



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Houser Elementary

Rating: C

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

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

ACCOUNTABILITY

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

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

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

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

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

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

Distinction Designations Earned:

- Math

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 60% of students will score Meets on all STAAR assessments.

STRATEGY DESCRIPTION(S):

- Plan, implement, and analyze quality assessments in order to create action plans for small group lessons, interventions, and reteaching opportunities in all subject areas with on-going support through the assessment cycle.

READING/ELA

PERFORMANCE OBJECTIVE: 50% of students will score Meets on STAAR Reading assessment.

STRATEGY DESCRIPTION(S):

- Focus on implementing guided reading with fidelity in order to bring students up to grade level expectations on the Benchmark Assessment System (BAS) by providing additional teacher training and on-going coaching support.
- Focus on implementing the Readers' Workshop model (including minilessons, conferring, and small group instruction) with fidelity in order to increase the rigor of instruction in comprehension skills and build the stamina of students' independent reading ability with additional teacher training and on-going coaching support.

WRITING

PERFORMANCE OBJECTIVE: 40% of students will score Meets on STAAR Writing assessment.

STRATEGY DESCRIPTION(S):

- Focus on implementation of explicit grammar instruction and application of the instructional model outlined in Patterns of



Power by Jeff Anderson.

MATH

PERFORMANCE OBJECTIVE: 70% of students will score Meets on STAAR Math assessment.

STRATEGY DESCRIPTION(S):

- Develop and administer quality common formative assessments after every unit in order to analyze and act on results from students to guide small group instruction, intervention, and/or whole group reteaching opportunities.
- Focus on implementation of guided math structures with fidelity to strengthen rigor in delivery by providing additional teacher training and on-going coaching support.

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): Ensure that teachers plan and implement engaging social studies lessons based on the CISD 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):

Provide support for teachers to plan and implement TEKS-aligned, engaging lessons that follow 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 instruction that incorporates a high percentage (90%) of engaged activity for students.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S): – (**Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless**) Analyze campus and district assessments by student groups such as Eco Dis, SpEd, GT, ELL, and race/ethnicity in order to create action plans for small group lessons, interventions, and reteaching opportunities.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.2% in 2018/19 to 97.5% 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: Reduce unexcused absences of students to 10 or less per year.

STRATEGY DESCRIPTION(S): Campus staff and administration will communicate attendance rates to families specifying when consecutive absences are occurring or when 5 or more unexcused absences have occurred. Campus staff and administration will motivate students to attend school with special programs, incentives and engaging classroom instruction.

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 and 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): Improve qualifications of teachers by providing opportunities to attend high quality workshops and trainings.

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 and communicate opportunities for families to be engaged in academic and social events.

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

Goal 4: SAFE SCHOOLS

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

STRATEGY DESCRIPTION(S):

- Maintain a campus-based safety committee to review, revise, and oversee the implementation of the school safety plan.
- Receive feedback from stakeholders via surveys to address the concerns regarding the safety of the campus through the Marzano High Reliability Schools certification process.

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 students to be engaged in learning via the use of technology by building teacher capacity in technology tools such as Seesaw.

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 1, Reading Strategy 1, Math Strategy 1	Academic Tutorials	\$9,404.00	0.17
At-Risk Strategy 2	General Ed Teachers for At-Risk Students	\$935,720.00	19.00
	TOTAL SCE	\$945,124.00	19.17

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	Instructional Support Academic Coaches/Teachers	\$141,190.00	2.57
At Risk Strategy 1	Instructional Support Paraprofessionals	\$23,215	0.42
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	Substitutes for Staff Development and Collaborative Planning	\$9,279.00	0.17
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1	Instructional Materials	\$5,620	0.00
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	Staff Development	\$1,000.00	0.00
Parents and Community Strategy 1	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$183,216.00	3.16



TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At Risk Strategy 1, Reading Strategy 1, Math Strategy 1	Academic Tutorials	\$3,500.00	0.06
Technology Strategy 1	Technology	\$500.00	0.00
Reading Strategy 2	Books	\$500.00	0.00
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1	Instructional Materials	\$1,500.00	0.00
	TOTAL Title III EL	\$6,000.00	0.06



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
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parents and Community Strategy 1, Safe Schools Strategy 2	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.
Parents and Community Strategy 1	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	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.
Reading Strategy 1 – 2, Math Strategy 1 – 2, Writing Strategy 1, At Risk Strategy 1	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parents and Community Strategy 1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents 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: Houser Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

71% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

2019-2020 Goals:

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

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

70% 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

69% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
18% scored Masters Grade Level Standards

Focus Student Group: Special Education

21% scored Approaches Grade Level Standards
6% scored Meets Grade Level Standards
3% scored Masters Grade Level Standards

Focus Student Group: African American

60% scored Approaches Grade Level Standards
28% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% 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

30% will score Approaches Grade Level Standards
20% will score Meets Grade Level Standards
5% will score Masters Grade Level Standards

Focus Student Group: White

75% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

67% scored Approaches Grade Level Standards
32% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

Focus Student Group: Special Education

22% scored Approaches Grade Level Standards
0% scored Meets Grade Level Standards
0% scored Masters Grade Level Standards

Focus Student Group: African American

58% scored Approaches Grade Level Standards
23% scored Meets Grade Level Standards
8% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% 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

30% will score Approaches Grade Level Standards
20% will score Meets Grade Level Standards
5% will score Masters Grade Level Standards

Focus Student Group: White

75% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>65%</u> scored Approaches Grade Level Standards <u>27%</u> scored Meets Grade Level Standards <u>8%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>0%</u> scored Approaches Grade Level Standards <u>0%</u> scored Meets Grade Level Standards <u>0%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>57%</u> scored Approaches Grade Level Standards <u>10%</u> scored Meets Grade Level Standards <u>5%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>75%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>25%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>30%</u> will score Approaches Grade Level Standards <u>20%</u> will score Meets Grade Level Standards <u>5%</u> will score Masters Grade Level Standards Focus Student Group: White <u>75%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>25%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>74%</u> scored Approaches Grade Level Standards <u>49%</u> scored Meets Grade Level Standards <u>27%</u> scored Masters Grade Level Standards Focus Student Group: Special Education <u>26%</u> scored Approaches Grade Level Standards <u>15%</u> scored Meets Grade Level Standards <u>7%</u> scored Masters Grade Level Standards Focus Student Group: African American <u>65%</u> scored Approaches Grade Level Standards <u>43%</u> scored Meets Grade Level Standards <u>25%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>75%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>25%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>30%</u> will score Approaches Grade Level Standards <u>20%</u> will score Meets Grade Level Standards <u>5%</u> will score Masters Grade Level Standards Focus Student Group: White <u>75%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>25%</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 Focus Student Group: Special Education <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 Focus Student Group: African American <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>75%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>25%</u> will score Masters Grade Level Standards Focus Student Group: Special Education <u>30%</u> will score Approaches Grade Level Standards <u>20%</u> will score Meets Grade Level Standards <u>5%</u> will score Masters Grade Level Standards Focus Student Group: White <u>75%</u> will score Approaches Grade Level Standards <u>60%</u> will score Meets Grade Level Standards <u>25%</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: 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
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: White
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, AA, His, Wht, EcoDis, EL (Curr/Mon), SpEd
Achievement Math		Wht, SpEd
Growth Reading		All His, Wht, EcoDis, EL (Curr/Mon)
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		All, AA, His, Wht, SpEd
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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