

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Patterson**

**Rating: Met Standard**

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

**Patterson 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.
- *Post-secondary 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, 84% of All students combined over all subject areas met Level II standard. In 2021-2022, 88% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 88% 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 96.5% to 97.1%</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> <li>• Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> <li>• Provide new student registration for incoming students. SW 7</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7</li> <li>• Provide RtI through Tier I research based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9</li> <li>• Provide fourth grade teachers with coaching staff to focus on personal narrative and expository writing along with effective teaching of revising and editing. SW 4</li> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. SW 3</li> <li>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualification of teachers by providing opportunities to attend workshops and training sessions. SW 3, 5</li> </ul>
<b>INDEX 2: STUDENT PROGRESS</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b></p>

<b>OBJECTIVES</b>	<p><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></p> <p>In 2015-2016, the Index 2 Score was 43.  <b>In 2016-2017, the Index 2 Score will be 48.</b></p> <p><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>• 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> <li>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students</li> <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> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction. Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.</li> <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> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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.</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</li> <li>• 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> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• 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>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process</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></p> <p>In 2015-2016, the Index 3 Score was 54 and included the student groups of Eco Dis, Hispanic, and White  <b>In 2016-2017, the Index 3 Score will be 59 and will include the student groups of Eco Dis, Hispanic and White.</b></p>

	<p><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>• As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week etc.</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. (DSG)</li> <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> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 77% of Eco Dis students, 79% of Hispanic student group, and 84% of White student group met Level II standard. In addition, 20% of Eco Dis students, 19% of Hispanic student group, and 29% of White student group met Level III standard.</p> <p><b>In 2016-17 80% of Eco Dis students, 84% of Hispanic student group, and 88% of White student group will meet Level II standard. In addition, 23% of Eco Dis students, 22% of Hispanic student group, and 33% of White student group will meet Level III standard.</b></p> <p>Target Reading Reporting Category: Reporting Category 1 Hispanic, White, Eco Dis. Reporting Category 2 Hispanic, White, Eco Dis. Reporting Category 3 Hispanic, White, Eco Dis.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students.</li> <li>• The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education. (DSG)</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training</li> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• Implementation of long-term ELL frameworks such as Siedlitz’s 7 Steps to a Language Rich Instructional Classroom and English 3D.</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 77% of Eco Dis students, 75% of Hispanic student group, and 84% of White student group met Level II standard. In addition, 7% of Eco Dis students, 9% of Hispanic student group, and 18% of White student group met Level III standard.</p> <p><b>In 2016-17, 80% of Eco Dis students, 78% of Hispanic student group, and 87% of White student group will meet Level II standard. In addition, 9% of Eco Dis students, 11% of Hispanic student group, and 20% of White student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 1 The ability to compose a variety of written texts with a clear; central idea;</p>

	coherent organization; sufficient development; and effective use of language and conventions.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices</li> <li>Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 88% of Eco Dis students, 90% of Hispanic student group, and 91% of White student group met Level II standard. In addition, 29% of Eco Dis students, 34% of Hispanic student group, and 32% of White student group met Level III standard.</p> <p><b>In 2016-17 90% of Eco Dis students, 92% of Hispanic student group, and 93% of White student group will meet Level II standard. In addition, 32% of Eco Dis students, 36 % of Hispanic student group, and 35% of White student group will meet Level III standard.</b></p> <p>Target Reporting Category 2: Computations and Algebraic Relations</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.</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>Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>Provide staff development and follow through for all math teachers in grades K – 12 on the implementation of the new mathematics TEKS.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% 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>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 collaboration 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 research-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> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 81% of Eco Dis students and 81% of Hispanic student group met Level II standard. In addition, 10% of Eco Dis students and 10% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 86% of Eco Dis students and 86% of Hispanic student group will meet Level II standard. In addition, 13% of Eco Dis students and 13% of Hispanic student group will meet Level III standard; 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</b></p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>Ensure that teachers require all students utilize a science interactive notebook as part of their learning process</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% 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>Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)</b>	
<b>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 51% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments.</p> <p><b>In 2016-2017 55% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 96.5% to 97.1%</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>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Maintain a rigorous curriculum that meets diverse student needs.</li> <li>Communicate attendance laws to parents and reinforce the importance of regular school attendance.</li> <li>Provide incentives to students who maintain perfect attendance/no tardies each month and at the end of the school year.</li> <li>Provide attendance incentives on Monday and Friday of each week.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III
<b>Additional Resources</b>	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</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

<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 professionals 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 sessions as well as opportunities for obtaining needed certifications.</li> <li>Provide opportunities for teachers to attend specified training to maintain/obtain HQ status in the areas of particular need (GT, ESL, Dyslexia, etc.). SW 3</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>
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<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 Parent and Community Involvement</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• Provide opportunities to parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. SW 6</li> <li>• Provide new student registration for incoming students. SW 7</li> </ul> <p><b>Indicator 2 Second Language Acquisition</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6</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> </ul> <p><b>Indicator 3 Dropout Prevention</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. SW 6</li> <li>• Hold weekly team meetings to ensure teacher collaboration within each department/grade.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>
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<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>• Conduct fire, disaster, lock-down, evacuation, 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</li> </ul>

	<p>the Safe School Plan.</p> <ul style="list-style-type: none"> <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>• Ensure the safety of students with secure front doors that remain locked during school hours.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas. Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Provide staff development on integration of technology across the curriculum.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Utilize intervention and academic support software to provide additional learning opportunities for students.</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>			
Closing Performance Gaps: Strategy 1, 2, 4	Academic Tutorials	13,320	.24
Closing Performance Gaps: Strategy 1, 2, 3, 7,8	General Education Teachers for At-Risk Students	1,012,940	19.00
	<b>TOTAL SCE</b>	<b>1,026,260</b>	<b>19.24</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Student Progress: Reading Strategies 1,2 3,4 Writing strategies: 1,2,3 Math Strategies: 1,2,3	Instructional Support – Instructional Coaches/Teachers	131,621	2.00
Student Achievement : 6 Student Progress: Reading Strategy 1,2,3 Writing Strategy 1,2 Math Strategy 1,2, 3	Instructional Support – Paraprofessionals	43,421	2.00
Technology: Strategy 5,6	Technology	4,911	.00
Student Progress Math Strategies: 1,2,3 Reading Strategy 1,2,3,4	Instructional Materials	36,985	.00
Closing Gaps: Strategy 7,8	Staff Development	5,500	.00
Closing Gaps: Strategy 1	Subs and Extra Duty Tutorials	29,506	.53
Parent and Community Strategy 1-3	Parent Involvement	3,187	.00
	<b>TOTAL Title IA</b>	<b>255,131</b>	<b>4.53</b>
<b>Title III LEP</b>			
Closing Performance Gaps: Strategy 1	Extra Duty Tutorials	2,500	.05
Technology Strategy 1	Technology	2,000	.00
Closing Performance Gaps: Strategy 3	Books	500	.00
<b>Closing Performance Gaps: Reading Strategy 6</b>	Instructional Materials	<b>1,500</b>	<b>.00</b>
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.05</b>