grade Level Standards

45% will score Meets Grade Level Standards

40% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

40% 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: Special Education

 % will score Approaches Grade Level Standards

 % will score Meets Grade Level Standards

 % will score Masters Grade Level Standards

Focus Student Group: African American

 % 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

2% 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: Special Education

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: African American

___% 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		Economically Disadvantaged, Special Education, African American
Achievement Math		Economically Disadvantaged, Special Education, African American
Growth Reading		Economically Disadvantaged, Special Education, African American
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged, Special Education, African American
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education
School Quality		All Students
STAAR Only		All Students
English Language Proficient	English Learners (Current/Monitored)	ELL Learners

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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