

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

Goal 1: Student Achievement and Post-Secondary Success

Wilkinson Elementary 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; 4-year / 5-year Graduation Rates (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; RHSP/DAP annual rates, all students, 7 racial/ethnic groups; SAT/ACT, AP, Algebra 1, PLAN and PSAT Participation and Performance Rates in ELA and Math; 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 | |
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| Core Analysis | <p>Wilkinson Elementary School 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. SW 1</p> |
| CISD Curriculum | <p>Wilkinson Elementary School 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"> • 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. SW 2 • 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. SW 2 • 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. SW 2 • 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. SW 2 |

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| <p>CISD Best Practices</p> | <p>Wilkinson Elementary School implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> • The Curriculum and Instruction Model (CISD Instructional Model) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and 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 TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning. SW 2 • 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. SW 2 • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student. SW 2,9 |
| <p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 CLOSE THE PERFORMANCE GAP - INDEX 3: CLOSING PERFORMANCE GAPS</p> | |
| <p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p> | <p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>95% 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 92% in the 2015-2016 school year, 94% by the 2016-2017 school year and 95% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science Community and School Engagement (CASE): 2. Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL. |
| <p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p> | <p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>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"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. 2. Will meet AADD indicator for greater than expected growth in Reading and Math. |
| <p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p> | <p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic and African American) will meet the weighted performance Level II and III, earning an Index 3 score of 53.</i> <i>Distinctions:</i></p> <p>Will meet Top 25% Closing Achievement Gaps Distinction in Reading/ELA and Math.</p> |
| <p>Focus Strategies</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. SW9 • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2 • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 3,9 • The instructional coach will help monitor student progress and the interventions used to help students succeed. SW 4 |

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| | <ul style="list-style-type: none"> • Ensure students meet AYP attendance expectations of 95% on testing days (participation). • Provide mentors to targeted at-risk students. |
| READING/ELA Performance Objective | <p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA 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, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year</i>; 45% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Categories 1-3: Understanding and Analysis Across Genres, Understanding and Analysis of Literary Texts, Understanding and Analysis of Informational Texts – Hispanic, Eco. Dis, and All Students</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. Also purchase new resources for students and teachers. SW 2, 4 • 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. • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. SW 2 • 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. SW 4 • Continue the integration of Elementary Language Arts into Social Studies content K-6. • The instructional coach will help monitor student progress and the interventions used to help students succeed. • 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) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. (DSG) • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide additional materials and books for tutoring and for at risk students including ELL. • Use substitutes for teachers to attend training, planning, and working with students. • Provide Extra Duty pay for tutoring of at risk and ELL students. • Use intervention funds for additional supplies including manipulatives and books. |
| WRITING Performance Objective | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>93% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year Incremental growth will occur over a three year period with 3% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year</i> and 38% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Categories 1-3: Composition, Revision and Editing - All Students, Hispanic and Eco. Dis.</p> |
| Focus Strategies | <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. SW 2 • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in all grades. SW 2 • Provide third and fourth grade teachers with a staff development to focus on. Using the TEA writing rubric to score benchmark writing to provide feedback in preparing students for writing for the STAAR. SW 4 • Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. SW 2 • The instructional coach will help monitor student progress and the interventions used to help students succeed. SW 9 |

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| <p>MATH Performance Objective</p> | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 3% growth in the 2015-2016 school year, 2% by the 2016-2017 school year and 3% by the 2017-2018 school year</i>; 35% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1: Numerical Representations and Relationships - All Students and Eco.Dis.; Reporting Category 2: Computation and Algebraic Reasoning - All Students and Eco. Dis.; Reporting Category 3: Geometry and Measurement - All Students and Eco. Dis.</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. SW 4 • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 9 • 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. SW 4 • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. SW 4, 7 • 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. SW 8 • 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. SW 2, 10 • 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. • The instructional coach will help monitor student progress and the interventions used to help students succeed. SW 9 • 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) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education and current and monitored ELL students in math. (DSG) • Provide additional materials for tutoring, at risk students and ELL. • Use substitutes for teachers to attend training, planning, and working with students. • Use intervention funds for additional supplies including manipulatives and books. |
| <p>SOCIAL STUDIES Performance Objective</p> | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 8% in the 2015-2016 school year, 8% by the 2016-2017 school year and 9% by the 2017-2018 school year</i>; 25% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 3: Government and Citizenship Social Studies Performance Safeguard Target: African-American, Eco Dis, English Language Learners <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Focus on Level 2 Final Scores for Post-Secondary Readiness 2. Focus on Level 3 Advanced Scores for Post-Secondary Readiness |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Implement common assessments for classroom testing and benchmarks. • Utilize Thinking Maps to differentiate instruction of the subject content. |

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| | <ul style="list-style-type: none"> • Use detailed analysis of previous year’s STAAR data to insure alignment of what is taught, how it is taught, and the rigor of the state assessment. For example, analysis will include the SS standards from STAAR, heat mapping, and teacher subject content perception vs. student performance content data. • Monitor ELL student progress in social studies classes. • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. SW 2 • Design units based on enduring understandings that answer essential questions. • Ensure teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. |
| SCIENCE Performance Objective | <p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 5% by the 2016-2017 school year and 4% by the 2017-2018 school year; 25 % will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 1: Matter and Energy - Hispanic, LEP and Eco. Dis. SPED; Reporting Category 2: Force, Motion and Energy - LEP; Reporting Category 3: Earth and Space - LEP, African American, Eco. Dis., Hispanic, SPED; Category 4: Organisms and Environment - Eco Dis, African American, LEP, SPED.</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) SW 2 • 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. SW 8 • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process • Implement CISD Science Success, and intervention strategy to help close the achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. SW 9 |
| HEALTH Performance Objective | <p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Coordinate lesson plans that have students involved in MVPA for at least 65% of class time. • 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. SW 8 • 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. |
| <p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)</p> | |
| INDEX 4: POST-SECONDARY READINESS | <p>INDEX 4: POST-SECONDARY READINESS 90% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined over all subject areas.</p> <p><i>Distinctions:</i></p> |

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| OBJECTIVES | <ol style="list-style-type: none"> 1. Reading/ELA and Math: 50% of measures will be in top quartile 2. Increase Attendance Rate from 96.7% to 97.5% 3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group |
| Focus Strategies | <ul style="list-style-type: none"> • Ensure basic advanced placement and pre-advanced placement course offerings for all students and student groups. • Promote and monitor dual credit courses through a collaborative agreement with Lone Star College Montgomery. • Increase the number of students taking AP Exams (requiring that all GT students take the AP Exams) and the number of AP exams taken for all students and all student groups. • Continue to emphasize the state’s recommended graduation plan for all 10-12 grade students, and the Foundation Plan with Endorsements for 9th graders. • Monitor ELL, Special Education, and CTE 4-year graduation plans. |
| Financial Resources | Campus budget SCE, Title I, Title III, Intervention Funds |
| 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, 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 |
| Monitoring Timeline | November, January, April |
| Formative Evaluation | CISD Benchmarks at 75% passing rate |
| Summative Evaluation | TEA Accountability Summary TAPR Meet Performance Indicators for CASE |
| 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. |
| Strategies | <ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. SW 3 • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5 • Provide mentor support for beginning teachers. • Provide opportunities for teachers to attend GT training and maintain HQ status. SW 4, 10 |
| 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 | |
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| Objective | To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. CASE: Will achieve a CASE rating of Exemplary in Parent Involvement. |
| Focus Strategies | <ul style="list-style-type: none"> • 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. SW 6 • Provide opportunities at school for parents to participate in academic and social events with students. SW 6 • Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. SW 6 • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6 • Provide opportunities to parents to give input regarding the academic needs of students and programs. SW 6 • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. SW 6 • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. SW 6 • Develop plans for assisting students in transition to better adjust to the next educational level. SW 6, 9 • Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. SW 4 • Hold weekly team meetings to ensure teacher collaboration within each department/grade. SW 4 |
| 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, current and accurate website information |
| Summative Evaluation | Meet Performance Indicators for Campus Meet Performance Indicators for CASE |
| Project Manager | Principal |

| Goal 4 SAFE SCHOOLS | |
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| Objective | To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safety. |
| 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. • Maintain a campus Safe Schools 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. |

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| | <ul style="list-style-type: none"> • 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. • Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. • 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; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. • 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 at http://www.conroeisd.net/Bullying/student_guide.asp; 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. • Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. • Promote clubs and organizations in areas of interest to promote student involvement in school. |
| 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 Meet Performance Indicators for CASE |
| 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. CASE: Will achieve a CASE rating of Exemplary in Technology. |
| 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 hands-on training in use of new technology hardware and software. • 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. • Relate technology staff development to specific instructional objectives. |
| Financial Resources | Campus budget Title I, Title III |
| Additional Resources | Technology staff |
| Monitoring Timeline | Formative November, January Summative July |

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| Formative Evaluation | Records of professional development in technology, Campus and District Technology Plans aligned with strategies |
| Summative Evaluation | 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**

| Strategy | SCE Program/Service | Funds Budgeted | FTEs |
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| Reading/ELA Strategy 1, 9 Close the Performance Gap Strategy 1 Math Strategy 2,4,5,6 | Academic Tutorials | \$7,326 | 0.12 |
| Math Strategy 11 Reading Strategy 10 | Instructional Materials for At-Risk Students | \$664 | 0.00 |
| Campus 126 | General Education Teachers for At-Risk Students | \$1,146,362 | 22.00 |
| | Total Funds Budgeted and FTEs | \$1,154,352 | 22.12 |

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

| Strategy | Program/Service | Funds Budgeted | FTEs |
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| Title IA | | | |
| Master Rigorous Academic Standards Strategy 4 Close the Performance Gap Strategy 4 Reading/ELA Strategy 1, 2, 6 Math Strategy 2, 7 | Instructional Support – Instructional Coach | \$62,713 | 1.14 |
| Reading Strategy 11 Math Strategy 12 | Instructional Support – Subs | \$18,630 | 0.30 |
| Math Strategy 11 Reading Strategy 10 | Supplies | \$7,467 | 0.00 |
| | TOTAL Title IA | \$88,810 | 1.44 |
| Title III LEP | | | |
| Reading/ELA Strategy 1,4,6,11 | Books | \$200 | .00 |
| Reading 10 Math Strategy 11 | Supplies | \$550 | .00 |
| Technology Strategy 7 | Software | \$500 | .00 |
| Reading Strategy 12 | Extra Duty | \$1,000 | .01 |
| | TOTAL Title III | \$2,250 | .00 |
| Title III Immigrant | | | |
| Reading Strategy 12 | Extra Duty | \$200 | .00 |
| | TOTAL Title III | \$200 | .00 |

**Resources Allocated for Intervention Funds
2015 - 2016 School Year**

| Strategy | Program/Service | Funds Budgeted | FTEs |
|---------------------|------------------------|-----------------------|-------------|
| Reading Strategy 13 | | | |

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| Math Strategy 13 | Supplies | \$3,200 | .00 |
| | Total Funds Budgeted and FTEs | \$3,200 | .00 |