



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Austin Elementary

Rating: B

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 Math, Comparative Academic Growth, Postsecondary Readiness

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: Identify Students who are reading below grade level and provide individualized intervention in order to increase the percentage of students reading on grade level by 10%.

STRATEGY DESCRIPTION(S):

- Monitor progress through pre-RTI progress monitoring to ensure that students are making progress on their individual goals
- Provide RTI support with push in intervention using LLI to all first graders reading below grade level.
- Conduct monthly meetings during PLC to ensure growth in reading levels.

READING/ELA

PERFORMANCE OBJECTIVE: Identify students, with a focus on white students, who are in the approaches grade level category, and provide targeted reading instruction to increase the number of students in Meets grade level by 10%.

STRATEGY DESCRIPTION(S):

- Provide training through district data coaches to ensure teachers have an understanding of each component of the accountability system.
- Create monitoring groups to track the progress of students towards “meets grade level expectations”.
- Provide TEKS based targeted instruction and interventions in order to move students from approaches grade level to meets grade level.
- Track student progress at the teacher and student level so that students have a clear understanding of individual strengths and weaknesses.



WRITING

PERFORMANCE OBJECTIVE: Refine Writers workshop to include meaningful conferencing, specific feedback, and individualized intervention so that writing scores will increase by 10%.

STRATEGY DESCRIPTION(S):

- District and campus coach will train teachers using a lab site approach so that teachers will be able to observe and practice conferencing skills with small groups and individuals.
- Teachers will attend training on teaching students to revise and edit in a meaningful and rigorous way.
- Conduct instructional rounds to assist teachers who are in need of additional support in writer's workshop.

MATH

PERFORMANCE OBJECTIVE: Identify students, with a focus on white students, who are in the approaches grade level category, and provide targeted math instruction to increase the number of students in Meets grade level by 10%.

STRATEGY DESCRIPTION(S):

- Provide training through district data coaches to ensure teachers have an understanding of each component of the accountability system.
- Create monitoring groups to track the progress of students toward "meets grade level expectations".
- Provide instruction through guided math in order to intervene early and overcome misconceptions.
- Provide additional, targeted support to students who are not meeting grade level expectations.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Ensure the delivery of social studies instruction according to the scope and sequence.

STRATEGY DESCRIPTION(S):

- Monitor lesson plans for social studies instruction.
- Conduct walk through evaluations during scheduled social studies block.

SCIENCE

PERFORMANCE OBJECTIVE: Ensure the delivery of science instruction according to the scope and sequence.

STRATEGY DESCRIPTION(S):

- Monitor lesson plans for science instruction
- Conduct walk through evaluations during scheduled science block.

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.
- Provide students with a safe environment in which to learn and move.
- Assess student's Health-Related fitness using the FitnessGram assessment twice a year.

AT-RISK AND SPECIAL POPULATIONS

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

- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Provide small group instruction in order to differentiate delivery based on student need.
- Monitor the progress of all students to ensure growth.
- Work with district ELA coach to implement ESL strategies in classrooms that serve EL students.



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.0% in 2018/19 to 96.2% 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 96.0% in 2018/19 to 96.2% in 2019/20.

STRATEGY DESCRIPTION(S):

- Attendance committee will meet weekly to identify students with excessive absences, contact parents, and create a plan of action.
- Teachers will call home each day when a student is absent.

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, Coaches, Team Leaders



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Provide instructional support and training for teachers in order to increase retention.
- Participate in the recruitment of bilingual teachers for the district pool.

| | |
|-----------------------------|---|
| 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):

- Utilize school messenger to communicate with parents about campus initiatives, programs, meetings, and activities.
- Provide surveys for parents to have input on school events.
- Provide opportunities for families to participate in shared decisions making to empower families.
- Provide opportunities for families to be engaged in academic and social events.
- Build a strong volunteer base by providing parents with opportunities to participate in school and classroom activities.

| | |
|-----------------------------|---|
| 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):

- Ensure that teachers, staff, and substitutes are familiar with the EOP, and know what to do in an emergency.
- Review safety procedures and conduct safety drills including fire, lock-downs, lock-outs, and other emergency drills to ensure the effectiveness of the EOP.
- Implement social skills lessons to address bullying prevention.
- Incorporate school safety into the Watch DOGS program.

| | |
|-----------------------------|--|
| 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):

- Train staff on implementing available technology into their daily instruction.
- Conduct walk through evaluations on the use of technology in the classrooms.

| | |
|-----------------------------|---|
| 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 |
|-----------------|---|----------------|-------|
| RELA -3, Math-4 | Academic Tutorials | \$3,296.00 | 0.06 |
| AR 1-4 | General Education Teachers for At-Risk Students | \$1,401,910.00 | 24.00 |
| AR 1-4 | Instructional Materials for At-Risk Students | \$13,346.00 | 0.00 |
| | TOTAL SCE | \$1,418,552.00 | 24.06 |

TITLE I

| Strategy | Activity | Funds Budgeted | FTE |
|--|---|----------------|------|
| AR-4, Math-2, Writing 1-3, Reading 1-2 | Instructional Support Academic Coaches/Teachers | \$295,765.00 | 5.38 |
| Math-4, All students, 2 | Instructional Materials | \$39,827.00 | 0.00 |
| Safe Schools-4 | Family Engagement | \$2,912.00 | 0.00 |
| | TOTAL Title I | \$338,504.00 | 5.38 |

TITLE III EL

| Strategy | Activity | Funds Budgeted | FTE |
|----------------------|---------------------------|----------------|------|
| RELA-3, Math-4, AR-2 | Academic Tutorials | \$4,500.00 | 0.08 |
| Tech-1 | Technology | \$500.00 | 0.00 |
| AR 1-4 | Books | \$500.00 | 0.00 |
| AR 1-4 | Instructional Materials | \$2,500.00 | 0.00 |
| | TOTAL Title III EL | \$8,000.00 | 0.08 |



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

| Strategy | Title I Schoolwide Elements |
|-----------------------------------|---|
| Element 1 | Comprehensive Needs Assessment |
| At-Risk Strategy 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) |
| Parent and Community Strategy 2,3 | The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community. |
| At-Risk Strategy 1 | The campus will regularly monitor the CIP and revise strategies based on identified needs. |
| Parent and Community Strategy 1-3 | The campus ensures the CIP is publicly available to parents and the community (English and Spanish). |
| At-Risk Strategy 1,2,3 | The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards. |
| At-Risk Strategy 1,2,3 | 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 1-4 | The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards. |
| Element 3 | Parent and Family Engagement |
| Parent and Community Strategy 3 | The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact. |
| Parent and Community Strategy 4 | The campus offers a variety of family engagement activities which include flexible times and days of the week. |
| Parent and Community Strategy 1 | 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: Austin Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

72% scored Approaches Grade Level Standards
42% scored Meets Grade Level Standards
20% scored Masters Grade Level Standards

2019-2020 Goals:

75% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
25% 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

71% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
20% scored Masters Grade Level Standards

Focus Student Group: Special Education

44% scored Approaches Grade Level Standards
35% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

Focus Student Group: EL

69% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

48% will score Approaches Grade Level Standards
37% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

Focus Student Group: EL

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

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

70% scored Approaches Grade Level Standards
35% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards
33% scored Meets Grade Level Standards
6% scored Masters Grade Level Standards

Focus Student Group: EL

65% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
9% 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
18% will score Masters Grade Level Standards

Focus Student Group: Special Education

52% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards

Focus Student Group: EL

70% will score Approaches Grade Level Standards
32% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards



WRITING

| 2018-2019 Performance: | 2019-2020 Goals: |
|---|--|
| <p>Economically Disadvantaged Students <u>54%</u> scored Approaches Grade Level Standards <u>26%</u> scored Meets Grade Level Standards <u>8%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>40%</u> scored Approaches Grade Level Standards <u>40%</u> scored Meets Grade Level Standards <u>7%</u> scored Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>46%</u> scored Approaches Grade Level Standards <u>15%</u> scored Meets Grade Level Standards <u>7%</u> scored Masters Grade Level Standards</p> | <p>Economically Disadvantaged Students <u>59%</u> will score Approaches Grade Level Standards <u>30%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>45%</u> will score Approaches Grade Level Standards <u>45%</u> will score Meets Grade Level Standards <u>10%</u> will score Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>51%</u> will score Approaches Grade Level Standards <u>20%</u> will score Meets Grade Level Standards <u>12%</u> will score Masters Grade Level Standards</p> |

MATH

| 2018-2019 Performance: | 2019-2020 Goals: |
|--|--|
| <p>Economically Disadvantaged Students <u>81%</u> scored Approaches Grade Level Standards <u>52%</u> scored Meets Grade Level Standards <u>30%</u> scored Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>42%</u> scored Approaches Grade Level Standards <u>33%</u> scored Meets Grade Level Standards <u>12%</u> scored Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>85%</u> scored Approaches Grade Level Standards <u>57%</u> scored Meets Grade Level Standards <u>31%</u> scored Masters Grade Level Standards</p> | <p>Economically Disadvantaged Students <u>83%</u> will score Approaches Grade Level Standards <u>55%</u> will score Meets Grade Level Standards <u>33%</u> will score Masters Grade Level Standards <i>Focus Student Group: Special Education</i> <u>48%</u> will score Approaches Grade Level Standards <u>38%</u> will score Meets Grade Level Standards <u>18%</u> will score Masters Grade Level Standards <i>Focus Student Group: EL</i> <u>87%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>35%</u> will score Masters Grade Level Standards</p> |

SOCIAL STUDIES

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



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: EL

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

 % 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 | | All, Hispanic, White, EL |
| Achievement Math | | White |
| Growth Reading | | |
| Growth Math | American Indian, Economically Disadvantaged, Special Education | Hispanic, EL |
| Student Success | | All, White |
| 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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