

**Campus Improvement Plan  
2015-2016  
Elementary/Intermediate Campus: Wilkerson Intermediate  
Rating: Met Standard**

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

**Wilkerson Intermediate School** will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**1.1 Master Rigorous Academic Standards**

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, Science, and Social Studies.*  
*K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

**1.2 Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**1.3 Successful Completion of High School**

- *Index 4: Post-secondary Readiness* **Attendance Rate; STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
<b>Core Analysis</b>	<p><b>Wilkerson Intermediate School</b> disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.</p>
<b>CISD Curriculum</b>	<p><b>Wilkerson Intermediate School</b> implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.</p> <ul style="list-style-type: none"> <li>• The Reading/ELA curriculum, <i>CISD Reads</i>, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.</li> <li>• The Mathematics curriculum, <i>CISD Solves</i>, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency.</li> <li>• The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process.</li> <li>• The Social Studies curriculum, <i>CISD Remembers</i>, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive! integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> </ul>
<b>CISD Best Practices</b>	<p><b>Wilkerson Intermediate School</b> implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> <li>• The Curriculum and Instruction Model (<b>CISD Instructional Model</b>) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and</li> </ul>

	<p>environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the <b>TEKS</b>, the students’ <b>Learning</b> process of the required curriculum, and the ongoing <b>Assessment</b> in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> <li>• Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model.</li> <li>• Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.</li> </ul>
<p><b>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS</b>  <b>1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</b></p>	
<p><b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>94% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A and STAAR Alternate; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science  <i>Community and School Engagement (CaSE):</i></li> <li>2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.</li> </ol>
<p><b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b></p>	<p><b>Index 2: Student Progress</b>  <b>Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading and Math, earning an Index 2 score of 50.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>2. Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ol>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>  <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 50.</i>  <i>Distinctions:</i>  Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Work with the ARD Committee to determine the most appropriate test levels for students with disabilities taking the STAAR Alternate test.</li> <li>• Work with students with disabilities to increase time doing more independent practice during small group instruction so that they may be eligible to be assessed at a higher level of the STAAR Alternate test.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered</li> </ul>

	<p>instruction.</p> <ul style="list-style-type: none"> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 97% average attendance.</li> <li>• Implement use of data binders in the area of Reading, Math and Science to identify student needs and plan for instruction.</li> </ul>
<b>READING/ELA Performance Objectives</b>	<p><b>READING/ CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>94% of all students and student groups taking the <i>STAAR, STAAR A</i> or <i>STAAR-L</i> in <b>Reading/ELA</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year; 40% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 3: Informational Texts for Special Education, ELLs, Hispanic and African American</p> <p>Performance Safeguard Target: Special Education</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices, and focus on the critical role of texts and the expert teaching in the process of reading</li> <li>• Implement use of data binders in the area of Reading, Math and Science to identify student needs and plan for instruction.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG)</li> <li>• Monitor, locate and provide resources for potential dropouts including special education students. (DSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG).</li> <li>• Provide intensive, systematic, research based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• 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. (CSG)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the <i>STAAR, STAAR A</i> or <i>STAAR-L</i> in <b>Writing</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year</i> and 40% will meet Level III: Advanced Performance Level indicator (for AADD) on 7<sup>th</sup> Grade STAAR.</p> <p>Target Reporting Category 1: Composition</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 5-6.</li> <li>• Continue to focus on daily writing in every classroom 5-6 in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Continue to implement the Six Traits of Writing as the CISD assessment tool for grades 5-6.</li> <li>• Implement components of Lucy Calkins Units of Study in Opinion, Information and Narrative Writing Grade 5.</li> <li>• Incorporate strategies 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 in all modes of writing.</li> <li>• Continue staff development for teachers on the inclusion and teaching of expository, persuasive and analytical writing.</li> <li>• Focus on the daily practice of writing in every classroom as a means of synthesizing learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus on the daily practice of writing in every classroom as a means of synthesizing learning.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in writing. (DSG)</li> <li>• Monitor, locate and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Math</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 4% in the 2015-2016 school year, 4% by the 2016-2017 school year and 3% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1: Numerical Representations and Relationships for Special Education, ELLs, Hispanic and African American</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI), using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• 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.</li> <li>• Implement use of data binders in the area of Reading, Math and Science to identify student needs and plan for instruction.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in math. (DSG)</li> <li>• Monitor, locate and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Social Studies</b> will meet Level II: Satisfactory Performance Level; 40% will meet Level III: Advanced Performance Level on the 8<sup>th</sup> grade STAAR</p> <p>Target Reporting Category 3: Government and Citizenship</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Focus on engagement through student centered instructional strategies based on <i>History Alive!</i> or <i>Social Studies Alive!</i></li> <li>• Ensure that teachers plan and implement social studies lessons based on the district scope and sequence, CISD Remembers.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Train teachers in writing STAAR quality assessment questions.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in social studies. (DSG)</li> <li>• Monitor, locate and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>SCIENCE Performance</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p>

<b>Objectives</b>	90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Science</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 4% in the 2015-2016 school year, 4% by the 2016-2017 school year and 3% by the 2017-2018 school year</i> ; 25% will meet Level III: Advanced Performance Level.  Target Reporting Category 3: Earth and Space for Special Education, ELLs, Hispanic and African American.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Improve vocabulary building in Science through the Science Word of the Week (WOW) for intermediate grades, active Science word walls in elementary classrooms, and the use of Marzano Words in the Scope and Sequences.</li> <li>• Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> <li>• Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments.</li> <li>• Implement small group instruction through tutorials during the school day and after school to help close achievement gaps for Limited English Proficient students through review of science process skills and reinforcement of fundamental science vocabulary.</li> <li>• Implement use of data binders in the area of Reading, Math and Science to identify student needs and plan for instruction.</li> <li>• Provide daily, targeted, systematic, research based small group instruction.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in science. (DSG)</li> <li>• Monitor, locate and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b> 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Coordinate lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>• Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks.</li> <li>• 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.</li> <li>• Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> </ul>
<b>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> 90% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined over all subject areas. <i>Distinctions:</i> <ol style="list-style-type: none"> <li>1. Reading/ELA and Math: 50% of measures will be in top quartile</li> <li>2. Increase Attendance Rate from 96.8% to 98%.</li> <li>3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group; Grade 3-12 Safeguard Indicator : Graduate Rate (DSG)</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Reward student attendance with the Perfect Attendance award for each marking period and all year.</li> <li>• Create quarterly incentives to improve yearly attendance.</li> <li>• Monitor and encourage good attendance through parent communication and student consequence for habitual tardies.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III

<b>Additional Resources</b>	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, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings.</li> <li>• Provide opportunities for teachers to attend GT trainings to maintain HQ status in the area of GT.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative      November, January Summative      July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, current and accurate website information



<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Safety.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</li> <li>• Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus programs and presentations</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Monthly team meetings to review district technology (websites, Eduphoria, View It), ensuring consistency across the campus and confidence with the programs.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> <li>• Build teacher capacity to fully implement technology in instruction</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> </ul>
<b>Financial Resources</b>	Campus budget Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans aligned with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE

**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  
2015-2016 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Close the Performance Gap: Strategies 1-3	Academic Tutorials	\$10,740	.18
Close the Performance Gap: Strategy 1	Instructional Materials for At-Risk Students	\$150	.00
Close the Performance Gap: Strategies 1-3, 8-9	General Education Teachers for At-Risk Students	\$51,745	1.00
Close the Performance Gap: Strategies 1-3, 6-7	Instructional Coaches	\$113,405	2.00
	<b>TOTAL SCE</b>	<b>\$176,040</b>	<b>3.18</b>

**Intervention Funds  
2015-2016 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>IF</b>			
Closing Performance Gap: Strategy 1, 3, 7	Supplies - iLearn	\$5,000	.00
	<b>Total IF</b>	<b>\$5,000</b>	<b>.00</b>

**Resources Allocated for Title III  
2015-2016 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Close the Performance Gap: Strategies 1-3, 6	Extra Duty Tutorials	\$1,000	.02
Closing Performance Gap: Strategy 1, 3, 6-7	Technology	\$500	.00
Close the Performance Gap: Strategy 1, 3, 6	Books	\$400	.00
Close the Performance Gap: Strategies 1-3, 6	Instructional Materials	\$600	.00
	<b>TOTAL Title III LEP</b>	<b>\$2,500</b>	<b>.02</b>
<b>Title III IMM</b>			
Close the Performance Gap: Strategies 1-3, 6	Extra Duty Tutorials	\$450	.00
	<b>TOTAL Title III IMM</b>	<b>\$450</b>	<b>.00</b>