

**Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Birnham Woods Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Birnham Woods Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Post-secondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 88% Approaching Grade Level Standards 69% Meeting Grade Level Standards 47% Mastering Grade Level Standards Goal for 2017-2018 92% Approaching Grade Level Standards 75% Meeting Grade Level Standards 51% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 74% of students Met or Exceeded progress measures. 36% of students met Exceeded progress measure only. Goal for 2017-2018 80% of students will meet Met or Exceeded progress measures. 43% of students will meet Exceeded progress measure only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Exceeds Progress in Reading and Math.
READING Strategies	READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

	<ul style="list-style-type: none"> • 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. • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignment of Tier I best practices. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS, DRA and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. <p>RESOURCES:</p> <ul style="list-style-type: none"> • CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars • Campus Guided Reading literacy libraries • Reading Strategies by Jennifer Serravallo
<p>WRITING Strategies</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Address the vertical alignment of the 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. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model implementing Mentor Sentences and other research based best practices. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year. • Staff participation in Fall and Spring vertical alignment meetings to better understand writing development and share ideas and strategies. <p>RESOURCES:</p> <ul style="list-style-type: none"> • CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars • Up the Ladder Intro into Opinion Unit • Writing Strategies by Jennifer Serravallo • Phonics Lessons by Fountas and Pinnell
<p>MATH Strategies</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Develop and implement 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 for teachers.

	<ul style="list-style-type: none"> • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Focus on implementation of tiered anchor stations and student accountability in the guided math setting. <p>RESOURCES:</p> <ul style="list-style-type: none"> • Math Work Stations (Diller) • Guided Math (Sammons) • CISD Mathematics Canvas Course • Grade Level Scope and Sequence Documents
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement the Interactive Student Notebook • Emphasize classroom instruction utilizing Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Design units based on enduring understandings that answer essential questions.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve vocabulary building in Science through Science Interactive Word Walls in elementary classrooms, and the use of Marzano Words in Scope and Sequences. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 83% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 86% scored Approaching Grade Level Standards 35% scored Mastering Grade Level Standards Goal for 2017-2018: 92% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 84% scored Approaching Grade Level Standards 43% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students.

	<ul style="list-style-type: none"> • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Provide on-going support and training for teachers with various research based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data. District Safeguard/Campus Safeguard (DSG/CSG) • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. (DSG/CSG) • Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps for ELLs and students with disabilities. (DSG/CSG) • Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 86% scored Approaching Grade Level Standards 40% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 88% scored Approaching Grade Level Standards 40% scored Mastering Grade Level Standards Goal for 2017-2018: 96% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 83% scored Approaching Grade Level Standards 45% scored Mastering Grade Level Standards Goal for 2017-2018: 91% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: Understanding/Analysis of Literary and Informational Texts (2,3) Reading Performance Safeguard Target: Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. (DSG/CSG)

	<ul style="list-style-type: none"> • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignment of Tier I best practices. • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 67% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 86% will score Approaching Grade Level Standards 44% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African America Performance in 2016-2017: 78% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 36% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 69% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards Goal for 2017-2018: 81% will score Approaching Grade Level Standards 49% will score Mastering Grade Level Standards</p> <p>Target Reporting Category 1: Composition</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model. • 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. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG/CSG) • Provide on-going support and training for teachers with various research- based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)

<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 88% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 91% will score Approaching Grade Level Standards 55% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 88% scored Approaching Grade Level Standards 36% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 47% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 92% scored Approaching Grade Level Standards 49% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 62% will score Mastering Grade Level Standards</p> <p>Target Reporting Category 3: Geometry and Measurement Math Performance Safeguard Target: Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG/CSG) • Develop and implement 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 for teachers. • Implement procedures for math stations and include engaging, rigorous activities for stations. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Provide on-going support and training for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning.

	<ul style="list-style-type: none"> Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG/CSG)
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> Increase the exposure of science vocabulary through other content area integration and interactive word walls in the classrooms. Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG/CSG) Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. (DSG) Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time. Provide students with relevant information that encourages healthy nutrition choices. Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns. Ensure students demonstrate responsible personal and social behavior that respects self and others. Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction. Ensure that students receive the appropriate number of state required minutes in physical education per week or 10 day period.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	POST-SECONDARY READINESS Attendance rate will increase from 97.07% in 2016/17 to 97.4% in 2017/18. Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i> Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i> Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i> Meet eligible Post-secondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i>
Focus Strategies	<ul style="list-style-type: none"> Present information regarding attendance policies at New Parent Orientation and Parent Information Night. Continue with the N.E.A.T. (Never Ever Absent or Tardy) positive incentive program consisting of individual and class rewards multiple times throughout the year. Include updates on percentages and information in monthly newsletter to parents. Communicate regularly via email, phone, and in person with parents regarding attendance issues.

Financial Resources	Campus budget SCE, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, Gifted & Talented Assessment: STAAR, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, PAPI, ITBS, CoGat Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Continue with mentor program for new teachers (Campus & District). • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund, Title III, PTO
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 Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Provide opportunities at school for parents to participate in academic and social events with students: Mother/Son Activity, Father/Daughter Dance, TPSP Expo Evening, Spring Fling, Boosterthon, Pre-K Parent Engagement Nights (2), Grade level celebrations, Library Volunteer Program, Classroom volunteer opportunities, Field Day, Spirit Nights • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.

	<ul style="list-style-type: none"> Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. Hold weekly team meetings to ensure teacher collaboration within each department/grade.
Financial Resources	Campus budget
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	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. Involve parents and community members in activities to support a safe school environment. Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/campus programs and presentations. Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & 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. 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.
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

Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Continue to purchase technology resources such as Chromebook Carts, iPad Carts, and Apple TV. • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget
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

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.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gap: Strategy 1	Academic Tutorials	5,717	0.10
Closing the Performance Gap: Strategy 2,3	Instructional Materials for At-Risk Students	1,574	0.00
	TOTAL SCE	7,292	0.10

**Resources Allocated for Title I - III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Closing the Performance Gap: Strategy 1	Extra Duty Tutorials	2,000	0.04
Technology: Strategy 2	Technology	500	0.00
Closing the Performance Gap: Strategy 4	Books	500	0.00
Reading: Strategy 2,3	Instructional Materials	500	0.00
	TOTAL Title III LEP	3,500	0.04