Campus Improvement Plan
2019-2020

Elementary/Intermediate Campus: Snyder Elementary

Rating: A

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages*.

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

Distinction Designations Earned: Academic Achievement: Math

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:
- 98% of students will score approaching grade level standards or above
- 76% of students will score meeting grade level standards or above
- 55% of students will score mastering grade level standards

STRATEGY DESCRIPTION(S):
- Campus Teacher leaders and district coaches will provide tailored staff development with a focus on quality practices to deepen teacher understanding of best practices.
- Grade levels will meet weekly during their PLC provided time, and analyze student data, discuss progress, group students for SMART time intervention and enrichment, and devise a plan on increasing the progress measure for each student.

READING/ELA

PERFORMANCE OBJECTIVE:
- 96% of students will score approaching grade level standards or above
- 72% of students will score meeting grade level standards or above
- 50% of students will score mastering grade level standards
- 13% of EL students will score meeting grade level standards or above

STRATEGY DESCRIPTION(S):
- Examine effectiveness of Guided Reading in the K-4 classrooms 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.
- Readers' theaters and leveled books will be provided as a resource to enhance student learning and teacher instruction in the area of guided reading and reading fluency.
- Emphasize higher level questioning within each component of CISD READS.

- Implement Guided Reading rubrics to monitor and track individual student reading levels, determine where individual students may be struggling or exceling when concerning all the components of reading.
- Tutorials and intervention will provide targeted EL students additional small group instruction, focusing on academic vocabulary and language and Literacy instruction.

WRITING
PERFORMANCE OBJECTIVE:
- 95% of students will score approaching grade level standards or above
- 69% of students will score meeting grade level standards or above
- 23% of students will score mastering grade level standards

STRATEGY DESCRIPTION(S):
- Focus on the fidelity of the implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.
- All writing teachers will implement and improve instructional practices, in explicitly teaching grammar and conventions, within the context of the CISD Reads and Writes model, implementing Mentor Sentences and other research based best practices, utilizing the resource "Patterns of Power."

MATH
PERFORMANCE OBJECTIVE:
- 98% of students will score approaching grade level standards or above
- 83% of students will score meeting grade level standards or above
- 59% of students will score mastering grade level standards
- 55% of EL students will score meeting grade level standards or above

STRATEGY DESCRIPTION(S):
- Teachers will utilize vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem-solving strategies.
- Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
- Tutorials and intervention will provide targeted EL students additional small group instruction, focusing on math academic vocabulary and problem solving.

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):
- Provide classroom instruction utilizing, Differentiated Instruction, Quality Questioning, Cooperative Learning and Formative Assessments.
- Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.

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):
Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model (Engage, Explore, Explain, Elaborate, and Evaluate).

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 opportunities and activities that allow "choice."
- Provide students with relevant information that encourages healthy nutrition choices.
- Provide students with a safe and barrier free environment in which to learn and move.

AT-RISK AND SPECIAL POPULATIONS

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

- Provide RTI through Tier 1 research based best practices and Tier II and III targeted and specific interventions to facilitate improvement for identified students.
- Provide mentors to targeted at-risk students.
- Provide enrichment, intervention, and tutorials to targeted students based on the data from common assessments specifically focusing on EL and Eco Dis population.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS
Attendance rate will increase from 97.2% in 2018/19 to 94% 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: Campus staff will code unexcused and excused absences correctly

STRATEGY DESCRIPTION(S):
Campus staff will run attendance reports weekly, contact parents, and 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

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's, Campus Technology Liaison

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):
- Sponsor student teachers and provide meaningful teaching experiences on the campus.
- Use social media presence of Facebook, Twitter, and School website for recruiting purposes.
- Develop teacher leaders through campus staff development and district staff development.

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 at school for families to be engaged in academic and social events.
- Hold weekly team meetings to ensure teacher collaboration within each department/grade.

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 a positive, proactive, instructional approach to classroom management through CHAMPS.
- Involve parents and community members in activities to support a safe school environment.
- Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.

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):
- Build teacher capacity to implement technology in instruction.
- Increase student opportunities for utilizing technology across the curriculum areas.
- Provide staff development on integration of technology across the curriculum.
- Increase EL student utilization of technology by providing targeted EL students access to the Imagine Learning software for the development of both oral and academic language.

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
Closing the Performance Gap	Academic Tutorials	$7,500.00	0.14
	TOTAL SCE	$7,500.00	0.14

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Closing the Performance Gap	Academic Tutorials	$1,500.00	0.03
Technology	Technology	$500.00	0.00
Closing the Performance Gap	Books	$500.00	0.00
Closing the performance Gap	Instructional Materials	$500.00	0.00
	TOTAL Title III EL	$3,000.00	0.03

Data Summary Report 2019-2020

Elementary/Intermediate Campus: Snyder Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
93% scored Approaches Grade Level Standards	98% will score Approaches Grade Level Standards
71% scored Meets Grade Level Standards	76% will score Meets Grade Level Standards
43% scored Masters Grade Level Standards	45% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
80% Met Expected or Accelerated Growth Measure	85% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
79% scored Approaches Grade Level Standards	84% will score Approaches Grade Level Standards
42% scored Meets Grade Level Standards	47% will score Meets Grade Level Standards
21% scored Masters Grade Level Standards	26% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
63% scored Approaches Grade Level Standards	65% will score Approaches Grade Level Standards
44% scored Meets Grade Level Standards	49% will score Meets Grade Level Standards
17% scored Masters Grade Level Standards	22% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
69% scored Approaches Grade Level Standards	75% will score Approaches Grade Level Standards
24% scored Meets Grade Level Standards	29% will score Meets Grade Level Standards
17% scored Masters Grade Level Standards	22% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
78% scored Approaches Grade Level Standards	83% will score Approaches Grade Level Standards
38% scored Meets Grade Level Standards	43% will score Meets Grade Level Standards
20% scored Masters Grade Level Standards	25% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
59% scored Approaches Grade Level Standards	64% will score Approaches Grade Level Standards
44% scored Meets Grade Level Standards	49% will score Meets Grade Level Standards
19% scored Masters Grade Level Standards	24% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
67% scored Approaches Grade Level Standards	72% will score Approaches Grade Level Standards
8% scored Meets Grade Level Standards	13% will score Meets Grade Level Standards
8% scored Masters Grade Level Standards	13% will score Masters Grade Level Standards

CONROE
INDEPENDENT
SCHOOL DISTRICT

WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
59% scored Approaches Grade Level Standards	64% will score Approaches Grade Level Standards
24% scored Meets Grade Level Standards	29% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	11% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
63% scored Approaches Grade Level Standards	68% will score Approaches Grade Level Standards
38% scored Meets Grade Level Standards	43% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	11% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
40% scored Approaches Grade Level Standards	45% will score Approaches Grade Level Standards
0% scored Meets Grade Level Standards	5% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
87% scored Approaches Grade Level Standards	92% will score Approaches Grade Level Standards
53% scored Meets Grade Level Standards	55% will score Meets Grade Level Standards
29% scored Masters Grade Level Standards	34% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
67% scored Approaches Grade Level Standards	72% will score Approaches Grade Level Standards
48% scored Meets Grade Level Standards	53% will score Meets Grade Level Standards
22% scored Masters Grade Level Standards	27% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
83% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
50% scored Meets Grade Level Standards	55% will score Meets Grade Level Standards
33% scored Masters Grade Level Standards	38% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
n/a% scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	___% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
n/a% scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	___% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
n/a% scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	___% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**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: EL

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

___% 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: EL

___% 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		
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)	