



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Powell 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:

Mathematics Earned

Postsecondary Readiness Earned

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 93% of all student will achieve Approaching Grade Level or above and 75% will achieve the Meets Grade Level or above on the 2020 STAAR Assessment.

STRATEGY DESCRIPTION(S):

- Reading Strategy: Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.
- Writing Strategy: Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 for fidelity and integration of higher level of practices.
- Math Strategy: Refine CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency. Utilize Dream Box Math to individualize interventions.

READING/ELA

PERFORMANCE OBJECTIVE: 94% of all student will achieve Approaching Grade Level or above and 75% will achieve the Meets Grade Level or above on the 2020 STAAR Assessment.

STRATEGY DESCRIPTION(S):

- Re-examine effectiveness and depth of Guided Reading in the K-4 classroom 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.
- 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.



WRITING

PERFORMANCE OBJECTIVE: 87% of all student will achieve Approaching Grade Level or above and 60% will achieve the Meets Grade Level or above on the 2020 STAAR Assessment.

STRATEGY DESCRIPTION(S):

- 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- 4 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: 96% of all student will achieve Approaching Grade Level or above and 80% will achieve the Meets Grade Level or above on the 2020 STAAR Assessment.

STRATEGY DESCRIPTION(S):

- Continued focus on creation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.
- Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs.

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: 90 % 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 provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.

AT-RISK AND SPECIAL POPULATIONS

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

- Continued focus of *Do the Math* and *LLI* as targeted instruction for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student.
- 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.
- General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.9% in 2018/19 to 97.1% 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 96.9% in 2018/19 to 97.1% in 2019/20.

STRATEGY DESCRIPTION(S): Continue to monitor and incentive attendance.

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): Recruit and retain highly qualified staff by participating in the CISD hosted job fair.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

PERFORMANCE OBJECTIVE: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

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

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

Goal 4: SAFE SCHOOLS

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

STRATEGY DESCRIPTION(S): Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.

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 digital learning opportunities for students and staff through targeted learning in technology class and modeling for teachers.

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
All Students Strategy 1 Reading Strategy 2 Math Strategy 1 Writing Strategy 1 At-Risk Strategy 1	Academic Tutorials	\$7,000.00	0.13
All Students Strategy 3 Math Strategy 2 At-Risk Strategy 1	Technology for At-Risk Students	\$360.00	0.00
All Students Strategy 1 Reading Strategy 1 Math Strategy 1 Writing Strategy 1 At-Risk Strategy 1	Instructional Materials for At-Risk Students	\$2,000.00	0.00
	TOTAL SCE	\$9,360.00	0.13

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 3 Math Strategy 2 At-Risk Strategy 1	Technology	\$3,000.00	0.00
All Students Strategy 1 Reading Strategy 1 Math Strategy 1 Writing Strategy 1 At-Risk Strategy 1	Instructional Materials	\$500.00	0.000.00
	TOTAL Title III EL	\$3,500.00	



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Powell Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

91% scored Approaches Grade Level Standards
71% scored Meets Grade Level Standards
47% scored Masters Grade Level Standards

2019-2020 Goals:

93% will score Approaches Grade Level Standards
75% will score Meets Grade Level Standards
60% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

77% 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

79% scored Approaches Grade Level Standards
46% scored Meets Grade Level Standards
24% scored Masters Grade Level Standards

Focus Student Group: Special Education

51% scored Approaches Grade Level Standards
35% scored Meets Grade Level Standards
25% scored Masters Grade Level Standards

Focus Student Group: African American

75% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
28% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

82% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

79% scored Approaches Grade Level Standards
44% scored Meets Grade Level Standards
26% scored Masters Grade Level Standards

Focus Student Group: Special Education

57% scored Approaches Grade Level Standards
43% scored Meets Grade Level Standards
30% scored Masters Grade Level Standards

Focus Student Group: African American

76% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
36% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

Focus Student Group: Special Education

60% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students 66% scored Approaches Grade Level Standards 31% scored Meets Grade Level Standards 6% scored Masters Grade Level Standards Focus Student Group: Special Education 42% scored Approaches Grade Level Standards 17% scored Meets Grade Level Standards 8% scored Masters Grade Level Standards Focus Student Group: African American 60% scored Approaches Grade Level Standards 27% scored Meets Grade Level Standards 13% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students 70% will score Approaches Grade Level Standards 40% will score Meets Grade Level Standards 15% will score Masters Grade Level Standards Focus Student Group: Special Education 50% will score Approaches Grade Level Standards 25% will score Meets Grade Level Standards 15% will score Masters Grade Level Standards Focus Student Group: African American 65% will score Approaches Grade Level Standards 30% will score Meets Grade Level Standards 15% will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students 88% scored Approaches Grade Level Standards 57% scored Meets Grade Level Standards 32% scored Masters Grade Level Standards Focus Student Group: Special Education 50% scored Approaches Grade Level Standards 36% scored Meets Grade Level Standards 27% scored Masters Grade Level Standards Focus Student Group: African American 84% scored Approaches Grade Level Standards 44% scored Meets Grade Level Standards 28% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students 90% will score Approaches Grade Level Standards 60% will score Meets Grade Level Standards 35% will score Masters Grade Level Standards Focus Student Group: Special Education 55% will score Approaches Grade Level Standards 40% will score Meets Grade Level Standards 30% will score Masters Grade Level Standards Focus Student Group: African American 87% will score Approaches Grade Level Standards 50% will score Meets Grade Level Standards 35% will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students n/a% scored Approaches Grade Level Standards n/a% scored Meets Grade Level Standards n/a% scored Masters Grade Level Standards Focus Student Group: Special Education n/a% scored Approaches Grade Level Standards n/a% scored Meets Grade Level Standards n/a% scored Masters Grade Level Standards Focus Student Group: African American n/a% scored Approaches Grade Level Standards n/a% scored Meets Grade Level Standards n/a% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students n/a % will score Approaches Grade Level Standards n/a % will score Meets Grade Level Standards n/a % will score Masters Grade Level Standards Focus Student Group: Type Group Here n/a % will score Approaches Grade Level Standards n/a % will score Meets Grade Level Standards n/a % will score Masters Grade Level Standards Focus Student Group: Type Group Here n/a % will score Approaches Grade Level Standards n/a % will score Meets Grade Level Standards n/a % 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 % will score Approaches Grade Level Standards
 n/a % will score Meets Grade Level Standards
 n/a % will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 n/a % will score Approaches Grade Level Standards
 n/a % will score Meets Grade Level Standards
 n/a % will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 n/a % will score Approaches Grade Level Standards
 n/a % will score Meets Grade Level Standards
 n/a % will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		Asian
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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