

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Glen Loch Elementary**

**Rating: Met Standard**

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

**Glen Loch 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*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 85% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 87% 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</li> <li>• Increase Attendance Rate from 96.2% to 97.2%</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 44. <b>In 2016-2017, the Index 2 Score will be 50.</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>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres</li> </ul>

	<p>with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</p> <ul style="list-style-type: none"> <li>• CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars</li> <li>• <u>Reading Strategies</u> by Jennifer Serravallo</li> <li>• Campus Guided Reading literacy libraries</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. SW 1, 2</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model</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>• Bilingual focus on supporting both English and Spanish writers in grades 2-4 through staff development specific to these writers.</li> <li>• <u>Units of Study</u> by Lucy Calkins</li> <li>• <u>Words Their Way/Palabras a su Paso</u></li> <li>• <u>Genre Study</u> by Fountas and Pinnell</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. SW 4, 8</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 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> <li>• CISD Solves Poster Method</li> <li>• Grade Level Team Meetings</li> <li>• Guided Math</li> <li>• Teaching Student Centered Mathematics (Van de Walle)</li> <li>• Guided Math (Sammons)</li> <li>• Grade Level Scope and Sequence Documents</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>• 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>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. SW 4</li> <li>• The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training.</li> <li>• Social Studies Model</li> <li>• Brain Pop</li> </ul>

	<ul style="list-style-type: none"> <li>Grade Level Scope and Sequence Documents</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> <li>Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the <i>Science Buffet for K-12<sup>th</sup> Grades</i>.</li> <li>The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. SW 4</li> <li>The Science Coordinator will provide trainings and state updates at fall and spring Cadres.</li> <li>Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks</li> <li>Rice STEMscopes for K – 4<sup>th</sup> Grade</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>      In 2015-2016, the Index 3 Score was 48 and included the student groups of Eco Dis and Hispanic.  <b>In 2016-2017, the Index 3 Score will be 50 and will include the student groups of Eco Dis and Hispanic.</b>  <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>Provide mentors to targeted at-risk students.</li> <li>As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 9 , 10</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. (DSG) SW8</li> <li>Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible for ELLs in all content areas. District Safeguard (DSG) SW 4, 10</li> <li>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)</li> <li>Provide intensive, systematic tutoring for identified at-risk students during the day and after school for both Math and Reading. Campus Safeguard (CSG) SW 9</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) (CSG)</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) (CSG)</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) (CSG)</li> </ul>

<b>READING Performance Objectives</b>	<b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 74% of Eco Dis students and 74% of Hispanic student group met Level II standard. In addition, 22% of Eco Dis students and 29% of Hispanic student group met Level III standard. <b>In 2016-17 77% of Eco Dis students and 77% of Hispanic student group will meet Level II standard.</b> <b>In addition, 25% of Eco Dis students and 32% of Hispanic student group will meet Level III standard.</b> Target: Reading Reporting Category 3 - Grade 3 Eco Dis, Hispanic and Special Ed. Target: Reading Reporting Category 1, 2, 3 – Grade 4 Eco Dis, Hispanic and Special Ed.  Reading Performance Safeguard Target – Eco Dis and Hispanic
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</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>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> </ul>
<b>WRITING Performance Objectives</b>	<b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 70% of Eco Dis students and 70% of Hispanic met Level II standard. In addition 9% of Eco Dis students and 9% of Hispanic met Level III standard. <b>In 2016-17 73% of Eco Dis students and 73% of Hispanic will meet Level II standard.</b> <b>In addition, 15% of Eco Dis students and 15% of Hispanic will meet Level III standard.</b> Target: Reporting Category 1 – Grade 4 Eco Dis, Hispanic and Special Ed.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</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>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> </ul>
<b>MATH Performance Objectives</b>	<b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 83% of Eco Dis students and 88% of Hispanic met Level II standard. In addition 22% of Eco Dis students and 30% of Hispanic met Level III standard. <b>In 2016-17 86% of Eco Dis students and 91% of Hispanic will meet Level II standard.</b> <b>In addition, 25% of Eco Dis students, 33% of Hispanic will meet Level III standard.</b> Target: Reporting Category 2 – Grade 3 Eco Dis, Hispanic and Special Ed. Target: Reporting Category 2, 3 – Grade 4 Eco Dis, Hispanic and Special Ed.
<b>Focus Strategies</b>	<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>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. (CSG)</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</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>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 73% of Eco Dis students, 71% of African American student group, and 82% of Hispanic student group met Level II standard. In addition, 9% of Eco Dis students, 6% of African American student

	<p>group, and 7% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 75% of Eco Dis students, 75% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 75% of Eco Dis students, 75% of African American student group, and 85% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 1 – Matter and Energy Science Performance Safeguard Target, if applicable: SpEd</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) SW 2, 9</li> <li>• 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)</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>
	95% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<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>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POSTSECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016 49% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.</p> <p><b>In 2016-2017 55% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 96.2% to 97.2%.</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>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implement attendance incentives at the classroom level, grade level and school wide and reward students for attendance each Friday at the weekly Celebration Pep Rally. SW 7</li> <li>• Ensure that students meet AYP attendance expectations on testing days.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III
<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, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
<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>• Ensure the appropriate certification for professional and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. SW 3</li> <li>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>• Provide stipends for critical staff for bilingual assessment and self-contained special education settings. SW 5</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

Goal 3 PARENTS AND COMMUNITY	
<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: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
<b>Indicator 1</b>	<p><b>Indicator 1 Focus Strategies: Gifted and Talented</b></p> <ul style="list-style-type: none"> <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> </ul>
<b>Indicator 2</b>	<p><b>Indicator 2 Focus Strategies: Second Language Acquisition</b></p> <ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Hold a Bilingual Night for Bilingual families with information sessions, community resources and modeling of instructional strategies. SW 6</li> <li>• Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations specifically including the progress and unique needs of ELL students.</li> </ul>
<b>Indicator 3</b>	<p><b>Indicator 3 Focus Strategies: Community and Parent Involvement</b></p> <ul style="list-style-type: none"> <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>• Expand the campus partnerships with Crossroads Church and 5 Point Credit Union to support the educational achievement of all students.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• Provide information nights that include: Bilingual Night, Math and Science Night, Reading and Writing Night, and hold 3 Pre-Kindergarten Parent Education Nights.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<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>• Promote clubs and organizations in areas of interest to promote student involvement in school.</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> </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 staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> </ul>
<b>Financial Resources</b>	Campus budget Title I, 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>			
Close the Achievement Gap: Strategy 2, 4, 7	Academic Tutorials	\$3,400	.06
Math Strategy 3, Reading Strategy 1, 2, 3	Instructional Materials for At-Risk Students	\$4,240	.00
	<b>TOTAL SCE</b>	<b>\$7,640</b>	<b>.06</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title IA</b>			
Reading Strategy 2, 3 Writing Strategy 1, 3, 4 Math Strategy 1, 2, 3	Instructional Support – Instructional Coaches/Teachers	\$73,006	1.33
Close the Achievement Gap Strategy 9	Instructional Support – Paraprofessionals	\$23,725	.43
Technology Strategy 1, 3	Technology	\$16,500	
	Books		
Close the Achievement Gap Strategy 2	Instructional Materials	\$20,525	
Close the Achievement Gap Strategy 2	Staff Development	\$6,000	
Parents & Community Strategy 1, 2	Parent Involvement	\$2,985	
	<b>TOTAL Title IA</b>	<b>\$142,741</b>	<b>1.76</b>
<b>Title III LEP</b>			
	Extra Duty Tutorials		
	Technology		
	Books		
Close the Achievement Gap Strategy 4, 6	Instructional Materials	\$5,500	0
	<b>TOTAL Title III LEP</b>	<b>\$5,500</b>	<b>0</b>