

**Sally K. Ride Campus Improvement Plan
2017-2018
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success Sally K. Ride 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/Post-secondary 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 92% Approaching Grade Level Standards Goal for 2017-2018 96% 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, Math, and Grade 5 Science
<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 76% of students met or Exceeded Growth measures. 41% of students met Accelerated Growth measures only. Goal for 2017-2018 80% of students will meet Expected or Accelerated Growth measures. 50 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.
<u>READING Strategies</u>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students

	<ul style="list-style-type: none"> • Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus using assessment to grow readers and assist in deepening their understanding of text. • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. • <u>Genre Study and Guided Reading</u> by Fountas and Pinnell • <u>The Comprehension Toolkit</u> by Stephanie Harvey • CISD READS on-line resources in First Class/Canvas including the ELA Scope and Sequence and Word Study Calendars
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 Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences • Staff development will be provided through the Fall and Spring Cadres with a focus on the use of the Writing Workshop format to support writing in all genres. • Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of Economically Disadvantaged and English Language Learners (ELLs) in all content areas. (DSG) • The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year. • CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • <u>Genre Study AND Phonics Lessons</u> by Fountas and Pinnell
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</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 on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) • Guided Math • Grade Level Team Meetings • CISD Solves Math Review/Mental Math, Poster Method, and Math Fluency • Five Easy Steps to a Balanced Math Program (Christinson)
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending <i>Social Studies Alive!</i>

	<ul style="list-style-type: none"> • Staff development will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. • <i>Social Studies Alive!</i> • Social Studies Model AND Grade Level Scope and Sequence Documents
<p>SCIENCE Strategies</p>	<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) • Improve vocabulary building in Science with Science word walls and the use of Marzano Words in the Scope and Sequences, and CISD Science Success • Staff development will be provided to new science teachers in the areas of the 5-E lesson model, Marzano’s Vocabulary Instruction and the Science Interactive Notebook during the <i>Science Buffet for K-12th Grades</i>. • The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool staff developments. • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • 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)
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<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: 81% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 94% scored Approaching Grade Level Standards 46% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 92% scored Approaching Grade Level Standards 54% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 60% 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 RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. District Safeguard (DSG)

	<ul style="list-style-type: none"> • 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)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 76% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 85% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic</p> <p>Performance in 2016-2017: 50 % scored Approaching Grade Level Standards 62 % scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 100 % will score Approaching Grade Level Standards 75 % will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White</p> <p>Performance in 2016-2017: 96% scored Approaching Grade Level Standards 62% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 100% will score Approaching Grade Level Standards 70% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: Grade 3: Reporting Category 2: White, Hispanic, Economically Disadvantaged, Special Education Grade 4: Reporting Category 3: White, Hispanic, Economically Disadvantaged, Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and ELL students in all content areas. (DSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students • Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus using assessment to grow readers and assist in deepening their understanding of text.

	<ul style="list-style-type: none"> • The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide training on the BAS and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction. • <u>Genre Study and Guided Reading</u> by Fountas and Pinnell • <u>The Comprehension Toolkit</u> by Stephanie Harvey • CISD READS on-line resources in First Class/Canvas including the ELA Scope and Sequence and Word Study Calendars
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 91% scored Approaching Grade Level Standards 32% scored Mastering Grade Level Standards Goal for 2017-2018: 94% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 96% scored Approaching Grade Level Standards 20% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017: 96% scored Approaching Grade Level Standards 23% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Target Reporting Category 1: - White, Hispanic, Economically Disadvantaged, and Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. District Safeguard Federal (DSG) • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences • Staff development will be provided through the Fall and Spring Cadres with a focus on the use of the Writing Workshop format to support writing in all genres. • Staff development will be provided at the Lucy Calkins Institute in July to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins <u>Units of Study</u>. • The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based "customized" writing trainings throughout the school year. • CISD READS on-line resources in First Class and CANVAS including the ELA Scope and Sequence and Word Study Calendars • <u>Genre Study</u> AND Phonics Lessons by Fountas and Pinnell
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 85% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards</p>

	<p>40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 90% scored Approaching Grade Level Standards 42% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: White Performance in 2016-2017: 94% scored Approaching Grade Level Standards 56% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: Grade 3: Reporting Category 2: White, Hispanic, Economically Disadvantaged, Special Education Grade 4: Reporting Category 4: White, Hispanic, Economically Disadvantaged, Special Education</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. • Guided Math • Grade Level Team Meetings • CISD Solves Math Review/Mental Math, Poster Method, and Math Fluency • Guided Math (Sammons) • Five Easy Steps to a Balanced Math Program (Christinson) • Teaching Student Centered Mathematics (Van deWalle)
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 85% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
<p>Focus Strategies</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.
<p>SCIENCE Performance Objectives</p>	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 85% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Collaboratively plan 5E Lessons and implement Scientific Investigation Reasoning Skills in those lessons. 40% of targeted planned time for investigation, discovery, research, and kinesthetic will be required in 6th grade science lesson. Discussion of best practices will take place in meetings and lesson differentiations so all students can learn. • Data analysis from previous summative assessments and daily formative assessments will reflect adjustments to science content for “SMART” focused science TEKS that support 5th and 8th grade Science STAAR. • Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. • The Science Coordinator and District Instructional Staff will provide training on Differentiating

	Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. • Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. • Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. • All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97.4 % in 2016/17 to 98.5% in 2017/18. 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"> • Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award in 9 weeks, and all year. • Create Daily/weekly attendance incentives for individual and class to improve yearly attendance. • Promote students as "Future CPHS High School Students" through activities within feeder and district, including: student visits, "Generations Texas!" Week etc. • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)
Financial Resources	Campus budget SCE, 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"> • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
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	<p>Indicator 1 Focus Strategies: Fine Arts</p> <ul style="list-style-type: none"> • Provide additional opportunities to demonstrate content knowledge through the Fine Arts. • Develop a field trip generated by Fine Arts experience. • Provide an additional performance that demonstrates learning of the TEKS and are driven by the CISD Fine Arts Curriculum. <p>Indicator 2 Focus Strategies: 21st Century Workforce Development</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in classroom career awareness activities. • Expand current school based enterprises. <p>Indicator 3 Focus Strategies: Second Language Acquisition</p> <ul style="list-style-type: none"> • Closely monitor progress of former LEP students in M1 and M2 year. • Provide additional staff development on 7 Steps to a Language Rich Classroom. • Add newcomer element to Parent Information Night and Meet the Teacher Night.
Financial Resources	Campus budget
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

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-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school. • 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. • Provide staff development on integration of technology across the curriculum. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning.
Financial Resources	Campus budget, 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 STAAR 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 the Gap Strategy 1-3	Instructional Support – Academic Tutors/Teachers	5,000	.09
	Instructional Materials	580	.00
	TOTAL SCE	5,580	.09

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Performance Gap Strategy1 & 6	Instructional Support – Instructional Coaches/Teachers	1,500	.02
Technology Strategy 6	Technology	500	.00
Close the Performance Gap Strategy 4	Books	500	.00
Close the Performance Gap Strategy 4-6	Instructional Materials	500	.00
	TOTAL Title III LEP	3,000	.03