

District Improvement Plan 2018-2019

Rating: Met Standard

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN I OBJECTIVES: All students/all subjects combined

2017-2018 Performance	2018-2019 Goals (All students combined)
85% Approaching Grade Level Standards	90% Approaching Grade Level Standards
62% Meeting Grade Level Standards	67% Meeting Grade Level Standards
34% Mastering Grade Level Standards	39% Mastering Grade Level Standards

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math; all students, seven racial/ethnic groups, ELL, SpEd; weighted progress

2017-2018 Performance	All Students	Reading	Math
Met Expected or Accelerated Growth measure	67%	66%	69%
Met Accelerated Growth measure only	24%	22%	26%
2018-2019 Goals	All Students	Reading	Math
Will meet Expected or Accelerated Growth measure	72%	71%	74%
Will meet Accelerated Growth measure only	29%	27%	31%

FEDERAL ACCOUNTABILITY: CLOSING THE GAPS

Support Area	District Target Student Groups
Academic Achievement in Reading	
Academic Achievement in Math	
Growth in Reading	Pacific Islander
Growth in Math	
Graduation Rate	African American, Economically Disadvantaged, English Learners, Special Education

Support Area	District Target Student Groups
English Language Proficiency	
Student Success	
School Quality	Special Education

DOMAIN III: CLOSING THE GAPS - Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).

DOMAIN III OBJECTIVES: Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, Eco Dis, SpEd, former SpEd, Current and monitored ELLs (through year 4), Continuously and Non-Continuously enrolled.

2017-2018 Performance:

Economically Disadvantaged Students

74% scored Approaching Grade Level Standards

17% scored Mastering Grade Level Standards

Focus Student Group: EL Current

61% scored Approaching Grade Level Standards

8% scored Mastering Grade Level Standards

Focus Student Group: SpEd Current

49% scored Approaching Grade Level Standards

9% scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

79% will score Approaching Grade Level Standards

22% will score Mastering Grade Level Standards

Focus Student Group: EL Current

66% will score Approaching Grade Level Standards

13% will score Mastering Grade Level Standards

Focus Student Group: SpEd Current

54% will score Approaching Grade Level Standards

14% will score Mastering Grade Level Standards

READING/ELA

2017-2018 Performance:

Economically Disadvantaged Students

70% scored Approaching Grade Level Standards

14% scored Mastering Grade Level Standards

Focus Student Group: EL Current

54% scored Approaching Grade Level Standards

6% scored Mastering Grade Level Standards

Focus Student Group: SpEd Current

43% scored Approaching Grade Level Standards

8% scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

75% will score Approaching Grade Level Standards

19% will score Mastering Grade Level Standards

Focus Student Group: EL Current

59% will score Approaching Grade Level Standards

11% will score Mastering Grade Level Standards

Focus Student Group: SpEd Current

48% will score Approaching Grade Level Standards

13% will score Mastering Grade Level Standards

TARGET/FOCUS:

- Re-examine effectiveness of small group instruction, including Guided Reading, through an in-depth examination of classroom practices.
- Focus on the critical role of accessible texts and the expert teaching in the process of reading.

- Focus on teaching in genres for an in-depth understanding, the implementation of teaching fiction and nonfiction, and text bridging reading with writing.
- Focus on higher levels of questioning and critical thinking.

READING/ELA CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Provide support of Tier I Differentiated Instruction through modeling and training of best practices such as levels of questions and critical thinking.
- Provide staff development and planning support to increase quality instructional practices to grow readers by deepening teacher understanding.
- Provide training on using literacy assessments to gather data to guide small group (Guided Reading) instruction.
- Instructional Coaches will provide campus-based trainings throughout the school year, targeting current best practices in the teaching of reading.
- Professional development will demonstrate collaboration between ELA, SLA, Bilingual/ESL and Special Education departments.
- Support the inclusion of student choice in book selection to foster independent reading and increase reading capacity.
- Integrate specially designed instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.

WRITING

2017-2018 Performance:

Economically Disadvantaged Students

58% scored Approaching Grade Level Standards

7% scored Mastering Grade Level Standards

Focus Student Group: EL Current

42% scored Approaching Grade Level Standards

3% scored Mastering Grade Level Standards

Focus Student Group: SpEd Current

33% scored Approaching Grade Level Standards

5% scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

63% will score Approaching Grade Level Standards

12% will score Mastering Grade Level Standards

Focus Student Group: EL Current

47% will score Approaching Grade Level Standards

8% will score Mastering Grade Level Standards

Focus Student Group: SpEd Current

38% will score Approaching Grade Level Standards

10% will score Mastering Grade Level Standards

TARGET/FOCUS:

- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.
- Maintain the vertical alignment of a Writer’s Workshop approach to support the explicit teaching of writing.
- Incorporate strategies within the workshop approach to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic writing.

WRITING CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Staff development will be provided at the Homegrown Writing Institute to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins Units of Study.
- Staff development on the teaching of grammar and revision strategies using research based best practices.
- Provide campus based “customized” writing trainings throughout the school year.
- Professional development will demonstrate collaboration between ELA, SLA, Bilingual/ESL and Special Education departments.

- Professional learning opportunities will be provided to staff on the reciprocity of reading and writing.

MATH

2017-2018 Performance:

Economically Disadvantaged Students

81% scored Approaching Grade Level Standards

20% scored Mastering Grade Level Standards

Focus Student Group: EL Current

76% scored Approaching Grade Level Standards

14% scored Mastering Grade Level Standards

Focus Student Group: SpEd Current

58% scored Approaching Grade Level Standards

10% scored Mastering Grade Level Standards

TARGET/FOCUS:

- 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.
- Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.
- Focus small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes, and the implementation of effective tutorial programs for teachers.

MATH CURRICULUM, INSTRUCTION STRATEGIES AND STAFF DEVELOPMENT

- Provide staff development in the areas of guided math, the use of algebra tiles, and the understanding of the process standards.
- 90 Minutes of Student-Centered Math
- Numberless Word Problems
- Numeracy, Open Question, and all Parallel Tasks
- Math in Action Series
- Integrate specially designed instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.

2018-2019 Goals:

Economically Disadvantaged Students

86% will score Approaching Grade Level Standards

25% will score Mastering Grade Level Standards

Focus Student Group: EL Current

81% will score Approaching Grade Level Standards

19% will score Mastering Grade Level Standards

Focus Student Group: SpEd Current

63% will score Approaching Grade Level Standards

15% will score Mastering Grade Level Standards

SOCIAL STUDIES

2017-2018 Performance:

Economically Disadvantaged Students

77% scored Approaching Grade Level Standards

28% scored Mastering Grade Level Standards

Focus Student Group: EL Current

52% scored Approaching Grade Level Standards

7% scored Mastering Grade Level Standards

Focus Student Group: SpEd Current

52% scored Approaching Grade Level Standards

12% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Integrate content literacy strategies K-12 with Pre-Reading, During Reading, and After Reading support from the Social Studies Strategy Manual.
- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning, and Formative Assessments.
- Assist teachers in designing units based on enduring understandings that answer essential questions.

SOCIAL STUDIES CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Professional learning opportunities will be provided for teachers to develop their understanding of inquiry-based learning.
- Training will be provided in engagement from the Social Studies Model by attending Social Studies Alive! and History Alive!
- Teachers will be provided professional development in “Teaching Social Studies to ELL’s,” a text supported through Seidlitz Education.
- A focused group of teachers have been trained in 7 Steps to a Language-Rich Interactive Classroom and will continue to receive support throughout the year.
- Social Studies will provide strategies for teaching the literacy strand of the Social Studies Processing Standards at Leadership Team Meetings.

SCIENCE

2017-2018 Performance:

Economically Disadvantaged Students

78% scored Approaching Grade Level Standards

17% scored Mastering Grade Level Standards

Focus Student Group: EL Current

59% scored Approaching Grade Level Standards

4% scored Mastering Grade Level Standards

Focus Student Group: SpEd Current

53% scored Approaching Grade Level Standards

9% scored Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

82% will score Approaching Grade Level Standards

33% will score Mastering Grade Level Standards

Focus Student Group: EL Current

57% will score Approaching Grade Level Standards

12% will score Mastering Grade Level Standards

Focus Student Group: SpEd Current

57% will score Approaching Grade Level Standards

17% will score Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

83% will score Approaching Grade Level Standards

22% will score Mastering Grade Level Standards

Focus Student Group: EL Current

64% will score Approaching Grade Level Standards

9% will score Mastering Grade Level Standards

Focus Student Group: SpEd Current

58% will score Approaching Grade Level Standards

14% will score Mastering Grade Level Standards

TARGET/FOCUS:

- Provide support for teachers as they improve vocabulary building in Science through Science Interactive Word Walls and the use of Marzano Words identified in the Scope and Sequences.
- Provide support for teachers as they work to build student critical thinking skills using CERs (Claim, Evidence, Reasoning).
- Provide gifted services, to identified students that deliver challenging learning experiences with depth and complexity and result in the creation of advanced-level products.

SCIENCE CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Provide professional learning opportunities on Science Interactive Word Walls to science teachers.
- Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction.
- Science Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool professional learning opportunities.
- Professional learning opportunities will be provided by a Science Instructional Coach in the area of common assessment writing during teacher planning meetings.
- Provide professional learning opportunities to support teachers as they work to build student critical thinking skills using CERs (Claim, Evidence, Reasoning).
- The Science Department will oversee the completion of the online TEA Science Safety course by all secondary science teachers.
- Staff development will be provided on increasing student engagement in the science classroom using the Eric Jensen book, *Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement*.

PHYSICAL EDUCATION AND HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of two Healthy Fitness Zone standard, as measured by the FitnessGram assessment

HEALTH CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Provide instruction that allows students Moderate to Vigorous Physical Activity (MVPA) 70% of class time.
- Provide students with relevant curriculum on the dangers of vaping.
- Provide students with relevant curriculum on the risk factors of substance abuse and distracted driving.
- Assess student's Health-Related fitness biannually using the FitnessGram assessment.

AT-RISK AND SPECIAL POPULATIONS

STRATEGIES AND STAFF DEVELOPMENT – (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Provide intensive, systematic tutoring for identified at-risk students during the day, after school, and summer school (providing transportation if needed).
- Provide mentors to targeted at-risk students.
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure EL students receive appropriate English language acquisition and sheltered instruction.
- Ensure language development of EL students through effective ELPS implementation in content instruction.
- Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.
- Provide educational options for students who are overage, need to recover credits, and students who can benefit from accelerated instruction.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Ensure students are in attendance during the assessment windows.
- Provide additional support to students who are pregnant, students who are parents, homeless families, EL, special education, and migrant families to ensure students are provided differentiated educational opportunities.
- Promote students as "Future CISD High School Students" through activities within feeder and district, including: football games, pep rallies, student visits, parades, "Education: Generation Texas Week", etc.

- Provide visits to feeder campuses to ensure students experience a smooth transition.
- Provide on-going, job embedded staff development by district coaches to campus teachers and instructional coaches to build capacity and strengthen CISD best practices.
- Provide new student registration for incoming students to ensure students and families have all the needed information.
- Utilize research based instructional strategies and materials to meet the unique needs of students who are at-risk.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

ALL CAMPUSES

- Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.
- Attendance rate will increase from 96.38 % in 2017-2018 to 97.0% in 2018-2019

3-8 CAMPUSES

- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics
- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)

HIGH SCHOOL CAMPUSES

The best of the 4-year, 5-year or 6-year State Graduation rates is used for Domain I: All students, 7 race/ethnic groups, SpEd, and EL. The best of these graduation rates for the 2017 graduates was the 6-year rate at 97.4%.

Goal for 2018 graduates: The best of the 3 rates will increase from 97.4% to 97.5%

COLLEGE, CAREER, AND MILITARY READY GRADUATES:

- Satisfy the TSI requirement on TSIA, SAT or ACT in both ELA and math or successfully completing and earning credit for a college prep course as defined.
- Met criterion score on an AP-exam in any subject (3, 4 or 5).
- Earned dual course credits for at least 3 hours in ELA and Mathematics or 9 hours in any subject.
- Earned an industry-based certification from approved list.
- Earned an associate’s degree while in high school.
- Graduated with completed IEP and Workforce Readiness (graduation type code 04, 05, 54, or 55)
- Enlisted in the U.S. Armed Forces.
- CTE coherent sequence graduates with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit).

MEET ELIGIBLE CAMPUS ACADEMIC ACHIEVEMENT DISTINCTION DESIGNATIONS (AADD)

Elementary, Intermediate, Jr. High and High School Campuses

- 55% of indicators will be in top quartile

DROPOUT PREVENTION PROGRAM

- Campus staff will seek assistance from the Office of Dropout Prevention before assigning a dropout withdrawal code to a student who is at-risk.

ATTENDANCE

- Campus administration will utilize the District’s Attendance Specialist as a liaison between the campus and the court system.
- Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.
- Campus staff will utilize the Dropout Prevention Department for attendance interventions designed to lower the number of unexcused absences.

COLLEGE READINESS/ADVANCED COURSES

- Ensure Advanced Placement and Pre-Advanced Placement course offerings are available and communicated to all students and student groups.
- Utilize the AP Potential Report to recruit underrepresented student groups for AP courses.
- Promote and monitor progress in dual credit courses through a collaborative agreement with Lone Star College Montgomery.
- Increase the number of students taking AP Exams.

GRADUATION PLANS

- Monitor EL, Special Education, and CTE 4-year graduation plans.
- Provide increased awareness of CTE Endorsements and Career Pathways for all students.

COLLEGE ADMISSIONS AND READINESS

- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Expand SAT preparation courses for high school students.
- Increase college readiness awareness and CCR course enrollment in junior high schools.
- Build rapport with junior high schools to increase college readiness awareness.
- Increase the percentage of 11th graders scoring at or above the TSI College readiness standards (writing score of 340 with a minimum of 4 on essay, a minimum Reading score of 351, and minimum Math TSI standard score of 350).
- Offer College Prep Math and English 4 College Prep on each campus for graduating seniors to increase their college readiness which will satisfy the TSI college ready exam (student must score a “C” or better).
- Provide leadership, training, and follow-through on the implementation of certification and licensing opportunities for students.
- Provide leadership, training, and follow-through on the implementation of the certification and licensing reporting system for CTE teachers.
- Ensure the CTE TEKS are met and core content area TEKS are imbedded within CTE courses.
- Provide hands-on training in use of industry standard hardware and software and equipment.
- Provide staff development on certification testing across the curriculum.
- Ensure staff and students utilize industry standard equipment and software as resources within curriculum and assessment.
- Build teacher capacity to fully implement certification options within the instructional setting.
- Provide meaningful opportunities for students to access certification standards for learning.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

High School Allotment Funds

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, *Logramos*

Systems: View It, Eduphoria, Dashboard

Campus Improvement Plans

Hobson’s Naviance Student (researching and planning college and career options)

Road Trip Nation

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

Staff Development: track number attending per campus; target for specific campus needs

Content Leadership Team Meetings: track meeting attendance by campus (# general, special, and bilingual/ESL teachers) and follow-up campus delivery

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Curriculum, Instruction and Staff Development Department including Reading/ELA, Math, Science, Social Studies, Guidance and Counseling, College Readiness; Advanced Programs; CTE; Federal Programs; Dropout Prevention; Gifted & Talented, Bilingual/ESL; Student Support; Section 504, Dyslexia and Reading Intervention; Early Childhood; Special Education; Assessment, Accountability and Evaluation.

Goal 2: FISCAL RESPONSIBILITY

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Objective 2.1 – Effective and Efficient Use of Financial Resources

Strategies

- Maintain high academic results in a cost effective manner.
- Implement long-range revenue and budget plans.
- Maintain a fund balance of 25%.
- Provide essential positions needed to accommodate growth in student population.
- Provide competitive compensation to attract and maintain quality personnel.
- Monitor and Evaluate possible bond refunding opportunities.

Objective 2.2 – Successful Implementation of Capital Projects

Strategies

- Implement long-range master facilities plan.
- Conduct Bond Program Board Workshop.
- Continue to monitor student growth and adjust implementation timeline for capital projects, as appropriate.
- Working with the CISD Board of Trustees.

Objective 2.3 – Effective and Efficient Operations

Strategies

- Continue implementation of energy management program.
- Continue implementation of operations improvement plans.
- Continue to optimize campus allocations.

Financial Resources

General Fund, Fund Balance, Debt Service Fund, Capital Projects Fund, Special Revenue Funds; Food Service Fund, Instructional Materials Fund

Additional Resources

Conroe ISD Employees

Monitoring Timeline

Formative: November, January, February, April

Summative: July

Formative Evaluation

Financial Reports at Board meetings, Bond Update at Board meetings, Board Workshops

Summative Evaluation

Meet Performance Indicators for FIRST Rating, Texas Smart Schools, ERG and District

Project Manager(s):

Primary: Chief Financial Officer, Deputy Superintendent

Support: Accounting and Business Managers and Director of P&C

Goal 3: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Objective 3.1 – Recruitment of Staff

Strategies

- Ensure the appropriate certification for all professional and paraprofessional staff.
- Increase communication opportunities with high school students, minority candidates, shortage area candidates, professionals, and paraprofessionals through partnerships with area colleges and universities, local Chambers of Commerce, College Educator Preparation Programs, CISD Education Foundation, and College Advisory Board(s).
- Continue to offer, market, and expand the CISD “Grow Our Own” initiative to increase the pool of applicants for bilingual professional positions and special education professional positions.
- Ensure the CISD Recruitment Program is updated and includes revised recruiting materials, a variety of advertising, and training for all recruiters. Provide CISD link to colleges, universities, and education-related professional organizations. Participate in college, university, and ACP Job Fairs to promote District and increase pool of qualified applicants.
- Utilize university and regional service center data to assist in identification of critical certification shortage areas, critical teacher supply areas, and ACP local and state initiatives.
- Participate in Region 4 Human Resources Services Assistance.
- Continue review of compensation incentives to attract applicants from outside CISD, as well as from existing staff.
- Continually study the District’s ability to provide an ethnically and racially diverse staff and continue to develop a pool of minority applicants and shortage area applicants.
- Continue to develop pools of qualified candidates in specialized areas, such as school counselors, academic shortage areas, and other designated pools.
- Coordinate the recruitment, selection, hiring, and campus placement of District pool of bilingual teachers.
- Host the CISD Teacher Job Fair and the CISD Auxiliary Job Fair to encourage employment in CISD, contingent upon staffing needs.
- Host a fall and spring Student Teacher Reception to encourage professional employment in CISD and build on the pool of qualified substitutes.
- Conduct annual meeting for the Council for Minority Recruitment & Retention.
- Maintain database on student teachers’ placement and develop an evaluation for recruiting purposes.
- Conduct electronic surveys at professional new hire orientation meetings to collect feedback on the CISD recruitment and hiring processes.
- Reward CISD high school graduates returning to the District to teach with a \$100 gift card by tracking and reporting information to the CISD Educational Foundation.
- Continue to provide Sam Houston State University field level experience placement in all areas of CISD.
- Continue to expand HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR’s role as it relates to the principals.

- Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, WinOcular, and Absence Management.
- Coordinate and assist with applicant screening and participate on interview committees.
- Utilize Substitute Orientation meetings as a means to source hard-to-fill teaching positions and increase pool of qualified applicants.
- Continue to enhance social media presence by utilizing Facebook, LinkedIn, Job Boards, and Twitter for recruiting purposes.
- Provide specialized training for campus and District administrators based on current needs.
- Continue to offer visits to college and university campuses to share the benefits of living and working in CISD.
- Continue to provide informational sessions for District paraprofessionals and auxiliary employees who are interested in obtaining their teaching certification.
- Partner with the CISD Educational Foundation by recruiting and screening bilingual and special education para-professionals who wish to pursue a degree in the field of education.
- Utilize current technology to streamline Human Resources processes, such as electronic contracts and letters of reasonable assurance, use of iPads during applicant screening and Skype for interviews.
- Maintain and update the Human Resources website to provide ease of access to pertinent information and a more attractive, modern layout for prospective employees.
- Collaborate with the high school campus sponsors of the Texas Association of Future Educators (TAFE) organization to promote interest in the field of education among high school students in Conroe ISD.
- Partner with Sam Houston State University by participating in their “Grow Your Own” teaching camp for high school students wanting to become education majors.

Objective 3.2 – Staff Development

Strategies

- Provide professional learning opportunities and support for beginning teachers through The Novice Teacher Academy (NTA) for novice teachers with 0-1 years’ experience.
- Continue to offer and participate in the Leadership Cooperative Training Series to develop leadership skills in current positions or in preparation to become assistant principals, curriculum coordinators, counselors, diagnosticians, specialists or other leadership roles.
- Participate in Leadership Cooperative in which identified staff can further develop their leadership capacity for current and future opportunities.
- Support cohorts with universities to develop Master of Education and Doctoral programs for professional staff members.
- Assist employees by providing content area materials to any CISD employee for assistance with passing the appropriate TExES exams.
- Continue to provide programs/scholarships to assist instructional aides in becoming certified teachers in shortage areas.
- Offer 2-day TExES ESL preparation workshop to CISD teachers seeking ESL endorsement.
- Provide partial reimbursement to teachers who add the ESL endorsement to their teaching certificate.
- Provide a pre-screening interview process for bilingual teacher applicants to verify the quality of language proficiency.
- Provide updated information and materials to teachers and administrators regarding implementation, transition, and general requirements of T-TESS and SLOs.
- Create professional learning modules that can be completed online to reduce the amount of time taken away from instruction on campuses.

Objective 3.3 – Retention of Staff

Strategies

- Maintain a level of competitive salaries.
- Provide a benefits package to employees that is comparable to or better than that of our peer districts and provide access to the Conroe ISD Employee Health and Wellness Centers at reduced costs.
- Provide option for employees to participate in a comprehensive Employee Wellness Program, and host the annual Health Fair, which helps connect employees with health and wellness related providers in the community.
- Conduct regular Substitute Feedback and Satisfaction Surveys.
- Retention of Novice Teacher Academy Participants ranges 90% or above.

- Greet new CISD teachers at the District’s New Teacher Staff Development Sessions (An Intro to CISD) to encourage professional relationships with new staff.
- Summarize and analyze professional turnover based on yearly data to identify trends.
- Create an exit survey which will be designed to help the District recognize patterns in turnover in order to make positive changes to reduce attrition.

Financial Resources

General Operating, Title Funds, IDEA, Part B

Additional Resources

Technology, Area colleges and universities, Advisory Boards, Chambers of Commerce, Region Service Centers, Employee Benefits Committee, Principals, Central Office Staff, CISD Mentor Teachers, Sam Houston State University, Student Teacher Supervisors, CISD Education Foundation, CISD High Schools, Human Resources Data

Monitoring Timeline

Formative: November, January

Summative: July

Formative Evaluation

Position Control reports, Human Resources reports to CISD Board (at Board meetings and workshops), Agendas and data for Council for Minority Recruitment & Retention, Recruiting reports, University and Regional Service Center partnership meetings, Training and staff development agendas/reports, NTA agendas, TASB Salary Survey, Professional New Hire Surveys, Student Teacher Surveys, Employee Exit Surveys, Substitute Feedback and Satisfaction Surveys

Summative Evaluation

Meet Performance Indicators for TAPR, ESSA, and District

Project Managers

Director of Human Resources, Assistant Director of Human Resource, Coordinator of Human Resources, Recruitment/Retention Specialist, Bilingual/ESL Coordinator, Director of Curriculum, Instruction, & Staff Development, and NTA Facilitators

Goal 4: PARENTS AND COMMUNITY

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Objective 4.1 – Parent and Family Involvement

Strategies

- Retain CISD parent and community outreach programs to support the educational achievement of CISD students (ex: CISD Newcomer Center, parent education classes, parent technology classes, parent center at county library, GED classes, Hispanic Parent Nights, Parent Orientation sessions in Spanish, Family Learning Nights, Dyslexia Information sessions, on-line parent sessions to support accelerated math).
- Facilitate education sessions for parents at various community/campus locations in order to address a variety of topics including study skills, child development, support programs within CISD, curriculum, assessment, etc.
- Maintain the Parent Resource Center, with English and Spanish support, for parents of students with disabilities to provide information on CISD procedures, programs, resources, and contacts.
- Continue to provide the Transition and Resource Fair for students with disabilities.
- Host Early Childhood Fair to support young learners and bring awareness to the program.
- Facilitate parent information sessions and collect input regarding rezoning process for new K-6 campus opening August of 2019.
- Utilize parent committees to develop bond priorities.
- Provide opportunities for families to be engaged in academic events.
- Provide opportunities for parents to participate in shared decision making at the campus level and district level.

Objective 4.2 – Community and Business Partnerships

- Develop and expand CISD CTE partnerships with community agencies, businesses, industry organizations, and governmental agencies to increase job shadowing and internship opportunities for CISD students.
- Continue the development and distribution of the Student Activity Guide to better inform parents about non-school activities available to their students throughout the District.
- Continue to host CTE Career Expo to encourage business, community and parental involvement in career planning for CISD students.
- Host a New Teacher Vendor Fair for community businesses and organizations.
- Continue support of Junior Achievement partnership.
- Launch partnership with Tri-County Behavioral Healthcare to provide mental health and crisis services on two campuses: Armstrong and Grangerland.
- Expand partnership with Lone Star Family Health Services to provide dental care at the Grangerland clinic.

Financial Resources

General Operating, Title Funds, IDEA, Part B

Additional Resources

Technology, Education for Tomorrow Alliance, Junior Achievement, Conroe ISD Web Page

Monitoring Timeline

Formative: November, January

Summative: July

Formative Evaluation

Web posting of communications, current information, student pictures, and events; minutes of district meetings posted on website; distribution of Student Activity Guide; district brochures and informative literature; record of business and community partners; record of flyers posted on website

Summative Evaluation

Meet Performance Indicators for District

Project Managers

Deputy Superintendent

Assistant Superintendents, Principals, Director of Communications, Director of Community Outreach and Drop Out Prevention, Director of Special Education, Director of Federal Programs, Coordinator of Guidance and Counseling, Coordinator of PE/Health, College Readiness Specialist

Goal 5: SAFE SCHOOLS

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Objective 5.1 – Implement Safe Schools Plan

Strategies

- Maintain the CISD Safe Schools Committee and the Campus/Departmental Emergency Operations Team to review and make recommendations for the Safe Schools Plan.
- Ensure that the CISD Safe Schools Plan addresses the areas of mitigation/prevention, preparedness, response, and recovery, as well as safety control, crisis management, facilities management, environmental control, transportation services, and health services.
- Conduct a Safe Schools Audit on each campus and District facility every three years making recommendations for improvements.
- Update students, parents, faculty, and staff annually on the CISD Student Code of Conduct as required.
- Implement the inclement weather/disaster/emergency procedures/continuation of operations for CISD campuses and facilities.

- Implement a CISD Multi-Hazard Emergency Operations Plan, including command management, preparedness, resource management, communications and information management, supporting technologies, ongoing management and maintenance, as well as suicide prevention, conflict resolution, and violence prevention.
- Implement the Standard Response Protocol. This includes use of the following vocabulary used with first responders: Lockout, Lockdown, Evacuate, and Shelter.
- Continue to improve campus safety and security through implementation of 2015 Bond projects and new projects from other revenue sources: burglar and surveillance systems; controlled access entrances; IP phone and intercom systems; fire alarm system replacements; exterior lighting improvements; visitor ID software.
- Make recommendations for campus safety for all new campuses and new construction. Develop District standards regarding video cameras, controlled access, and communication systems.
- Involve parents and community members to support a safe school environment.
- Involve students, at appropriate grade levels, in campus safety committee meetings.
- Provide training to District staff members to support the development of emergency operations and to assist building leaders with Emergency Incident Command.
- Coordinate Emergency Operations Plans with local emergency management agencies.
- As required by HB 1942, the following CISD Board Policies relate to bullying: FDB; FO; FFH; FFI; FNC; FNG; and FOF. Procedures addressing bullying are located on the CISD website. In addition, staff development regarding bullying has been provided to all campus teachers and administrators through the August 2018, online Safe Schools Training. District policies and procedures will be reviewed and revised, if appropriate, to ensure compliance with the new legislation.
- Provide additional support for students by adding an Licensed Professional Counselor.
- Provide additional support to campuses with additional police officers.
- Develop a Special Threat Response Plan in coordination with the Montgomery County Office of Emergency Management and the Conroe ISD Police Department.

Objective 5.2 – Provide Resources and Training for Safety and Security

Strategies

- Review and expand educational and support programs that involve student partnerships with campus staff and police officers, including programs on resistance to tobacco, alcohol, and other drugs.
- Provide training for teachers in discipline management, bullying, suicide prevention, conflict resolution, dating violence (CISD Policy FFH Local), violence prevention, sexual abuse of children, “Culture of Kindness”, and Crisis Prevention Intervention (CPI).
- Provide anger management classes for students assigned to Alternative Education Program (AEP).
- Provide C.R.A.S.E. and Emergency Operations Best Practices training for staff.
- Montgomery County Office of Emergency Management Special Threat Response Plan in coordination Conroe ISD Police Department.
- Implement program on the elementary and intermediate campuses to address misbehavior and improve life/coping skills, including the utilization of Differentiating the Environment training, the Texas Behavior Support Initiative (TBSI), and Crisis Prevention Intervention (CPI).
- Continue the implementation of anti-victimization/bullying programs such as Child Lures, Tricounty Behavioral Health Programming, Get Real About Violence, Challenge Day, Why try Curriculum, Yello Dino, Ophelia Project, Rude, Mean, or Bullying, The Safer Side – Stranger Safety, Safe Side, The: Internet Safety, Safe School Ambassadors, PBIS Foundations Proactive and Positive Behavior Support System, Upstander vs. Bystander, The Wise Owl, and Bully Proof.
- Provide random locker searches, walk-through metal detector searches, and canine searches to deter possession of weapons and drugs on campus.
- Promote the KidChat 24-hour phone line to receive and react to information relating to drugs, weapons, fighting, bullying, and other crimes or fear of possible crimes occurring on our campuses.
- Promote and provide training for the Anonymous Alerts mobile app for students and the community to anonymously send in information relating to drugs, weapons, fighting, bullying, and other crimes or fear of possible crimes occurring on our campuses.
- Provide police officers to assist school officials in identifying, documenting, and investigating gang-related incidents and assist local agencies in conducting gang-related investigations involving District students, staff, and property.

- Provide Crisis Response Team training and support on campuses to teachers, counselors, and administration regarding potential crisis situations with students and staff.
- Conduct safety, hazardous materials, blood-borne pathogen, bullying, cyberbullying, online predators, sexual harassment, suicide, and integrated pest management training to all staff members.
- Provide staff training on the Standard Response Protocol.
- Provide access and training to administrators for the Emergency Response Information Portal where campus-based emergency plans, drill, and resources will be kept, maintained, and managed.
- Conduct fire, disaster, lock-downs, evacuation, reverse evacuation, table-top drills, intruder/active shooter drills, reunification and other emergency drills to ensure the effectiveness of Emergency Operations Plans at the District and campus level.
- Provide student/staff awareness programs in sexual abuse and dangers of drugs, alcohol, and tobacco.
- Continue to train staff in CPR and AED procedures.
- Offer internet safety training and sexual abuse awareness training for parents at campus level.
- Ensure that American Disabilities Act (ADA) compliance is achieved as part of the scheduled maintenance and renovation process in all CISD schools and educational programs.
- Provide WeatherSentry SmartPhone access and training to campuses for real-time weather monitoring and alerts.
- Provide professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.
- Provide professional development on a positive, proactive, instructional approach to classroom management through CHAMPS.

Financial Resources

General Operating, Capital Projects Fund, Grants

Additional Resources

Safe Schools Online, Dashboard, School Messenger, NOVA (National Organization of Victim Assistance), MSDS Online, Local Law Enforcement, Fire Departments, Offices of Emergency Management, Samuel McKay Everett Foundation, Montgomery County Crimestoppers, Texas School Safety Center, Texas Attorney General's Office, Kid Chat, Anonymous Alerts, SafePlans/ERIP.

Monitoring Timeline

Formative: November, January

Summative: July

Formative Evaluation

CISD Emergency Operations Plan: procedures for weather, disaster, emergency; CISD Crisis Management Plan; Committee agendas and sign-in sheets; Results of Safe Schools Audits; Record of programs/presentations/trainings for students and staff; Quarterly reports of police activity and safety drills, Anonymous Alerts reports, and Campus Emergency Plan and Drill reports.

Summative Evaluation

Meet Performance Indicators for District

Project Managers

Deputy Superintendent, Assistant Superintendent for Secondary Schools, Assistant Superintendent for Operations, Assistant Superintendent for Elementary Schools, District Safety Coordinator, Chief of CISD Police, Safe Schools Committee, Guidance and Counseling Coordinator.

Goal 6: TECHNOLOGY

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Objective 6.1 – Maximize Teaching and Learning

Technology Literacy Assessment Overall: Students will become proficient in the use of current technology.

Strategies

- Increase student opportunities for utilizing technology across the curriculum areas.
- Think in meaningful ways to use the technology to represent what they know, and as a tool to promote learning and to establish expectations.
- Seamlessly apply technology across all subject and content areas.
- Assure that technology is integral to all subject area instruction.
- Within each grade level cluster, all Technology Applications TEKS are met.
 - a. Create and integrate lessons which include TEKS-based content, resources, and learning activities;
 - b. Provide access to online-curriculum as appropriate.
- Utilize technology as a tool for information management, problem solving, and communication.

Objective 6.2 – Enhance Professional Practices

Strategies

- Professional Development training will include:
 - a. integration of technology into teaching and learning;
 - b. strategies to promote the regular creation and communication of new technology-supported learner-centered projects;
 - c. resources to ensure the vertical alignment of Technology Application TEKS;
 - d. resources to provide anytime, anywhere use of online database resources.
- Professional development will focus on the technological capabilities of educators to:
 - a. use technology devices instructionally;
 - b. encourage information literacy skills in their students;
 - c. use collaborative cloud based tools for administrative and instructional tasks;
 - d. use learning management system (LMS) to assist in anytime learning;
 - e. teach students to use the internet safely.
- Professional development will focus on the leadership capabilities of administrators to:
 - a. recognize and identify exemplary use of technology in instruction;
 - b. demonstrate and model use of technology in daily work;
 - c. ensure the integration of appropriate technologies to maximize learning and teaching.
- Professional development opportunities will focus on online learning:
 - a. teachers are provided professional development in the creation of online courses in learning management system;
 - b. teachers are provided professional development in the use of Edgenuity.

Objective 6.3 – Support Administration and Operations

Strategies

- District and campus leadership promote a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement.
- The District and campus administrators will provide vision and planning:
 - a. teachers and administrators have a vision for technology use for direct instruction and student use;
 - b. administrators use technology tools for planning;
 - c. assist the campuses in developing plans to address Technology Application TEKS and use technology to impose student learning;
 - d. District Technology Steering committee meets to review and recommend technology direction.

- The District will allocate funds to support district technology needs.
- Provide educators with access to student data for decision-making.

Objective 6.4 – Infrastructure to Support All Functions

Strategies

- Student Technology:
 - a. 2.0 or fewer students per Internet-connected device;
 - b. provide for online student storage;
 - c. provide desktop computers, iPad tablets, and Chromebooks;
 - d. provide the infrastructure to support students bringing their own technology.
- Internet Access:
 - a. direct connectivity to the Internet in 100% of the classrooms;
 - b. adequate bandwidth within and between campuses;
 - c. adequate bandwidth to the internet;
 - d. minimum 1Gb connectivity to all classrooms within the campus;
 - e. provide wireless for mobile devices.
- The technology works consistently, which requires a sufficient staff to support the installed computer equipment base along with strategies and procedures to efficiently manage computer equipment.

Financial Resources

General Operating, Elementary & Secondary, Bond, E-Rate, Title Funds

Additional Resources

Principals, Campus plans, ViewIt, Eduphoria, Administrative Canvas course, District Staff Development Plan

Monitoring Timeline

Formative: November, July

Summative: July

Formative Evaluation

Records of professional development in technology

Campus and District Technology Plans align with strategies

District technology budget supports Technology Plans

Review of Instructional Coach log

Technology Leadership visits each campus to review their technology plans and usage

Summative Evaluation

Support Tickets worked in Eduphoria and Canvas

Staff Development Reports

Project Manager(s):

Directors of Technology, Instructional Technology Coordinator, Director of Curriculum and Instruction, Principals

Goal 7: Communication

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Objective 7.1 – Effective Internal Communication

Strategies

- Maintain the District’s procedures and practices for communicating with employees, Board of Trustees, and patrons/media regarding daily campus/District activities/events, special campus/District activities/events, urgent non-life threatening situations, disaster/life-threatening situations, weather/natural disasters, and other special circumstances.

- Provide communications regarding District initiatives, programs, meetings, activities, operations, and leadership within and among all departments and schools through a variety of media, including CISD website, newsletters, email announcements, campus/District meetings, newspaper, radio, television, and social media.
- Elicit comments and suggestions through committees, meetings, and surveys from within the CISD organization regarding improving communications through webpage comments, email, District councils and committees, and campus personnel.
- Continue vertical meetings to discuss curriculum alignment, program alignment, and departmental issues (cadres; staff development; principals' meetings; etc.).
- Continue horizontal meetings (grade level meetings by campus/feeder/or District; etc.) to discuss curriculum alignment, program alignment, and departmental issues.

Objective 7.2 – Effective External Communication

Strategies

- Utilize the CISD website and social media accounts to promote campus and District events and information for parents, families, communities, and businesses.
- Continue producing and distributing press releases to area news media to inform the community of events, educational programs, and information, and to elicit community input.
- Provide factual, relevant information about District programs and initiatives to both the public and the District employees through a variety of media (print, website, newsletters, social media, campus meetings, social networks, etc.).
- Provide information regarding demographic, financial, achievement, and student and staff data through published reports for parents, families, communities, and businesses.
- Elicit comments, suggestions, and questions from parents/families/communities/businesses through CISD website, social media, and e-mail.
- Plan, coordinate, and advertise District-wide events.

Financial Resources

General Operating

Additional Resources

Communications Specialist, Graphics & Printing Coordinator, Audio/Video Production Specialist, Social Media, Campus Communicators & Webmasters, CISD Newcomers Centers, Translation services, Local Media, Technology

Monitoring Timeline

Formative: November, January

Summative: July

Formative Evaluation

Record of contact with media, press releases, and social media posts and data; Website information is current and accurate

Summative Evaluation

Meet Performance Indicators for District

Project Managers

Director of Communications, Director of Curriculum and Instruction

Financial Resources

2018-2019 School Year

SCE

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 7	General Education Teachers for At-Risk Students Campuses District SCE Indirect Cost	\$31,741,725	585.00
Goal 1 At-Risk and Special Populations Strategy 1, 7	Secondary Campus Teachers and Paraprofessionals Serving At-Risk Students	\$4,989,022	99.00
Goal 1 At-Risk and Special Populations Strategy 1	Academic Tutorials for At-Risk Students	\$420,805	7.55
Goal 1 At-Risk and Special Populations Strategy 11	Parent Education Specialist	\$63,969	1.00
Goal 1 At-Risk and Special Populations Strategy 17	PASS Overage Initiative	\$351,635	5.00
Goal 1 At-Risk and Special Populations Strategy 14	District At-Risk Instructional Coaches	\$335,382	9.00
Goal 1 At-Risk and Special Populations Strategy 14	Elementary/Intermediate Campus At-Risk Instructional Coaches and Intervention Teachers	\$1,204,397	21.00
Goal 1 At-Risk and Special Populations Strategy 17	Instructional Materials for At-Risk Students	\$354,506	0.00
Goal 1 At-Risk and Special Populations Strategy 1	Tutorial Transportation for At-Risk Students	\$5,066	0.00
	Total SCE	\$39,466,507	727.55

Title IA

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 14	Instructional Coaches and Support	\$659,609	8.15
Goal 1 At-Risk and Special Populations Strategy 11, 16	Program Administration Supplies, Administrator (85%) and Secretary (75%)	\$141,879	1.55
Goal 1 At-Risk and Special Populations Strategy 11	Homeless Support Paraprofessional	\$12,921	0.50
Goal 1 At-Risk and Special Populations Strategy 11	PASS Overage Initiative Support	\$272,890	4.00
Goal 3 Recruitment of Staff Strategy 1	HR Title I Certifications Paraprofessional (33%) and Legal Fees	\$44,658	0.33
Goal 1 At-Risk and Special Populations Strategy 17	Private School Title I ELA Teacher for At-Risk PT	\$18,000	0.40
Goal 1 At-Risk and Special Populations Strategy 1, 16	Summer School Materials, Extra Duty and Transportation	\$298,417	3.43
Goal 4 Parent and Family Involvement Strategy 1, 8, 9	Family Engagement Materials and Extra Duty	\$75,394	0.01
	Total Title IA	\$1,523,768	18.37

Title IC

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 11	Migrant Program Paraprofessional, Extra Duty, Mileage, and Materials	\$31,057	1.01
Total Title IC		\$31,057	1.01

Title ID

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 27, Goal 5 Training for Safety Strategy 3	Juvenile Delinquent Instructional Materials and Extra Duty	\$130,475	.30
Total Title ID		\$130,475	.30

Title IIA

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 14	Instructional Coaches and Support	\$310,958	3.85
Goal 1 At-Risk and Special Populations Strategy 1, 16	Program Administration Administrator (15%) and Secretaries (25%)	\$59,994	1.10
Goal 1 At-Risk and Special Populations Strategy 17	Private Schools Staff Development	\$15,000	0.00
Goal 1 At-Risk and Special Populations Strategy 14, 16, 17	Staff Development Materials, Extra Duty, and Contracted Services	\$967,505	4.60
Total Title IIA		\$1,353,457	9.55

Title III LEP

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 14	Instructional Materials, Instructional Support for Dual Language Paraprofessional, and Extra Duty	\$121,000	1.33
Goal 4 Parent and Family Strategy 1	Newcomer Social Worker and Instructional Support for Newcomer Program	\$160,137	1.67
Goal 1 At-Risk and Special Populations Strategy 4, 5, 11, 14, 17	Staff Development Materials and Contracted Services	\$93,923	0.41
Goal 1 At-Risk and Special Populations Strategy 16	Summer School	\$158,398	2.84
Goal 1 At-Risk and Special Populations Strategy 1, 16	Program Administration Secretary	\$16,111	0.25
Total Title III LEP		\$549,569	6.50

Title IV

Strategy	Program/Service	Funds Budgeted	FTEs
Goal 1 At-Risk and Special Populations Strategy 5, 11, 14	Instructional Coach (75%) and Support for English Language Learners and Staff Development	\$183,088	2.50
Goal 1 At-Risk and Special Populations Strategy 16	Access to Fine Arts for Economically Disadvantaged and At-risk Students	\$58,770	0.69
Goal 5 Training for School Safety Strategy 2, 7	Safe and Healthy Students Staff Development	\$64,753	0.00
Goal 6 Enhance Professional Practices Strategy 1, 2, 3, 4	Innovative Technology, Technology Instructional Coach Support, and Professional Development	\$151,753	1.00
Goal 1 At-Risk and Special Populations Strategy 17, Goal 6 Enhance Professional Practices Strategy 1, 2	Private Schools Staff Development	\$6,000	0.00
	Total Title IV	\$464,364	4.19

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.

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