

**Campus Improvement Plan  
2017-2018  
Elementary/Intermediate Campus: Anderson Elementary  
Rating: Met Standard**

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

*Anderson 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>STUDENT ACHIEVEMENT OBJECTIVES</b>	<p><b>Student Achievement - All Students/All Subjects</b> Performance in 2016-2017 75% Approaching Grade Level Standards Goal for 2017-2018 79% 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, and Math.</li> </ul>
<b>STUDENT PROGRESS OBJECTIVES</b>	<p><b>Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, SpEd; weighted progress – All Students/All Subjects</b> Performance in 2016-2017 69% of students who met Expected or Accelerated Growth measures. 37% of students who met Accelerated Growth measures only. Goal for 2017-2018 74% of students who will meet Expected or Accelerated Growth measures. 40% of students who 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>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of</li> </ul>

	<p>Tier I best practices.</p> <ul style="list-style-type: none"> <li>• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.”</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>• Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> <li>• Collaboration of professional development between ELA and Bilingual/ESL departments</li> <li>• Bilingual focus on early native language literacy skills.</li> <li>• Provide intensive, systematic, researched-based reading and math instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk 504 and special education students during the school day for both Math and Reading. Campus Safeguard (CSG)</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-4 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- 4 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>• Focus on evidence based best practices specifically for serving students with disabilities.</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>• Work staff in PLCs to analyze data to increase achievement and raise final level II passing rates.</li> <li>• Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> <li>• Collaboration of professional development between ELA and Bilingual/ESL departments</li> <li>• Bilingual focus on supporting both English and Spanish writers in grades 2-4</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <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>• Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.</li> <li>• Provide strategies and staff development in the use of components of CISD Solves (Math Review/Mental Math, Poster Method, and Fluency).</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 4.</li> <li>• Work staff in PLCs to analyze data to increase achievement and raise final level II passing rates.</li> <li>• 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>• Provide intensive, systematic, researched-based reading and math instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk 504 and special education students during the school day for both Math and Reading. Campus Safeguard (CSG)</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>• Implement the Interactive Student Notebook K-4.</li> <li>• Design units based on enduring understandings that answer essential questions.</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>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>• Improve vocabulary building in Science through Science Interactive Word Walls, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook 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>• Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.</li> <li>• Robotics classroom. Extra academic classes for 3rd and 4th graders.</li> </ul>
<p><b>CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<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  48% scored Mastering Grade Level Standards  Goal for 2017-2018:  78% will score Approaching Grade Level Standards  54% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  68% scored Approaching Grade Level Standards  28% scored Mastering Grade Level Standards  Goal for 2017-2018:  72% will score Approaching Grade Level Standards  34% 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 intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide mentors to targeted at-risk students.</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 collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</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 describes the specially designed instruction necessary as a result of the student's disability related needs.</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>• Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.</li> <li>• Ensure that strategies for implementation of Section 504 plans are monitored.</li> <li>• 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</li> </ul>

	<p>academic needs of students with disabilities in all content areas. District Safeguard (DSG)</p> <ul style="list-style-type: none"> <li>• Provide visits to feeder intermediate campuses to ensure students experience smooth transition.</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>• As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risks students.</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> <li>• Provide intensive, systematic, researched-based reading and math instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk 504 and special education students during the school day for both Math and Reading. Campus Safeguard (CSG)</li> </ul>
<p><b>READING</b> <b>Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b> Performance in 2016-2017: 68% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 72% will score Approaching Grade Level Standards 29% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 70% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards Goal for 2017-2018: 74% will score Approaching Grade Level Standards 31% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 1,2,3 – 3<sup>rd</sup> &amp; 4<sup>th</sup> grade Hispanic, African American, White, Eco Dis, SpEd, LEP</p> <p>Reading Performance Safeguard Target: Hispanic, Eco Dis, Special Ed, ELL</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Bilingual focus on early native language literacy skills.</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>• Focus on effective evidence based reading strategies for struggling readers through the resources of the Literacy Teacher’s Playbook K-2 and 3-5 and Reading Strategies by Jennifer Serravallo</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students.</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</li> </ul>

	<p>develop listening, speaking reading, and writing for ELLs. (DSG)</p> <ul style="list-style-type: none"> <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>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  73% scored Approaching Grade Level Standards  9% scored Mastering Grade Level Standards  Goal for 2017-2018:  78% will score Approaching Grade Level Standards  13% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  72% scored Approaching Grade Level Standards  14% scored Mastering Grade Level Standards  Goal for 2017-2018:  77% will score Approaching Grade Level Standards  20% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 1,2,3 – 4<sup>th</sup> grade Hispanic, African American, White, Eco Dis, Sped, ELL  Writing Performance Safeguard Target: Hispanic and ELL</p>
<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</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>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>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  78% scored Approaching Grade Level Standards  34% scored Mastering Grade Level Standards  Goal for 2017-2018:  85% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  81% scored Approaching Grade Level Standards  35% scored Mastering Grade Level Standards  Goal for 2017-2018:  86% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Target: Reporting Category: 1,2,3 &amp; 4 – 3<sup>rd</sup> &amp; 4<sup>th</sup> grade Hispanic, African American, White, Eco Dis, Sped, ELL  Math Performance Safeguard Target: 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,</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.</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>• 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>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• 83% of all students will meet or exceed their personal Healthy Fitness Zone standards.</li> </ul>
<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/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<p><b>POST-SECONDARY READINESS</b> Attendance rate will increase from 96.57% in 2016/17 to 97.3% in 2017/18.</p> <p><b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b> <i>50% or more of indicators will be in top quartile in ELA/Reading and Math</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% or more of indicators will be in top quartile</i></p> <p><b>Grade 3-12 Safeguard Indicators</b> Safeguard Target for Participation Rate (if applicable): 95% all subgroups 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>• Monitor ELL, Special Education, and At-Risk students.</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> <li>• Provide college readiness information and opportunities to all stakeholders.</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 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
<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>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</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 stipends for critical staff for bilingual assessment and self-contained special education settings.</li> <li>Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</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 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.</li> <li>Provide new student registration for incoming students.</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, AP and Counselor

<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>• 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>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> <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 the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</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, AP and Counselor

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I, Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<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**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
	General Education Teachers for At-Risk Students	639,087	11.00
Student Progress: Reading Strategies 1, 2, 6 Math Strategies 1, 6 Program Focus: Special Populations 1 and 8 Reading Strategy 5	Instructional Materials for At-Risk Students	12,776	.00
	<b>TOTAL SCE</b>	<b>651,863</b>	<b>11.00</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title IA</b>			
Student Progress: Reading Strategies 2,3,4,5,6 Writing Strategies 3, 4, 5, 6 Math Strategies 1,2,3,4,5,6	Instructional Support – Instructional Coaches/Teachers	113,540	2.00
Student Achievement 3 Student Progress: Reading Strategy 6, Writing Strategy 7, Math Strategy 6	Instructional Support – Paraprofessionals	60,403	3.00
Closing Performance Gaps: Special Populations Strategy 1	Academic Tutorials Extra Duty	13,200	.24
Student Progress: Reading Strategy 6, Writing Strategy 7, Math Strategy 6	Substitutes for Professional Development	3,105	.06
Student Progress: Reading Strategies 1, 2, 6 Math Strategies 1, 6 Program Focus: Special Populations 1 and 8 Reading Strategy 5	Instructional Materials	9,929	.00
Parents and Community: Indicator 1 Community and Parent Involvement Strategy 2,3	Parent Involvement	2,985	.00
	<b>TOTAL Title IA</b>	<b>203,162</b>	<b>5.30</b>
<b>Title III LEP</b>			
Closing Performance Gaps: Special Populations Strategy 1	Academic Tutorials Extra Duty	2,500	.04
Technology Strategy 1, 3, 4	Technology	2,000	.00
Closing Performance Gaps: Reading Strategy 5	Books	500	.00
Student Progress: Reading Strategies 1, 2, 6 Math Strategies 1, 6 Program Focus: Special Populations 1 and 8 Reading Strategy 5	Instructional Materials	1,500	.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.04</b>