

**Campus Improvement Plan
2017-2018
Elementary/Intermediate 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

- **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/Postsecondary 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 86% Approaching Grade Level Standards Goal for 2017-2018 90% Approaching 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, and Grade 5 Science
<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 63% of students met Expected or Accelerated Growth measures. 25% of students met Accelerated Growth measures only. Goal for 2017-2018 70% of students will meet Expected or Accelerated Growth measures. 30% of students will meet Accelerated Growth measures 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 Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • 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

	<p>group, flexible groups, and with individual students</p> <ul style="list-style-type: none"> • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices • 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 in the process of reading • Continue the integration of Elementary Language Arts into Social Studies content K-6
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 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 • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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 (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • 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 staff development and follow through for all math teachers in grades K – 12 on the implementation of the new mathematics TEKS. • Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12. • 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.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)

	<ul style="list-style-type: none"> • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process • 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
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<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: 80% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 79% scored Approaching Grade Level Standards 40% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 45% 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.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Review, revise, and implement daily attendance procedures to meet 95% average attendance. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • 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. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming 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 • 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 • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • 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. District

	<p>Safeguard (DSG)</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) • 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) • 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) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by the way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (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: 81% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 85% scored Approaching Grade Level Standards 47% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 52% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: Understanding/Analysis of Information Texts Reading Performance Safeguard Target: Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • 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.” • Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development. • 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. • 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. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • Implementation of long-term ELL frameworks such as <u>Siedlitz’s 7 Steps to a Language Rich</u>

	<u>Instructional Classroom</u> and English 3D
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 68% scored Approaching Grade Level Standards 7% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 63% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 10% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: Composition 95% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards. Writing Performance Safeguard Target: Special Education and ELL (Current & Monitored)</p>
Focus Strategies	<ul style="list-style-type: none"> • Writing will be addressed in specific sessions at the August District Wide Staff Development. • 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 Units of Study. • Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences. • 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. • Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. • Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers. • Focus on evidence based best practices specifically for serving students with disabilities.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 86% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 90% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 82% scored Approaching Grade Level Standards 32% 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>Target Reporting Category: Geometry and Measurement</p>

	Math Performance Safeguard Target: Special Education
Focus Strategies	<ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p> <p>Social Studies Performance Safeguard Target: Special Education and ELL (Current & Monitored)</p>
Focus Strategies	<ul style="list-style-type: none"> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p> <p>Science Performance Safeguard Target: Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process • 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
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • 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. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS	
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS</p> <p>Attendance rate will increase from 96.28% in 2016/17 to 98% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD)</p> <p>50% of indicators will be in top quartile</p>

	<p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): n/a Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p>
<p>Focus Strategies</p>	<p><u>Advanced Courses</u></p> <ul style="list-style-type: none"> • Ensure Advanced Placement and Pre-Advanced Placement course offerings for all students and student groups. • Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery. • 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.) <p><u>Graduation Plans</u></p> <ul style="list-style-type: none"> • Continue to emphasize the state’s recommended graduation plan for all 12th grade students, and the Foundation Plan with Endorsements for 9th, 10th and 11th graders. • Monitor ELL, Special Education, and CTE 4-year graduation plans. • Increase awareness of CTE Endorsements/Career Pathways for all students. <p><u>College Admissions and Readiness</u></p> <ul style="list-style-type: none"> • Increase the number of National Merit Scholars, Achievement Scholars and Hispanic Scholars • Maintain a rigorous curriculum that is aligned with SAT and ACT examinations. • Expand SAT preparation courses for high school students. • Incorporate small group tutorials in SAT and ACT college prep curriculum. • Build rapport with junior high schools to increase college readiness awareness. <p><u>Higher Education Readiness</u></p> <ul style="list-style-type: none"> • Provide college readiness information and opportunities to all stakeholders. • Build rapport with Junior High schools to increase college readiness awareness. • 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). • 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). • Provide CISD students with more opportunities to take dual credit courses based on HB505.
<p>Financial Resources</p>	<p>Campus budget SCE and Title III</p>
<p>Additional Resources</p>	<p>Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<p>Monitoring Timeline</p>	<p>November, January, April</p>
<p>Formative Evaluation</p>	<p>CISD Benchmarks at passing rate</p>

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"> Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. Provide opportunities for teachers to attend GT training. Provide opportunities for teachers to acquire ESL certification. Provide stipends for critical staff for bilingual assessment and self-contained special education settings.
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 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	<p>Indicator 1 Focus Strategies: Community and Parent Involvement</p> <ul style="list-style-type: none"> Provide opportunities at school for parents to participate in academic and social events with students. 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. Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. <p>Indicator 2 Focus Strategies: 21st Century Workforce Development</p> <ul style="list-style-type: none"> Provide opportunities for students to participate in classroom career awareness activities. Expand current school based enterprises. <p>Indicator 3 Focus Strategies: Digital Learning Environment</p> <ul style="list-style-type: none"> Provide instructional technology staff developments on campus. Provide students opportunities to use technology in class to access, communicate, and present information.
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-downs, 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’ sign in with a valid, government issued ID and wear visitor badges in the school. • Promote clubs and organizations in areas of interest to promote student involvement in school. • 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"> • 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 and Title III
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 1-3 Reading; Writing; Math	Academic Tutorials	9,216	.16
Reading Strategy 1, Math Strategy 5 Addressing the Needs of At-Risk Students	Prof Campus Instructional Coach TPS	60,520	1.00
	TOTAL SCE	69,736	1.16

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Technology Strategies 3,4,6	Technology	1,500	.00
Close the Performance Gap Strategy 1-3	Instructional Materials	1,500	.00
	TOTAL Title III LEP	3,000	.00