

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Houser Elementary      Rating: Met Standard**

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

**Houser 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 39% met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Post-secondary 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, 73% of All students combined over all subject areas met Level II standard. In 2021-2022, 85% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 80% 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 96.7% to 97%</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 31. <b>In 2016-2017, the Index 2 Score will be 40.</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>• 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)</li> <li>• Coaches and coordinators from the district ELA staff will work with the campus coach to train teachers on implementing literacy assessments and using the data gleaned from these assessments to guide small group instruction.</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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 English Language Learns (ELLs) in all content areas (DSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to</li> </ul>

	<p>address the unique academic needs of special education students in all content areas. (DSG)</p> <ul style="list-style-type: none"> <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 fourth grade teachers staff development to focus on expository writing along with the effective teaching of revising and editing. SW 4</li> <li>• Provide staff development on the teaching of grammar and conventions through the use of Mentor Sentences. SW 4</li> <li>• Provide staff development for planning using the Units of Study by Lucy Calkins as the foundational resource. SW 4</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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)</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</li> <li>• Provide staff development on planning with TEKS objectives and how to integrate/create lessons with emphasis on Process Standards. SW 4</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>• 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)</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>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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)</li> <li>• Ensure that teachers plan and implement TEKS aligned science lesson using the 5-E lesson model.</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 40 and included the student groups of Eco Dis, African American, and Hispanic.  <b>In 2016-2017, the Index 3 Score will be 45 and will include the student groups of Eco Dis, African American, 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>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 2, 9</li> <li>• Provide mentors to targeted at-risk students. (CSG)</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. SW 2, 9</li> <li>• Ensure that ELL students receive appropriate English language acquisition.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9</li> <li>• As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1</li> </ul>

	<ul style="list-style-type: none"> <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. SW 4</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 describe the specially designed instruction necessary as a result of the student’s disability related needs. SW 4</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). SW 4</li> <li>• Review, revise, and implement daily attendance procedures to meet 97% average attendance.</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 73% of Eco Dis students, 52% of African American student group, and 77% of Hispanic student group met Level II standard. In addition, 20% of Eco Dis students, 14% of African American student group, and 22% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 80% of Eco Dis students, 60% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 15% of African American student group, and 30% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: RC 1: Understanding and Analysis Across Genres, RC 2: Understanding and Analysis of Literary Texts, and RC 3: Understanding and Analysis of Informational Texts</p> <p>Reading Performance Safeguard Target, if applicable: African American and Hispanic</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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. SW 4</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. Include training from the district level language arts coaches and coordinator.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. SW 2</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. SW 8</li> <li>• Provide RTI through Tier I research-based best practices and Tier II and Tier III interventions for identified students in reading. (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for reading. (CSG)</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students. SW 6</li> <li>• Provide information nights, family reading and math nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 62% of Eco Dis students, 53% of African American student group, and 67% of Hispanic student group met Level II standard. In addition, 8% of Eco Dis students, 6% of African American student group, and 8% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 70% of Eco Dis students, 60% of African American student group, and 75% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 10% of African American student group, and 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Writing Reporting Category: RC 1: Composition, RC 2: Revision, and RC 3: Editing</p> <p>Writing Performance Safeguard Target, if applicable: English Language Learners (ELLs)</p> <p>Or</p> <p>80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District</p>

	performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in K – 4.</li> <li>• 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>• Ensure that ELL students receive appropriate English Language acquisition support and sheltered instructional through utilization of the Seven Steps to a Language Rich Interactive Classroom. (CSG)</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students. SW 6</li> <li>• Provide information nights, family reading and math nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 67% of Eco Dis students, 55% of African American student group, and 72% of Hispanic student group met Level II standard. In addition, 16% of Eco Dis students, 10% of African American student group, and 20% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 75% of Eco Dis students, 60% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 10% of African American student group, and 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Math Reporting Category: RC 1: Numerical Representations and Relationships, RC 2: Computations and Algebraic Relationships, RC 3: Geometry and Measurement, and RC 4: Data Analysis and Personal Financial Literacy</p> <p>Math Performance Safeguard Target, if applicable: African American and Special Education</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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. SW 8</li> <li>• Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions for identified students in math. (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for math. (CSG)</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students. SW 6</li> <li>• Provide information nights, family reading and math nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>85% 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>• Focus on engagement through student centered instructional strategies based on <i>Social Studies Alive!</i></li> <li>• Plan for assurance statements and essential questions.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 83% of Eco Dis students, 75% of African American student group, and 83% of Hispanic student group met Level II standard. In addition, 19% of Eco Dis students, 19% of African American student group, and 20% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 85% of Eco Dis students, 80% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 25% of African American student group, and 25% of Hispanic student group will meet Level III standard;</b> 85% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Improve vocabulary building in Science through Science word walls in elementary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Ensure that teachers require all students to utilize a science interactive notebook as part of their</li> </ul>

	<p>learning process.</p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lesson using the 5-E lesson model.</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b> 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implement Healthy Me standards.</li> <li>• Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016 39% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p><b>In 2016-2017, 45% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 96.7% to 97%</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Post-secondary 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 (if applicable): 19 out of 19 indicators at 60% or higher</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award in each grading period, and all year.</li> <li>• Keep the staff informed of our daily attendance rate in the staff newsletter.</li> <li>• Monitor student attendance by utilizing the early leaver iPad system. Notify parents when students have reached excessive tardies and/or absences.</li> <li>• Provide opportunities for students to explore post-secondary options including careers and colleges during Generation Texas Week. SW 7</li> <li>• Partner with feeder schools and local universities to provide motivational activities for students including mentors and college days. SW 7</li> <li>• Research-based best practices implemented for students to achieve Phase-in III. SW 2</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III SW 10
<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</p> <p>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 and highly qualified requirements for professionals and paraprofessionals. SW 3</li> <li>• Provide mentor support for beginning teachers. SW 4</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5</li> <li>• Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</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: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
	<p><b>Indicator 1 <i>Second Language Acquisition</i></b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Offer parent orientation(s) to support affective/instructional needs of newcomers and to offer guidance regarding bilingual model and expectations. SW 6</li> <li>• Ensure that all core content area teachers are ESL certified.</li> </ul> <p><b>Indicator 2 <i>Gifted and Talented Programs</i></b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Offer parent meetings to inform about GT opportunities for students. SW 6</li> <li>• Continue to offer out-of-school experiences for students receiving GT services.</li> </ul> <p><b>Indicator 3 <i>Digital Learning Environment</i></b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Campus technology committee analyzes campus technology needs.</li> <li>• Teachers use technology to support all content area objectives.</li> <li>• Student use of Canvas.</li> <li>• Students use self-selected technology in the classroom and library.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I SW 10
<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 fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain a campus committee to review, revise, and oversee the implementation of the district and campus safety plans.</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 to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources.</li> <li>• Implement school-wide discipline system including school-wide rules and expectations.</li> <li>• Implement buzzer system to allow for a safer entryway.</li> <li>• Continue implementation the school-wide character education program.</li> <li>• Implement PBIS Foundations process for behavior support.</li> <li>• Host parenting classes, Love and Logic, through the Parent Resource Center. SW 6</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>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Assess technology inventory to determine needs for updating and replacing equipment. SW 1</li> <li>• Purchase new equipment and devices to support instructional best practices to engage learners.</li> <li>• Build teacher capacity to fully implement technology in instruction. SW 4</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> </ul>
<b>Financial Resources</b>	Campus budget Title I, Title III SW 10
<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**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Close the Performance Gap Strategy 4	Academic Tutorials	11,860	.22
Close the Performance Gap Strategy 7	General Ed Teachers for At-Risk Students	1,273,267	26.00
	<b>TOTAL SCE</b>	<b>1,285,127</b>	<b>26.22</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 3	Instructional Support – Instructional Coaches	145,200	2.00
Reading Strategy 8; Math Strategy 6; Close the Performance Gap Strategy 4	Instructional Support – Paraprofessionals	21,441	1.00
Close the Performance Gap Strategy 4	Extra Duty	22,000	.40
Close the Performance Gap Strategy 4, Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 3	Subs for Planning, Staff Development	11,696	.21
Close the Performance Gap Strategy 4	Snacks for Tutorials	1,000	.00
Technology Strategy 1 - 5	Technology	7,250	.00
Reading Strategy 4 - 6	Books	10,000	.00
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 3	Administrative Staff Development	3,000	.00
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 3	Staff Development	5,000	.00
Safe Schools Strategy 10, Reading Strategy 7 - 8; Writing Strategy 4 - 5; Math Strategy 5 – 6; CaSE Strategy 1, 3	Parent Involvement Supplies	2,187	.00
Safe Schools Strategy 10, Reading Strategy 7 - 8; Writing Strategy 4 - 5; Math Strategy 5 – 6; CaSE Strategy 1, 3	Parent Involvement Snacks	1,000	.00
	<b>TOTAL Title IA</b>	<b>229,773</b>	<b>3.61</b>
<b>Title III LEP</b>			
Close the Performance Gap Strategy 4	Extra Duty Tutorials	2,000	.03
Technology Strategy 1 - 5	Technology	2,000	.00
Reading Strategy 4 - 6	Books	750	.00
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 3	Instructional Materials	750	.00
	<b>TOTAL Title III LEP</b>	<b>5,500</b>	<b>.03</b>