

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: 109      Rating: Met Standard**

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

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

**Master Rigorous Academic Standards**

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

**Close the Performance Gap**

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

**Successful Completion of High School**

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

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: 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, 89% of All students combined over all subject areas met Level II standard. In 2021-2022, 92% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 90% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science. Increase Attendance Rate from 96.6% to 97.0 %.</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 34. <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>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking together, Shared Reading, Guided Reading and Independent Reading in whole group, flexible groups, and with individual students. SW 2</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. SW 1</li> <li>• Provide half day training/planning per nine weeks for targeted areas. SW 10, 5</li> <li>• Provide after school staff developments to enhance Guided Reading Strategies in the classroom. SW 4, 5</li> </ul>

	<ul style="list-style-type: none"> <li>Focus on Guided Reading groups and proper documentation for all students.</li> <li>Participate in the K-2 cohort to build a stronger reading foundation. SW 2</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>30-45 minutes of writing per day in each grade focusing on Lucy Calkins Units of Study as the primary source.</li> <li>Collaborative team time (CTT) meetings focusing on writing strategies, lessons and data.</li> <li>ELA District coach will meet with fourth grade teachers to assist as they implement Units of Study as their main writing curriculum. SW 4, 2, 5</li> <li>Implement grade wide schedule of when writing is taught.</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Guided math will be implemented into all math classrooms. SW 2</li> <li>Anchor station workshops as well as guided math workshops will be offered on campus for teachers.</li> <li>CTT discussions of data from both formal and informal testing. SW 8, 9</li> <li>Training with district math coach on Common Assessment writing to ensure that we are writing assessments at the rigor needed. SW 2, 8, 4, 5</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Focus in engagement through student centered instructional strategies based on History Alive/Social Studies Alive!</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>Improve vocabulary building in Science through active Science word walls and the use of Marzano Words in the Scope and Sequence. SW 2</li> <li>Ensure that teachers require all students to utilize science interactive notebooks as part of their learning process.</li> <li>Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> <li>Implement small group instruction through tutorials during the school day and after school tutorials to help close achievement gaps for ELL students through review of science process skills and reinforcement of fundamental science vocabulary. SW 9</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 53 and included the student groups of Eco Dis and Hispanic.  <b>In 2016-2017, the Index 3 Score will be 54 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 intensive, systematic tutoring for identified at-risk students during the school day and after school. SW 9</li> <li>District Bilingual coach will focus on enhancing instruction in the 3<sup>rd</sup> and 4<sup>th</sup> grade Bilingual classrooms.</li> <li>Provide mentors to targeted at-risk students. SW 9</li> <li>Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. SW 9</li> <li>Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>Ensure that Bilingual students receive appropriate language model instruction with a focus on exiting the program.</li> <li>As a school wide Title 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1</li> <li>Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to</li> </ul>

	<p>facilitate academic improvement for identified students. SW 2, 9</p> <ul style="list-style-type: none"> <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 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> <li>• Ensure that appropriate certification and highly qualified requirements for professionals and paraprofessionals. SW 3</li> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 81% of Eco Dis students and 90% of Hispanic student group met Level II standard. In addition, 26% of Eco Dis students and 20% of Hispanic group met Level III standard.</p> <p><b>In 2016-17, 85% of Eco Dis students, 90 % of Hispanic student group will meet Level II standard. In addition, 30% of Eco Dis students, 20% of Hispanic student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: R3 Informational Texts for both 3<sup>rd</sup> and 4<sup>th</sup> grades</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 2</li> <li>• Address rigor in the differentiated literacy classroom in grades 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> <li>• Components of the CISD Instructional Model and Tier I Best Practices will be addressed in specific sessions at the August District Wide Staff Development. SW 4</li> <li>• Monthly staff developments will be offered on campus to review Tier I Best Practices, including but not limited to – parts of CISD READS, Lucy Calkins Writing and Reading, and Common Assessment writing. SW 4</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 78% of Eco Dis students and 81% of Hispanic student group, Level II standard. In addition, 17% of Eco Dis students and 6% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 80% of Eco Dis students and 81% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 10% of Hispanic student group, will meet Level III standard.</b></p> <p>Target: Reporting Category: W1/W3 – Composition and editing</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implementation of 30-45 minute writing time using lessons based on Lucy Calkins writing lessons. SW 2</li> <li>• Create a similar time that each grade level will be teaching writing to ensure that it is being taught daily in all grade levels.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writer’s Workshop model.</li> <li>• Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW 4</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 81% of Eco Dis students and 90% of Hispanic student group met Level II standard. In addition, 34% of Eco Dis students and 25% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 83% of Eco Dis students and 90% of Hispanic student group will meet Level II standard. In addition, 35% of Eco Dis students and 27% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 3<sup>rd</sup> grade – M2 – Computation and Algebraic Reasoning; 4<sup>th</sup> – M3 – Geometry and Measurement</p>
<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. SW 4</li> <li>• Provide Staff development for all math teachers in identifying 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 opportunities to create rigorous common assessments. SW 4, 8</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that we are building a growth mindset for all students in regards to math learning.</li> <li>• Value mistakes in the classroom and help students understand everyone can do math.</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 <b>Social Studies</b> will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implement the Interactive Student Notebook.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Staff development opportunities for teachers to enhance the understanding of the Interactive Student Notebook. SW 4</li> </ul>
<b>SCIENCE Performance Objectives</b>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 90% 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>• Provide staff development to support the continued implementation of science notebooks.</li> <li>• Provide hands on science experiments to enhance learning. SW 4</li> <li>• Ensure that teachers are implementing science TEKS into their daily classes for a minimum of 30 minutes a day.</li> <li>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b> 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Active start (morning movement) by grade to work on specific targeted areas.</li> <li>• Coordinate lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>• Ensure that 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. SW 9</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 POSTSECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POSTSECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016, 51% of all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. <b>In 2016-2017, 53% of all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 96% to 97%</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>• Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul> Grade 3-12 Safeguard Indicator: Safeguard Target for Participation and Performance Rate: District: Reading – Special Education, Math – Special Education, Writing – Special Education and ELL (Current & Monitored), Science – Special Education, Social Studies – Special Education and ELL (Current & Monitored)
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• NEAT Club to motivate students to attend school daily and arrive on time.</li> <li>• Monitor student progress throughout the year, ensuring Tier 1 Best Practices are in place, in order to reduce the number of students retained in each grade level.</li> <li>• Encourage grade levels to develop plans and encourage students to attend school, specifically on our lowest attendance days – Monday and Friday.</li> <li>• Monitor top 10% absentee students and work with parents to ensure that attendance improves.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with staff during CTT to analyze data to increase achievement and raise final Level II passing rates.</li> <li>• Implement monthly attendance incentives to meet 97% average attendance.</li> <li>• Traveling trophy per grade level monthly for the grade with the highest percentage in attendance.</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. District Safeguard (DSG)</li> <li>• Ensure elaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training 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>Financial Resources</b>	Campus budget SCE, Title I, Title III SW 10
<b>Additional Resources</b>	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
<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

<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. SW 3</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings. SW 3, 5</li> <li>• Provide opportunities for teachers to attend GT trainings to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> <li>• Ensure that all instructional staff is highly qualified. SW 3</li> <li>• In accordance with Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or</li> </ul>

	<p>in the regular education program. SW 4</p> <ul style="list-style-type: none"> <li>• Develop strategies to attract high quality and highly qualified teachers to high need schools and needs areas. SW 5</li> <li>• Ensure all staff is GT certified by the end of the 2016-17.</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</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Indicator 1. Community and Parent Involvement</b>	<p><b>Indicator 1 Focus Strategies - Community and Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Provide opportunity for parents to learn techniques to assist students will reading and math skills at home. SW 6</li> <li>• Provide opportunities for parents to schedule parent/teacher conferences for the fall and the spring to be fully informed of their child’s educational progress. SW 6</li> <li>• Collaborate with PTO for parent involvement opportunities. SW 6</li> <li>• Communicate with parents GT opportunities and differentiated instruction in the classroom.</li> <li>• Provide opportunities for parents to give input regarding academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title 1 Program. SW 6</li> </ul>
<b>Indicator 2. Second Language Acquisition</b>	<p><b>Indicator 2 Focus Strategies - Second Language Acquisition</b></p> <ul style="list-style-type: none"> <li>• Focus on building vocabulary with 7 Steps to a Language Rich Environment.</li> <li>• Follow CISD Bilingual early exit model.</li> <li>• Monitoring progress with ELL nine weeks report cards and TELPAS.</li> </ul>
<b>Indicator 3. Digital Learning</b>	<p><b>Indicator 3 Focus Strategies - Digital Learning</b></p> <ul style="list-style-type: none"> <li>• Ensure that each grade level has access to technology to be used in the classroom.</li> <li>• Provide staff development opportunities for teachers to learn ways to enhance learning with technology in the classroom.</li> <li>• Work towards a 2:1 ratio for technology in the classroom.</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 <i>CaSE</i>
<b>Project Manager</b>	Principal

**Goal 4 SAFE SCHOOLS**

<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
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<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct fire, disaster, lock-downs, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the safety of students by requiring all visitors to 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>• Provide staff development opportunities during and after school to enhance technology usage in the classrooms.</li> <li>• Purchasing technology to ensure that students have ample opportunities to incorporate technology into their learning.</li> <li>• Ensure the Technology Applications TEKS are met across the content areas.</li> <li>• Provide students with opportunities to participate in Think Through Math to help close the gaps of learning.</li> <li>• Incorporate Twitter as a personal staff development tool.</li> <li>• Provide an ipad or chromebook cart to be utilized grade specific.</li> <li>• Teachers utilize Class Dojo as reinforcement tool for behavior expectations.</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>			
	General Education Teachers for At-Risk Students	1,312,654	23.00
Closing Performance Gap: Strategy 1, 8	Academic Tutorials	3,105	.10
Closing Performance Gap: Strategy 7	Instructional Materials for At-Risk Students	2,935	.00
Closing Performance Gap: Strategy 7	Tutorial Transportation for At-Risk Students	1,000	.00
	<b>TOTAL SCE</b>	<b>1,319,964</b>	<b>23.10</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>			
Closing Performance Gap: Strategy 2, 4, 8	Instructional Support – Instructional Coaches/Teachers	66,550	1.00
Closing Performance Gap: Strategy 2, 4, 8	Instructional Support – Paraprofessionals	19,074	1.00
Technology: Strategy 2-6 Math: Strategy 2	Technology	5,000	.00
	Software License Renewal	3,000	.00
Closing Performance Gap:	Subs for training	5,175	.09
Closing Performance Gap Strategy 1, 8	Tutorials Extra Duty	8,800	.16
	Supplies	15,669	.00
	Healthy Snacks Tutorials	250	.00
Closing Performance Gap:	Parent Involvement	3,187	.00
	<b>TOTAL Title IA</b>	<b>126,705</b>	<b>2.25</b>
<b>Title III LEP</b>			
Closing Performance Gap: 1, 8	Extra Duty Tutorials	\$1,000	.01
Technology: Strategy 2-6 Math: Strategy 2	Technology	500	.00
Closing Performance Gap: Strategy 7	Books	200	.00
Closing Performance Gap: Strategy 7	General Supplies	550	.00
	<b>TOTAL Title III LEP</b>	<b>2,250</b>	<b>.01</b>