

**Campus Improvement Plan  
2016-2017**

**Elementary Campus: Giesinger Elementary    Rating: Met Standard**

**Goal 1: Student Achievement and Post-Secondary Success**

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

**Master Rigorous Academic Standards**

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*  
*K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures*
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

**Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**Successful Completion of High School**

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Postsecondary Readiness Distinction*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 91% of All students combined over all subject areas met Level II standard. In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 92% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science Increase Attendance Rate from 96.7% to 98%</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b> <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 48. <b>In 2016-2017, the Index 2 Score will be 55.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching</li> </ul>

	<ul style="list-style-type: none"> <li>in the process of reading</li> <li>Continue the integration of Elementary Language Arts into Social Studies content K-6</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices</li> <li>Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>Provide staff development 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.</li> <li>Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.</li> <li>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.</li> <li>Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</li> <li>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.</li> <li>Provide staff development and follow through for all math teachers in grades K – 12 on the implementation of the new mathematics TEKS.</li> <li>Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12.</li> <li>Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i></li> <li>Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>Implement the Interactive Student Notebook K-12.</li> <li>Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>Design units based on enduring understandings that answer essential questions.</li> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>Emphasize writing and the analysis of primary sources through the DBQ Project.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments</li> </ul>
<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b></p> <p>In 2015-2016, the Index 3 Score was 49 and included the student groups of Eco Dis and White.  <b>In 2016-2017, the Index 3 Score will be 56 and will include the student groups of Eco Dis, Hispanic, and White.</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week etc.</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.</li> <li>• Provide new student registration for incoming students.</li> <li>• 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</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• 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)</li> <li>• Provide on-going support through professional learning communities, planning, and training</li> </ul>

	on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 78% of Eco Dis students and 92% of White student group met Level II standard. In addition, 14% of Eco Dis student and 43% of White student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students and 95% of White student group will meet Level II standard. In addition, 30% of Eco Dis students and 60% of White student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: Understanding/Analysis of Information Texts</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.”</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres With a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• Implementation of long-term ELL frameworks such as <u>Siedlitz’s 7 Steps to a Language Rich Instructional Classroom</u> and English 3D.</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 83% of Eco Dis students and 95% of White student group met Level II standard. In addition, 1% of Eco Dis students and 20 % of White student group met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students and 97% of White student group will meet Level II standard. In addition, 10% of Eco Dis students and 30% of White student group will meet Level III standard.</b></p> <p>Target Reporting Category: Composition</p> <p>95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Writing will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Staff development will be provided through the Fall and Spring on the use of the Writing Workshop format to support writing in all genres. Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins <u>Units of Study</u>.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences.</li> <li>• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers.</li> <li>• Focus on evidence based best practices specifically for serving students with disabilities.</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 86% of Eco Dis students and 94% of White student group met Level II standard. In addition, 19% of Eco Dis students and 42% of White student group met Level III standard.</p>

	<p><b>In 2016-17, 92% of Eco Dis students and 96% of White student group will meet Level II standard. In addition, 30% of Eco Dis students and 60% of White student group will meet Level III standard.</b></p> <p>Target: Reporting Category: Geometry and Measurement</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• CISD Solves Math Review/Mental Math</li> <li>• CISD Solves Poster Method</li> <li>• CISD Solves Math Fluency</li> <li>• Algebra Tiles</li> <li>• Guided Math</li> <li>• Grade Level Team Meetings</li> <li>• Process Standards</li> <li>• New TEKS Training</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p> <p>Target: Reporting Category: Earth and Space</p> <p>Science Performance Safeguard Target: Special Education and English Language Learners</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary<sup>7</sup> and science word walls in elementary and secondary classrooms.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>• Track and evaluate students’ level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.</li> <li>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4)</b></p> <p><b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>Index 4:</b>	<b>INDEX 4: POST-SECONDARY READINESS</b>

<b>POSTSECONDARY READINESS OBJECTIVES</b>	<p>In 2015-2016, 58% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.</p> <p><b>In 2016-2017, 12% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 96.7% to 98%</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul> <p>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate</p>
<b>Focus Strategies</b>	<p><b><u>Advanced Courses</u></b></p> <ul style="list-style-type: none"> <li>• Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups.</li> <li>• Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery.</li> <li>• Increase the number of students taking AP Exams (requiring that all GT students enrolled in an AP Course take the corresponding AP Exam and the number of AP exams taken for all students and all student groups.)</li> </ul> <p><b><u>Graduation Plans</u></b></p> <ul style="list-style-type: none"> <li>• Continue to emphasize the state’s recommended graduation plan for all 12<sup>th</sup> grade students, and the Foundation Plan with Endorsements for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders.</li> <li>• Monitor ELL, Special Education, and CTE 4-year graduation plans.</li> <li>• Increase awareness of CTE Endorsements/Career Pathways for all students.</li> </ul> <p><b><u>College Admissions and Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Increase the number of National Merit Scholars, Achievement Scholars and Hispanic Scholars</li> <li>• Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.</li> <li>• Expand SAT preparation courses for high school students.</li> <li>• Incorporate small group tutorials in SAT and ACT college prep curriculum.</li> <li>• Build rapport with junior high schools to increase college readiness awareness.</li> </ul> <p><b><u>Higher Education Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Provide college readiness information and opportunities to all stakeholders.</li> <li>• Build rapport with Junior High schools to increase college readiness awareness.</li> <li>• Increase the percentage of 10th graders scoring at or above the ELA TSI standard (Writing score of 363 with a minimum of 4 on essay, Reading score of 351), and at or above the Math TSI standard (score of 350).</li> <li>• Introduce College Prep Math and English 4 College Prep for graduating seniors to increase their college ready ability which will satisfy the TSI college ready exam (student must score a “C” or better).</li> <li>• Provide CISD students with more opportunities to take dual credit courses based on HB505.</li> </ul>
<b>Financial Resources</b>	<p>Campus budget SCE and Title III</p>
<b>Additional Resources</b>	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, CogAT, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<b>Monitoring Timeline</b>	<p>November, January, April</p>
<b>Formative Evaluation</b>	<p>CISD Benchmarks at passing rate</p>
<b>Summative Evaluation</b>	<p>TEA Accountability Summary TAPR Meet Performance Indicators for CaSE</p>
<b>Project Manager(s):</b>	<p>Principal Assistant Principal</p>

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>Provide mentor support for beginning teachers.</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>Provide opportunities for teachers to attend GT training.</li> <li>Provide opportunities for teachers to acquire ESL certification.</li> <li>Provide stipends for critical staff for bilingual assessment and self-contained special education settings.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
	<p><b>Indicator 1 Focus Strategies: Community and Parent Involvement</b></p> <ul style="list-style-type: none"> <li>Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>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.</li> <li>Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> </ul> <p><b>Indicator 2 Focus Strategies: 21<sup>st</sup> Century Workforce Development</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for students to participate in classroom career awareness activities.</li> <li>Expand current school based enterprises.</li> </ul> <p><b>Indicator 3 Focus Strategies: Digital Learning Environment</b></p> <ul style="list-style-type: none"> <li>Provide instructional technology staff developments on campus.</li> <li>Provide students opportunities to use technology in class to access, communicate, and present information.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> <li>• 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.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Relate technology staff development to specific instructional objectives.</li> </ul>
<b>Financial Resources</b>	Campus budget Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative            November, January Summative         July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	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  
2016-2017 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Reading Strategy 1, Math Strategy 5 Addressing the Needs of At-Risk Students	Prof Campus Instructional Coach TPS	59,395	1.00
Closing the Performance Gap Strategy 1-3 Reading; Writing; Math	Academic Tutorials	7,530	.14
	<b>TOTAL SCE</b>	<b>66,925.00</b>	<b>1.14</b>

**Resources Allocated for Title III  
2016-2017 School Year**

<b>Title III LEP</b>			
Close the Performance Gap Strategy 1 & 6	Extra Duty Tutorials	800	.01
Technology Strategy 6	Technology	500	.00
Close the Performance Gap Strategy 4	Books	200	.00
Close the Performance Gap Strategy 4-6	Instructional Materials	500	.00
	<b>TOTAL Title III LEP</b>	<b>2,000</b>	<b>.00</b>