

**Glen Loch Elementary Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: 116
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Glen Loch 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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 80% Approaching Grade Level Standards Goal for 2017-2018 90% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing and Math
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 63% of students met or Exceeded measures. 25% of students exceeded Growth measures only. Goal for 2017-2018 75% of students will meet Expected or Accelerated Growth measures. 35% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing

	<ul style="list-style-type: none"> Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices. 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. Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. Align teaching practices to include a common vocabulary and daily explicit modeling during the mini lesson.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. 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. Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Students will be provided the opportunity to learn about economics in the real world through Junior Achievement. Ensure that teachers require all students to utilize an Interactive Social Studies Notebook as part of their learning process
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) Ensure that teachers require all students to utilize an Interactive Science Notebook as part of their learning process
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 77% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 84% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.

<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. • As School Wide Title I campus, general education 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 that students meet AYP attendance expectations of 95% on testing days (participation). • 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. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students. • 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. • Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations. • Provide for increased practice turns and feedback during instruction. • Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps. • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 77% scored Approaching Grade Level Standards 29% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: R2, R3 Reading Performance Safeguard Targets: Special Education (DSG)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices.

	<ul style="list-style-type: none"> • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-4 and the Lucy Calkins CISD Writing Calendars for Grades 1-4. • Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-4. • Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. • Collaborate with vertical and horizontal subject area teams to analyze and identify strengths and weaknesses in the curriculum. • 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • 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) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 53% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 56% scored Approaching Grade Level Standards 0% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: W1, W2, W3 Writing Performance Safeguard Targets – Hispanic and Economically Disadvantaged (CSG), Special Education, Economically Disadvantaged and ELL (Current & Monitored) (DSG)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices. • 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. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.

	<ul style="list-style-type: none"> • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • 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. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • 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) (CSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through differentiation of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 82% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 90% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 90% scored Approaching Grade Level Standards 32% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: M2, M3 Math Performance Safeguard Target: Special Education (DSG)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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.

	<ul style="list-style-type: none"> • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs. • 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. • All students in grades K-4 will have access to Mathletics program • Provide on-going training and support for teachers with evidence based instructional strategies, universal design for learning positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • 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) • 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>100% of all students and student groups taking the <i>District Benchmarks in Social Studies</i> will meet District performance standards.</p> <p>Social Studies Performance Safeguard Target: Special Education, ELL (Current and Monitored) (DSG)</p>
Focus Strategies	<ul style="list-style-type: none"> • Implement the Interactive Student Notebook K-4 • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Integrate content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Train teachers in writing STAAR quality assessment questions • Provide on-going training and support for teachers with evidence based instructional strategies, universal design for learning positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 65% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic</p> <p>Performance in 2016-2017: 71% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards</p>

	<p>30% will score Mastering Grade Level Standards 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p> <p>Science Performance Safeguard Target: Special Education (DSG)</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • 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. • 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) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. • Continue Active Start to help students benefit from early morning exercise.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 96.1% in 2016/17 to 97.0% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p>
Focus Strategies	<ul style="list-style-type: none"> • The principal and assistant principals will attend all content area Leadership team meetings with the campus teacher representative to ensure understanding of district expectations for each content area. • Utilize all CISD Best Practices of differentiated instruction.

	<ul style="list-style-type: none"> • Implement monthly attendance incentives for students and include their parents. • Hold monthly vertical team meetings focused on attendance. • Provide Parent Information sessions for Gifted and Talented Program. • Provide professional development for teachers on differentiating instruction and “Teaching Up”.
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings. • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. • Provide opportunities for teachers to acquire ESL certification. • Ensure the appropriate certification requirements for professional and paraprofessionals.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY

Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Foster relationships with community businesses to support instructional practices and programs • Maintain open communication with the community through weekly newsletters, canvas courses, and campus website
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July

Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus

Project Manager	Principal
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Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safety Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • 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. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources; campus programs and presentations. • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

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

Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing Performance Gaps: Strategy 6	General Education Teachers for At-Risk Students	890,355	16.0
Closing Performance Gaps: Strategies 1, 6, 13	Academic Tutorials	7,760	.14
	TOTAL SCE	898,115	16.14

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing Performance Gaps: Strategies 1, 2, 3, 5, 6	Instructional Support – Instructional Coaches/Teachers	62,620	1.00
Technology: Strategies 1, 3, 4, 5	Technology	5,000	0.00
Closing Performance Gaps: Strategies 1, 6, 13	Substitutes for Academic Tutorials	42,191	0.77
Closing Performance Gaps: Strategies 1, 2, 3, 7	Instructional Materials	25,000	0.00
Reading: Strategy 1 Math: Strategy 1, 2	Staff Development	8,000	0.00
Parents and Community: Strategy 1, 2	Parent Involvement	2,985	0.00
	TOTAL Title IA	145,796	1.77
Title III LEP			
Closing Performance Gaps: Strategies 6, 7, 8	Instructional Materials	5,500	0.00
	TOTAL Title III LEP	5,500	0.00