

**Campus Improvement Plan  
2015-2016  
Secondary Campus: McCullough Junior High School  
Rating: Met Standard**

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

**McCullough Junior High 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/ELA, 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 25% of campus comparison group in Closing Performance Gaps 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; STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-secondary Indicator Score.

**GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS**

**Core Analysis**

**McCullough Junior High 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.

**CISD Curriculum**

**McCullough Junior High 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.

- The Reading/ELA curriculum, *CISD Reads*, 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, *CISD Solves*, 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. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
- The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process.
- The Social Studies curriculum, *CISD Remembers*, 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.

<p><b>CISD Best Practices</b></p>	<p><b>McCullough Junior High 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 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.</li> <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 OBJECTIVE</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>98% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L 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 3% 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 8 Science and EOC Biology, and Grade 8 Social Studies and EOC US History.</li> <li>2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1.</li> <li>3. Science will meet AADD indicators for performance and participation in ACT, AP.</li> <li>4. Social Studies will meet AADD indicators for performance and participation in AP.</li> </ol> <p><i>Community and School Engagement (CASE):</i>  Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<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, Writing and Math, earning an Index 2 score of 51.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math.</li> <li>2. Will meet AADD indicator for greater than expected growth in Reading, Writing 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>  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, <i>earning an Index 3 score of 62.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ol>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in reading. District Safeguard Federal District Safeguard Federal (DSG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG)</li> <li>• Provide intensive, systematic, research based reading instruction to identified dyslexic and Special Education at-risk students. Campus Safeguard (CSG)</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data</li> <li>• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs</li> <li>• Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities</li> <li>• Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the General Education curriculum.</li> </ul>
<b>READING/ELA Performance Objective</b>	<p><b>READING/ELA CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>100% of all students and student groups taking the STAAR, STAAR A or STAAR-L 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; 56% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target: Reporting Category: Reporting Category 1: Understanding and Analysis Across Genres</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Greater Than Expected Student Growth in English Language Arts (ELA) will be 28%.</li> <li>2. Grade 7 Reading Performance (Level III) will be 53%.</li> <li>3. Grade 7 Writing Performance (Level III) will be 32%.</li> <li>4. Grade 8 Reading Performance (Level III) will be 56%.</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched 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>• Provide intensive, systematic, research based reading instruction to identified dyslexic and Special Education at-risk students. (CSG)</li> <li>• Ensure greater emphasis on close reading and critical analysis of both literary and informational texts.</li> <li>• Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.</li> <li>• Provide reading and writing enrichment classes, involving Achieve 3000.</li> </ul>
<b>WRITING Performance Objective</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>97% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Writing</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 and 32% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Writing/ELA Reporting Category: Reporting Category 1: Composition The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.</p> <p>Writing/ELA Performance Safeguard Target (if applicable): n/a</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African</li> </ul>

	<p>American, and economically disadvantaged students in reading. (DSG)</p> <ul style="list-style-type: none"> <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> <li>• Provide reading and writing enrichment classes, involving Achieve 3000.</li> </ul>
<b>MATH Performance Objective</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>99% 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 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year; 57% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: 8.2C, 8.3C, 8.4A, 8.5E, 8.5H, 8.6C, 8.7D</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Math Participation Rates for Algebra 1 by Grade 8 will be 45%. (JH only)</li> <li>2. Math Performance Rates for Algebra 1 by Grade 8 will be 100%. (JH only)</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched 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>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG)</li> <li>• Provide intensive, systematic, research based math instruction to identified dyslexic and Special Education at-risk students. (CSG)</li> <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>• 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.</li> <li>• Provide math enrichment classes, which include iLearn.</li> </ul>
<b>SOCIAL STUDIES Performance Objective</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>97% 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 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; 52% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Social Studies Reporting Category: Category 4: Economics, Science, Technology and Society</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Grade 8 Social Studies Performance (Level III) will be 52%.</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched 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>• Provide intensive, systematic, research based social studies instruction to identified dyslexic and Special Education at-risk students. (CSG)</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>• Focus on the process standards using activities from the DBQ Project and similar resources.</li> <li>• Train teachers in writing STAAR quality assessment questions</li> </ul>

<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>94% 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 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; 50% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category: 8.6 - Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. 8.11 - Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. 7.5 - Matter and energy. The student knows that interactions occur between matter and energy. 7.8 - Earth and space. The student knows that natural events and human activity can impact Earth systems.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Grade 8 Science Performance (Level III) will be 50%.</li> </ol>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched 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>• Provide intensive, systematic, research based science instruction to identified dyslexic and Special Education at-risk students. (CSG)</li> <li>• Increase formative assessment opportunities including interactive notebook reflections.</li> <li>• Increased writing opportunities with a focus on STAAR vocabulary.</li> <li>• Refine our common assessments by including the new STAAR types of questions (ex: I,II,III,IV, except, none of the above, all of the above).</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>91% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> <li>• All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<p><b>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <ul style="list-style-type: none"> <li>• <b>Post-secondary Readiness Standard:</b> 70% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas.</li> </ul> <p><b>Distinctions</b></p> <ul style="list-style-type: none"> <li>• Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile</li> </ul> <p><b>Additional AADD Indicators:</b></p> <p>Increase Attendance Rate from 97.0% to 97.7%</p> <p><b>Grade 3-12 Safeguard Indicators</b></p> <p>Safeguard Target for Participation Rate(if applicable): 100%</p> <p>Safeguard Target for Federal Graduation Rate(if applicable): n/a</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various researched 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>• Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education and current and monitored ELL students in math. (DSG)</li> <li>• Provide intensive, systematic, research based math instruction to identified dyslexic and Special Education at-risk students. (CSG)</li> <li>• Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.</li> <li>• Provide college readiness information and opportunities to students and teachers.</li> <li>• Communicate with parents regarding their student's attendance rate.</li> </ul>
<b>Financial Resources</b>	<p>Campus budget</p>

	SCE, Title III, HSA
<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 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>• Provide mentor support for beginning teachers.</li> <li>• Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</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. CASE: Will achieve a CASE 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 information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> <li>• 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.</li> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</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, Website information is current and accurate
<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>
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<b>Objective</b>	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 Safe Schools.
<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>• Ensure the safety of students by requiring all visitors to first be buzzed into the building, then sign in with a valid, government issued ID and wear visitor badges in the school</li> <li>• Involve parents and community members in activities to support a safe school environment.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> <li>• Staff the full-time PTO office with community volunteers.</li> <li>• Bullying prevention lessons provided through the counseling office's Make A Difference program during advisory once a month.</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>
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<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. CASE: Will achieve a CASE rating of Exemplary in Technology.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide meaningful opportunities for students to access technology for learning, utilizing computers or tablets from our two iPad carts or ten WOW carts.</li> <li>• Provide hands-on training in use of new technology hardware and software.</li> </ul>
<b>Financial Resources</b>	Campus budget
<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 align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE
<b>Project Manager(s):</b>	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>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Closing Performance Gaps strategy 1,2, 4; Math strategy 5; Safe Schools strategy 4	Academic Tutorials Extra Duty	\$9,000.00	.16
Closing Performance Gaps strategy 1,2, 4,5; Reading strategy 5; Writing strategy 5; Math strategy 7	Instructional Support – Teachers for At-Risk Students	\$182,102.58	3.00
	<b>TOTAL SCE</b>	<b>\$191,102.58</b>	<b>3.16</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>			
Closing Performance Gaps strategy 1,2, 5	Extra Duty Tutorials	\$1,000	.02
Closing Performance Gaps strategy 1,2, 5; Technology strategy 5	Technology	\$500	.00
Closing Performance Gaps strategy 1,2, 5	Books	\$400	.00
Closing Performance Gaps strategy 1,2, 5	Instructional Materials	\$600	.00
	<b>TOTAL Title III LEP</b>	<b>\$2,500</b>	<b>.02</b>
<b>Title III IMM</b>			
Closing Performance Gaps strategy 1,2, 5	Extra Duty Tutorials	\$250	.00
Closing Performance Gaps strategy 1,2, 5; Technology strategy 5	Technology	\$250	.00
Closing Performance Gaps strategy 1,2, 5	Books	\$100	.00
Closing Performance Gaps strategy 1,2, 5	Instructional Materials	\$150	.00
	<b>TOTAL Title III IMM</b>	<b>\$750</b>	<b>.00</b>