



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Suchma Elementary

Rating: Not Rated

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: Not Rated

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: Increase overall performance on the Reading, Math, Writing and Science STAAR tests to 80% Approaches, 50% Meets and 35% Masters in 3rd through 6th Grade

STRATEGY DESCRIPTION(S):

- K- 6 Cohort
- Data Review Meetings after every Common Assessment, District Curriculum Checkpoint and Benchmark with progress measure data
- Student Goal Setting

READING/ELA

PERFORMANCE OBJECTIVE: 85% of all students will score approaches and 60% Meets grade level on the Reading STAAR in 3rd through 6th Grade

STRATEGY DESCRIPTION(S):

- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.
- Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.
- Re-examine effectiveness of Guided Reading the in the K-6 classroom through and in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.



WRITING

PERFORMANCE OBJECTIVE: 75% of all students will score approaches and 50% at the meets grade level on the Writing STAAR in 4th Grade.

STRATEGY DESCRIPTION(S):

- Focus on daily writing in every K-6 classroom in all genres, including narrative, information and opinion.
- Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, information, and Narrative Writing by Lucy Calkins for grades K-6 for fidelity and integration of higher level thinking practices.
- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.

MATH

PERFORMANCE OBJECTIVE: 85% of all students will score approaches and 60% at meets grade level on the Math STAAR in 3rd through 6th Grade.

STRATEGY DESCRIPTION(S):

- 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 to modify for identified gifted math students and/or close learning gaps.
- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.
- 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.

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 providing learning opportunities so students can use the interactive notebook and interactive word walls.
- Teachers will have professional development to implement the notebooks and word walls in the classroom.

SCIENCE

PERFORMANCE OBJECTIVE: 75% of all students will score approaches and 60% of all students will score meets on the Science STAAR in 5th Grade.

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).
- Improve vocabulary building in Science through Science Interactive Word Walls and Notebooks in elementary/intermediate classrooms, and the use of Marzano Words in the Scope and Sequence.
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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 instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.
- Ensure that students receive the appropriate number of state required minutes in physical education per week or 10-day period.

AT-RISK AND SPECIAL POPULATIONS

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

- Ensure ELL students receive appropriate English language acquisition and sheltered instruction.



- Provide mentors to targeted at-risk students.
- 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.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Provide new student registration for incoming students to ensure students and families have all needed information.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.6% 2018/19 to 97% 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: Suchma Elementary will increase overall attendance from 96.6% to 97% in 2019-2020

STRATEGY DESCRIPTION(S):

- Campus staff will code unexcused and excused absences correctly.
- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.
- 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 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):

- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Use the social media presence of Facebook, and Twitter for recruiting purposes.
- Utilize HR for Principals, which provides immediate access to information such as staffing, funding sources, and pertinent documents essential to streamlining HR's role as it relates to the principal.

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.
- Parent notices from campus will be sent home and CIPs will be posted on the district website in English and Spanish.
- School activities will be offered both during the school day and after school to meet the needs of the community.
- Provide opportunities at school for families to be engaged in academic and social events.
- Utilize the CISD and campus website and social media to promote campus and district events and information for parents, families, communities and businesses.

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

Goal 4: SAFE SCHOOLS

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

STRATEGY DESCRIPTION(S):

- Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol and tobacco resistance; and life/coping skills.
- Involve parents and community members in activities to support a safe school environment.
- Implement bullying prevention and intervention strategies; faculty training through Safe Schools: bullying: Recognition and 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.

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.
- Provide hands-on training in use of new technology hardware and software.
- Provide staff development on the integration of technology across the curriculum.
- Relate technology staff development to specific instructional objectives.
- Meet the individual learning needs of students using technology tools.

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
Spec Pops 2,4; Rdg 1, 5; Math 4, 5; Wr 2	Academic Tutorials	\$10,172.00	0.09
Spec Pops 2,4; Rdg 2, 3, 5; Math 4, 5; Wr 3	Instructional Support	\$60,470.00	1.00
	TOTAL SCE	\$70,642.00	1.09

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Spec Pops 2,4; Rdg 1, 5; Math 4, 5; Wr 2	Academic Tutorials	\$10,951.00	0.20
Spec Pops 2,4; Wr 4, 5; Math 4, 5; Rdg 5	Instructional Support Academic Coaches/Teachers	\$61,639.00	1.12
Special Populations 2, 4	Instructional Support Paraprofessionals	\$47,260.00	0.06
Spec Pops 2, 4; Rdg 2,3 5; Math 1; Writing 5	Instructional Materials	\$18,357.00	0.00
Spec Pops 2, 4; Rdg 5; Math 4, 5; Writing 4, 5	Staff Development	\$7,665.00	0.00
Spec Pops 2, 4; Rdg 5; Math 4, 5; Writing 4, 5	Consultant	\$8,000.00	0.00
Parent and Community 3	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$156,784.00	2.32

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Spec Pops 2,4; Rdg 1, 5; Math 4, 5; Wr 2	Extra Duty Tutorials	\$2,000.00	0.04
Special Populations 2, 4	Technology	\$500.00	0.00
Reading 2, 3	Books	\$500.00	0.00
Spec Pops 2,4; Rdg 2, 3, 5; Math 4, 5; Wr 3	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,500.00	0.04



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
Goal I, Domain I, II, and III, Reading, ELA, Writing, Math	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parent and Community Strategy 1, 2	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Goal I, Domain I, II and III, Reading , ELA, Writing, Math	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent and Community Strategy 2	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At Risk 2, 3; Reading Strategy 1, 3; Math Strategy 1, 2	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At Risk 2, 3; Reading Strategy 1, 2; Math Strategy 1, 3	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At Risk 1-5	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parent and Community Strategy 1-3	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parent and Community Strategy 1-3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parent and Community Strategy 1, 4	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: Suchma Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

75% scored Approaches Grade Level Standards
43% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

2019-2020 Goals:

80% will score Approaches Grade Level Standards
48% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

56.5% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

60% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

70% scored Approaches Grade Level Standards
34% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: White

78% scored Approaches Grade Level Standards
69% scored Meets Grade Level Standards
25% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

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

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

Focus Student Group: White

83% will score Approaches Grade Level Standards
73% will score Meets Grade Level Standards
28% will score Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

80% will score Approaches Grade Level Standards
59% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

72% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: White

77% scored Approaches Grade Level Standards
49% scored Meets Grade Level Standards
24% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

75% scored Approaches Grade Level Standards
52% scored Meets Grade Level Standards
22% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

77% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

Focus Student Group: White

82% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
27% will score Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

80% will score Approaches Grade Level Standards
57% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

54% scored Approaches Grade Level Standards

39% scored Meets Grade Level Standards

4% scored Masters Grade Level Standards

Focus Student Group: White

77% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

65% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

60% will score Approaches Grade Level Standards

44% will score Meets Grade Level Standards

8% will score Masters Grade Level Standards

Focus Student Group: White

82% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

18% will score Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

70% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

11% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards

50% scored Meets Grade Level Standards

22% scored Masters Grade Level Standards

Focus Student Group: White

78% scored Approaches Grade Level Standards

67% scored Meets Grade Level Standards

31% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

79% scored Approaches Grade Level Standards

63% scored Meets Grade Level Standards

27% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: White

83% will score Approaches Grade Level Standards

72% will score Meets Grade Level Standards

35% will score Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

84% will score Approaches Grade Level Standards

67% will score Meets Grade Level Standards

30% 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: White

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

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% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: White

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students

81% scored Approaches Grade Level Standards

51% scored Meets Grade Level Standards

32% scored Masters Grade Level Standards

Focus Student Group: White

88% scored Approaches Grade Level Standards

67% scored Meets Grade Level Standards

30% scored Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

90% scored Approaches Grade Level Standards

62% scored Meets Grade Level Standards

35% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

84% will score Approaches Grade Level Standards

55% will score Meets Grade Level Standards

35% will score Masters Grade Level Standards

Focus Student Group: White

92% will score Approaches Grade Level Standards

72% will score Meets Grade Level Standards

34% will score Masters Grade Level Standards

Focus Student Group: Continuously Enrolled

93% will score Approaches Grade Level Standards

65% will score Meets Grade Level Standards

35% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, AA, White, CE, NCE
Achievement Math		AA, White, NCE
Growth Reading		All, Hispanic, White, ED, CE
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, Hispanic, White, ED, CE
Student Success		All, AA, White, 2 or more, SE, CE
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	English 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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