

**Campus Improvement Plan  
2017-2018  
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**

- **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

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS</b>	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b> Performance in 2016-2017 77% Approaching Grade Level Standards Goal for 2017-2018 85% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science</li> </ul>
<b><u>STUDENT PROGRESS OBJECTIVES</u></b>	<p><b>Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects</b> Performance in 2016-2017 68% of students met Expected or Accelerated Growth measures. 31% of students met Accelerated Growth measures only. Goal for 2017-2018 75% of students will meet Expected or Accelerated Growth measures. 35% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>• Will meet AADD indicator for Accelerated 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>• 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> <li>• Provide training and support for teachers with various researched based instructional strategies to</li> </ul>

	<p>address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (FSG) and Campus Safeguard (CSG)</p> <ul style="list-style-type: none"> <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 in the process of reading.</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide fourth grade teachers staff development to focus on expository writing along with the effective teaching of revising and editing.</li> <li>• Provide staff development on the teaching of grammar and conventions through the use of Mentor Sentences.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.</li> <li>• Provide staff development for planning using the Units of Study and Up the Ladder by Lucy Calkins as the foundational resources.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (FSG) and Campus Safeguard (CSG)</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide staff development on planning with TEKS objectives and how to integrate/create lessons with emphasis on Process Standards.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (FSG) and Campus Safeguard (CSG)</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 using anecdotal notes and implementation of effective tutorial programs for teachers.</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>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas.</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 lesson using the 5-E lesson model.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas.</li> </ul>
<b><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></b>	<p><b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  73% scored Approaching Grade Level Standards  34% scored Mastering Grade Level Standards  Goal for 2017-2018:  80% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  57% scored Approaching Grade Level Standards  (not scored – group too small) scored Mastering Grade Level Standards</p>

	<p>Goal for 2017-2018: 65% will score Approaching Grade Level Standards (not scored – group too small) will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 76% scored Approaching Grade Level Standards 37% 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"> <li>• Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ul>
<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (FSG) and Campus Safeguard (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school. (DSG) (CSG)</li> <li>• Provide mentors to targeted at-risk students. (DSG) (CSG)</li> <li>• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. (DSG) (CSG)</li> <li>• Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations. Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (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>• Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG)</li> <li>• Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> <li>• Provide on-going support and training 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>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> <li>• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)</li> <li>• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)</li> </ul>

<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  73% scored Approaching Grade Level Standards  31% scored Mastering Grade Level Standards  Goal for 2017-2018:  80% will score Approaching Grade Level Standards  35% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  (not scored – group too small) scored Approaching Grade Level Standards  (not scored – group too small) scored Mastering Grade Level Standards  Goal for 2017-2018:  (not scored – group too small) will score Approaching Grade Level Standards  (not scored – group too small) will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  79% scored Approaching Grade Level Standards  30% scored Mastering Grade Level Standards  Goal for 2017-2018:  85% will score Approaching Grade Level Standards  35% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: RC 3: Understanding and Analysis of Informational Texts  Reading Performance Safeguard Target, if applicable: African American Student Group</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions for identified students in reading. (FSG) (CSG)</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. (Participation in K – 2 literacy cohort)</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.</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (FSG) and Campus Safeguard (CSG)</li> </ul>
<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  (not scored – group too small) scored Approaching Grade Level Standards  (not scored – group too small) scored Mastering Grade Level Standards  Goal for 2017-2018:  (not scored – group too small) will score Approaching Grade Level Standards  (not scored – group too small) will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  (not scored – group too small) scored Approaching Grade Level Standards  (not scored – group too small) scored Mastering Grade Level Standards  Goal for 2017-2018:  (not scored – group too small) will score Approaching Grade Level Standards</p>

	<p>(not scored – group too small) will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  (not scored – group too small) scored Approaching Grade Level Standards  (not scored – group too small) scored Mastering Grade Level Standards  Goal for 2017-2018:  (not scored – group too small) will score Approaching Grade Level Standards  (not scored – group too small) will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: RC 1: Composition  Writing Performance Safeguard Target, if applicable: Economically Disadvantaged and Hispanic (Student Group)  Or  80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <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>• 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.</li> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation</li> <li>• Ongoing staff development will be provided on the Writer’s Workshop approach to teaching writing using the Lucy Calkins <i>Units of Study</i>.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (DSG) and Campus Safeguard (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school. (DSG) (CSG)</li> </ul>
<p><b>MATH Performance Objectives</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  82% scored Approaching Grade Level Standards  36% 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><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  (not scored – group too small) scored Approaching Grade Level Standards  (not scored – group too small) scored Mastering Grade Level Standards  Goal for 2017-2018:  (not scored – group too small) will score Approaching Grade Level Standards  (not scored – group too small) will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  83% scored Approaching Grade Level Standards  43% scored Mastering Grade Level Standards  Goal for 2017-2018:  90% will score Approaching Grade Level Standards  50% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: RC 2: Computations and Algebraic Relationships; RC 3: Geometry and</p>

	Measurement; and RC 4: Data Analysis and Personal Financial Literacy Math Performance Safeguard Target, if applicable: n/a
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide RtI through Tier I researched-based best practices and Tier II and Tier III interventions for identified students in math.</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.</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students, ELLs, at-risk students and targeted student groups in all content areas. Federal Safeguard (DSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school. (DSG)</li> <li>• Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem-solving strategies.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Plan for assurance statements and essential questions.</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>• Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT (Vogel Scores)</b> <b>Economically Disadvantaged Students</b> Performance in 2016-2017: 76% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 75% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 78% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards  Target: Reporting Category: RC 1: Matter and Energy; RC 2: Force Motion and Energy; RC 3: Earth and Space; RC 4: Organisms and Environments <i>Or</i> 80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Improve vocabulary building in Science through Science word walls in elementary classrooms, and</li> </ul>

	<p>the use of Marzano Words in the Scope and Sequences.</p> <ul style="list-style-type: none"> <li>• The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Leadership-Teams meetings.</li> <li>• Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings.</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 100% 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>• Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.</li> <li>• Ensure students demonstrate responsible personal and social behavior that respects self and others.</li> <li>• Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<p><b>POST-SECONDARY READINESS</b> Attendance rate will increase from 97.51% in 2016/17 to (current is 97.06%) 97.5% in 2017/18.</p> <p><b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b> <i>50% of indicators will be in top quartile</i></p> <p><b>Meet Top 25% in Student Progress Distinction Designations</b> <i>Top quartile of campus comparison group in performance for student progress</i></p> <p><b>Meet Top 25% in Closing Performance Gaps Distinction Designations</b> <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p><b>Meet eligible Postsecondary Readiness Distinction Designations</b> <i>50% of indicators will be in top quartile</i></p> <p><b>Grade 3-12 Safeguard Indicators</b> 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>
<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.</li> <li>• Partner with feeder schools and local universities to provide motivational activities for students including mentors and college days.</li> <li>• Research-based best practices implemented for students to achieve Phase-in III.</li> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates.</li> </ul>
<b>Financial Resources</b>	<p>Campus budget SCE, Title I, 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, 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</p>

	Reliability/Validity Tool
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR
<b>Project Manager(s):</b>	Principal Assistant Principal

<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>• Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.</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 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.
<b>Focus Strategies</b>	<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>• Provide opportunities to parents to give input regarding the academic needs of students and programs.</li> <li>• Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</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
<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-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level.</li> <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 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>• Continue implementation the school-wide character education program.</li> <li>• Implement PBIS Foundations process for behavior support.</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.</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.</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</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
<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  
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Close the Performance Gap Strategy 4; Math Strategy 4; Writing Strategy 6	Academic Tutorials	5,708	.10
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 and 5	Instructional Materials for At-Risk Students	5,000	.00
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 and 5	Instructional Support – General Education Teachers for At-Risk Students	1,329,922	25.10
	<b>TOTAL SCE</b>	<b>1,329,922</b>	<b>25.10</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Reading Strategy 1 – 5; Writing Strategy 1 – 6; Math Strategy 1 - 5	Instructional Support – Instructional Coaches/Teachers	142,292	2.00
Reading Strategy 1; Math Strategy 6; Close the Performance Gap Strategy 4	Instructional Support – Paraprofessionals	22,171	1.00
Technology Strategy 1 - 5	Technology	3,000	.00
Math Strategy 5; Writing Strategy 2 – 4; Reading Strategy	Subs	10,350	.19
Close the Performance Gap Strategy 4; Math Strategy 4; Writing Strategy 6	Extra Duty	14,905	.27
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 5	Instructional Materials	3,000	.00
Math Strategy 5	Staff Development	6,150	.00
Reading Strategy 3; Writing Strategy 5; Math Strategy 2; Parents/Community 1 – 4	Parent Involvement	2,985	.00
	<b>TOTAL Title IA</b>	<b>204,853</b>	<b>3.46</b>
<b>Title III LEP</b>			
Close the Performance Gap Strategy 4	Extra Duty Tutorials	3,500	.06
Technology Strategy 1 - 5	Technology	500	.00
Reading Strategy 4 - 6	Books	500	.00
Reading Strategy 1 – 2; Writing Strategy 1 – 6; Math Strategy 1 - 3	Instructional Materials	1,000	.00
	<b>TOTAL Title III LEP</b>	<b>5,500</b>	<b>.06</b>