

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

Goal 1: Student Achievement and Post-Secondary Success

Hailey 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; 30% 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	
Core Analysis	<p>Hailey 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>Hailey 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. • 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. • 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. • 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.
CISD Best Practices	<p>Hailey 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

	<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 TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> • 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. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student. • Provide Rtl through Tier 1 research based best practice and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9 • As a School Wide Title I Campus, general education teachers provide differentiated instructional strategies to improve the achievement for all at-risk students. SW 1 • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW7 • Provide new student registration for incoming students. SW7
<p>1.1 1.2</p>	<p>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</p>
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>93% 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 2% 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"> 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>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"> 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 (White and Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 55.</i> <i>Distinctions:</i> Will meet Top 25% Closing Performance 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. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to facilitate

	<p>academic improvement for identified students.</p> <ul style="list-style-type: none"> As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. Review, revise, and implement daily attendance procedures to meet 97.5% average attendance.
READING/ELA Performance Objectives	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>96% 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 1% by the 2017-2018 school year</i>; 48% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1: Understanding and Analyzing Text Across Genres, 4th Grade Hispanic, 3rd Grade LEP; Reporting Category 2: Understanding and Analyzing Literary Texts, 3rd and 4th LEP; Reporting Category 3: Understanding and Analyzing Informational Text, 4th Grade Economically Disadvantaged, 3rd Grade LEP</p>
Focus Strategies	<ul style="list-style-type: none"> Maintain focus and provide resources on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing SW 10 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 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) Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% 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, 3% by the 2016-2017 school year and 3% by the 2017-2018 school year</i> and 20% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Composition (Expository)</p>
Focus Strategies	<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 Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices 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 Continue the integration of Elementary Language Arts into Social Studies content K-6 As a School Wide Title I Campus, general education teacher provide differentiated instructional strategies to improve the achievement for all at-risk students. SW 1 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) Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II:</p>

	<p>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, 3% by the 2016-2017 school year and 2% by the 2017-2018 school year; 40% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 1: Numerical Representations and Relationships, 4th Grade Economically Disadvantaged; Reporting Category 2: Computational and Algebraic Relationships, 4th Grade Economically Disadvantaged; Reporting Category 3: Geometry and Measurement, 4th Grade LEP; Reporting Category 4: Data Analysis and Personal Financial Responsibility, Economically Disadvantaged, LEP</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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 strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • 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 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 SW 10 • Provide RtI through Tier 1 research-based best practice and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9, 10 • As a School Wide Title I Campus, general education teacher provide differentiated instructional strategies to improve the achievement for all at-risk students. SW 1 • 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-F) • 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) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>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; 40% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 1: History</p>
Focus Strategies	<ul style="list-style-type: none"> • 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) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science 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; 25% will meet Level III: Advanced Performance Level.</i></p>

	Target Reporting Category 1: Matter and Energy - Special Education, Economically Disadvantaged and ELL; Reporting Category 3: Earth and Space - African American and Economically Disadvantaged; Reporting Category 4: Organisms and Environment - African American and Hispanic.
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • Provide 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) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 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.
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS 75% 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> 1. Reading/ELA and Math: 50% of measures will be in top quartile 2. Increase Attendance Rate from 97% 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"> • Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award in 9 weeks, and all year. • Implement weekly NEAT attendance incentive program. • Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • Promote students as "Future CISD High School Students" through activities within feeder and district, including: student visits, "Generations Texas!" Week etc. SW 7 • 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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	Campus budget

	SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: View-It, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% 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.
Focus 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. SW 4 • Improve qualification of teachers by providing opportunities to attend workshops and training sessions. SW 3, 4, 5 • Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compact, Parent Involvement Policies, and Evaluation of Title 1 Programs. SW 6 • Research based best practice implemented for student to achieve Phase-in III. SW 2 • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8
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. <i>CaSE</i> : Will achieve a <i>CaSE</i> 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 • Expand the campus partnerships with The Woodlands Rotary to support the educational achievement of all students. • Provide opportunities at school for parents to participate in academic and social events with students. 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 10 • Provide opportunities to parents to give input regarding the academic needs of students and

	<p>programs. SW 6</p> <ul style="list-style-type: none"> • Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. • Develop plans for assisting students in transition to better adjust to the next educational level. • Hold weekly team meetings to ensure teacher collaboration within each department/grade. • Host and facilitate parenting classes.
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. <i>CaSE: Will achieve a CaSE rating of Exemplary in Safety.</i>
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. • 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. • 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 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. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • 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
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align 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.

**Resources Allocated for State Compensatory Education Program
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategy 1-3 ELA Strategy 1, Math Strategy 1	Teachers for at Risk Students	\$1,272,217	24.00
Close the Performance Gap Strategy 1-3 ELA Strategy 1, Math Strategy 1	Academic Tutorials	\$10,330	0.18
	TOTAL SCE	\$1,282,547	24.18

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

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Close the Performance Gap Strategy 1-3 ELA Strategy 1, Math Strategy 1	Academic Tutorials	\$1,200	.02
ELA Strategy 1; Math Strategy 5 & 11; Social Studies Strategy 2; Science Strategy 2	Instructional Materials for Interventions	\$2000	.00
	TOTAL IF	\$3,200	.02

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
ELA Strategy 7; Writing Strategy 5; Math Strategy 10	Instructional Coach	\$67,181	1.22
Close the Performance Gap Strategy 1 & 6	Paraprofessional	\$20,250	1.01
Close the Performance Gap Strategy 1 & 6	Extra duty/subs	\$20,640	0.38
ELA Strategy 1; Writing Strategy 3; Math Strategy 5 & 11	Technology	\$20,164	0.00
ELA Strategy 7; Writing Strategy 5; Math Strategy 10	Instructional Support – Instructional Coaches/Teachers	\$250	0.00
ELA Strategy 1, 2, & 4	Books	\$250	0.00
ELA Strategy 1; Writing Strategy 3; Math Strategy 5 & 11	Instructional Materials	\$500	0.00
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Parent Involvement	\$2,726	0.00
	TOTAL Title IA	\$129,235	1.96
Title III LEP			
Close the Performance Gap Strategy 1 & 6	Extra Duty Tutorials	\$1000	.01
Technology Strategy 6	Technology	\$500	.00
Close the Performance Gap Strategy 4	Books	\$400	.00
Close the Performance Gap Strategy 4-6	Instructional Materials	\$600	.00
	TOTAL Title III LEP	\$2,500	.01

Strategy	Program/Service	Funds Budgeted	FTEs
Title III IMM			
Close the Performance Gap Strategy 1 & 6	Extra Duty Tutorials	\$300	.00
	TOTAL Title III IMM	\$300	.00