

**Campus Improvement Plan
2015-2016
Elementary Campus: Runyan Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Runyan 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; 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>Runyan 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.</p>
CISD Curriculum	<p>Runyan 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>Runyan 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.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 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>90% 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 11% in the 2015-2016 school year, 9% by the 2016-2017 school year and 8% by the 2017-2018 school year.</i> <i>Distinctions:</i> Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math <i>Community and School Engagement (CaSE):</i> Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.</p>
<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 55.</i> <i>Distinctions:</i> <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>
<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 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 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 all content areas. District Safeguard (DSG); Campus Safeguard (CSG) • Monitor, locate and provide resources for potential dropouts, including Special Education students. (DSG) • Provide intensive, systematic intervention for identified students during the school day SW 9; (CSG) • Provide mentors to targeted at-risk students. SW 7 • Utilize a campus Bilingual / ESL instructional coach to build the capacity of teachers to meet the needs of their ELL students. SW 2, 4, 7, 8, 9, 10; (DSG); (CSG) • Utilize an instructional paraprofessional to support at-risk students as they practice / apply their learning within rigorous problems / settings. SW 7, 9, 10; (DSG); (CSG) • Purchase updated / engaging instructional materials and supplies for each content area designed to

	<p>increase the efficiency and effectiveness of classroom instruction for at-risk students.</p> <ul style="list-style-type: none"> • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. SW 7, 9, 10 (DSG); (CSG) • Study each ELL student’s previous TELPAS ratings and implement differentiated instruction designed to advance the student to the next TELPAS level. SW 8 (DSG); (CSG) • Encourage ELL students to engage in English, academic dialogue by using strategies explained within <i>7 Steps to a Language-Rich, Interactive Classroom</i> by John Seidnitz. SW 2; (DSG); (CSG) • Expect correct, well-crafted writing within all content areas so students have greater opportunity to practice writing AND they are forced to be explicit about their understanding of concepts / vocabulary. Teachers will provide feedback to students about both their success as a writer and their concept knowledge SW 2; (DSG); (CSG) • Build intrinsic motivation for learning through the use of student data notebooks. SW 7, 8, 9 • Assess students’ concept knowledge / application within context regularly to determine intervention needs. SW 8; (CSG) • Provide RtI through Tier 1 research based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2 • Plan and host academic nights, including parent information nights for Pre-Kindergarten and Kindergarten to assist parents in setting routines and expectations that will help students begin their academic career positively. SW 6 • Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week, etc. SW 7
<p>READING/ELA Performance Objectives</p>	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% 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 10% in the 2015-2016 school year, 9% by the 2016-2017 school year and 9% by the 2017-2018 school year; 20% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 1: Economically Disadvantaged, African American, Hispanic, White, LEP and SE; Reporting Category 2: Economically Disadvantaged, African American, LEP and SE; Reporting Category 3: Economically Disadvantaged, African American, Hispanic, LEP and SE</p>
<p>Focus Strategies</p>	<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 reading. SW 2, 4; (DSG) • Focus on genre study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. 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 small groups, and with individual students. 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 2,4 • Increase the amount of time students spend <i>actually reading</i> appropriately leveled text through structures such as those presented within <i>Daily 5</i> by Boushey and Moser and Runyan’s All Star Home Reading program. (DSG) • Utilize a campus Literacy instructional coach to build the capacity of teachers to meet the needs of students as they acquire literacy and become skilled readers. SW 2,4,8,9,10 (DSG) • Grade level teams will collaborate to analyze current assessment data, learn / refine instructional strategies and plan instruction/intervention according the rigor intended by the TEKS. SW 1, 8 (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 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 15% in the 2015-2016 school year, 15% by the 2016-2017 school year and 15% by the 2017-2018 school year and 10% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target: Reporting Category 1: all student groups; Reporting Category 2: Economically Disadvantaged,</p>

	African American, Hispanic, LEP and SE; Reporting Category 3: all student groups Writing Performance Safeguard Target: Economically Disadvantaged, Hispanic and LEP
Focus Strategies	<ul style="list-style-type: none"> • Explicitly teach grammar and conventions by implementing Mentor Sentences and revisiting grammar needs during What I Need (WIN) intervention time. SW 2, 7, 8, 9; (CSG) • Expect students to write daily within a Writers' Workshop format, using Lucy Calkins' Writing Model resources for lesson planning. SW 2,4; (CSG) • Expect correct, well-crafted writing within all content areas so students have greater opportunity to practice writing AND they are forced to be explicit about their understanding of concepts / vocabulary. Teachers will provide feedback to students about both their success as a writer and their concept knowledge. SW 2; (DSG); (CSG) • Utilize a campus literacy instructional coach to build the capacity of teachers to meet the needs of students as they acquire literacy. SW 2,4,8,9,10; (CSG) • Grade level teams will collaborate to analyze current assessment data, learn / refine instructional strategies and plan instruction/intervention according the rigor intended by the TEKS. SW 1, 8; (DSG); (CSG)
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: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 7% in the 2015-2016 school year, 7% by the 2016-2017 school year and 7% by the 2017-2018 school year; 30% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1: LEP and SE; Reporting Category 2: LEP and SE; Reporting Category 3: Economically Disadvantaged, African American, Hispanic, White, LEP and SE; Reporting Category 4: Economically Disadvantaged, White, LEP and SE</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide strategies and staff development in the integration of the mathematics process standards in daily math instruction for all students / student groups. SW 4 • 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 2 • Continue the emphasis on small group, differentiated math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes, and implementation of effective intervention plans. SW 2, 8, 9 • Utilize a campus math instructional coach to build the capacity of teachers to meet the needs of students as they acquire math proficiency. SW 2, 4, 8, 9, 10 • Grade level teams will collaborate to analyze current assessment data, learn / refine instructional strategies and plan instruction/intervention according the rigor intended by the TEKS. SW 1, 8
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>80% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies 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 5% by the 2017-2018 school year; 10% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target: Reporting Category 1: History, Grade 8, All Student Groups; Reporting Category 2: Geography and Culture, Grade 8, All Student Groups; Reporting Category 3: Government and Citizenship, Grade 8, All Student Groups; Reporting Category 4: Economics, Science, Technology and Society, Grade 8, All Student Groups</p> <p>Social Studies Performance Safeguard Target: African Americans and Current and Monitored ELLs</p>
Focus Strategies	<ul style="list-style-type: none"> • 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. • Design units based on enduring understandings that answer essential questions.

	<ul style="list-style-type: none"> Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. Expect correct, well-crafted writing within all content areas so students have greater opportunity to practice writing AND they are forced to be explicit about their understanding of concepts / vocabulary. Teachers will provide feedback to students about both their success as a writer and their concept knowledge. SW 2 Provide language based scaffolding during classroom instruction.
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 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: LEP, African America, SPED; Reporting Category 2: LEP; Reporting Category 3: Eco Dis, African American, Hispanic, LEP, SPED; Reporting Category 4: Eco Dis, African American, LEP, SPED</p>
Focus Strategies	<ul style="list-style-type: none"> Ensure teachers plan TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, evaluate). Improve vocabulary building in science through the science Word of the Week (WOW), science word walls, and the use of Marzano words in the science scope and sequence. Expect correct, well-crafted writing within all content areas so students have greater opportunity to practice writing AND they are forced to be explicit about their understanding of concepts / vocabulary. Teachers will provide feedback to students about both their success as a writer and their concept knowledge. SW 2
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>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. 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. Engage students regularly in activities that target their aerobic capacity such as Run-Around-Runyan, where students are given incentives to run / walk as many laps as possible over the course of a school year. Encourage students to be active through programs such as Active Start, which involves structured, physical activities prior to the start of the instructional day. Capitalize on Runyan students' interest in soccer to encourage them to be active: soccer games at recess, during Active Start and within PE; STAAR soccer game; soccer clinics as incentives for achievement.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>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>Distinctions:</p> <ul style="list-style-type: none"> Reading/ELA and Math: 50% of measures will be in top quartile Increase Attendance Rate from 97% to 98% Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	<ul style="list-style-type: none"> Maintain accurate attendance data (absences, as well as tardy / early leave data) for the purpose of conferring with parents about the importance of school attendance. Communicate the attendance laws to parents annually, and reinforce the link between regular school attendance and academic achievement. SW 6 Celebrate student accomplishments in learning through incentives such Students Achieving Excellence

	<p>(SAE), Roadrunner Excellence Award, and special events (soccer clinic with CHS students, attendance at an Astros' Game, etc.).</p> <ul style="list-style-type: none"> • Connect families with community support so they can establish a home routine that allows for regular school attendance. SW 6 • Recognize / reward outstanding attendance, especially in Pre-Kindergarten and Kindergarten, where attendance rates tend to be lower.
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 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"> • Hire only highly qualified staff. SW 3 • Provide mentor support for beginning teachers. SW 4, 5 • Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. SW 4, 5 • Continue the process of evolving into a Professional Learning Community: provide/attend staff development, build a schedule that allows time for collaboration, organize into collaborative teams, and focus on learning (teacher and student). SW 4, 5, 8, 10 • Provide opportunities for teachers to learn from each other: present staff development, observe each other, collaborate to solve a problem, etc. SW 4, 5 • Provide instructional coach support for new teachers and experienced teachers working to refine their craft. SW 4, 5 • Celebrate teacher success through informal conversations, recognition at faculty gatherings, Teachers Achieving Excellence, etc. SW 5
Financial Resources	Campus budget, Teacher Activity Fund, Title I
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, electronic call-outs, email announcements, campus

	<p>meetings, and other sources. SW 6</p> <ul style="list-style-type: none"> • Provide parent learning opportunities such as information nights, curriculum nights, The Family Literacy Project, 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 • Support the development of a Parent Teacher Organization by collaborating to plan, making space available to meet, offering opportunities to be part of campus events, supporting fundraisers, etc. SW 6 • Facilitate opportunities for parents and community members to volunteer at school or in service to the school. SW 6
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	
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"> • Campus-wide security protocols • Restricted entry system (locked front doors) • Restricted access system (locked front foyer doors) • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of emergency operations plans at the campus level. • 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. • 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. SW 4, 10 • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit 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"> • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. SW 2,4 • Provide staff development on integration of technology across the curriculum. SW 4 • Build teacher capacity to fully implement technology in instruction SW 4 • Provide meaningful opportunities for students to access technology for learning. • Maintain current technology within classrooms (hardware and software).
Financial Resources	Campus budget SCE, Title I, Title III, Intervention Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
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.

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Goal 1: Performance Gap 1,2,3,4,7,8,9,10,11,12,13,14,16; Reading 1,2,3,4,5,7; Writing 1,2,3,5; Math 1,2,3,5; Social Studies 1,2,3,4,5,6,7,8; Science 1,2,3; Postsecondary Readiness 1,3,5	General education teachers for at-risk students	\$1,072,351	21.00
Goal 1: Performance Gap 7,10,12,14; Reading 5; Writing 1, 2; Math 1,2,3	Instructional Materials for At-Risk Students	\$12,440	00.00
	TOTAL SCE	\$1,084,791	21.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Goal 1: Performance Gap 7,10,12,14; Reading 5; Writing 1, 2; Math 1,2,3	Instructional Materials for Interventions	\$3,200	.00
	TOTAL IF	\$3,200	.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Goal 1: Performance Gap 5; Reading 6; Math 4	Instructional Support – Instructional Coaches	\$201,982	3.00
Goal 1: Performance Gap Strategies 6	Instructional Support – Paraprofessionals	\$21,938	1.00
Goal 1: Performance Gap 13; Reading 7; Writing 5, Math 5	Substitutes for Instructional Assessment and Planning	\$4,330	0.09
Goal 1: Performance Gap Strategies 15,16; Postsecondary Readiness 4; Goal 3: 2	Parent Involvement	\$2,985	.00
	TOTAL Title IA	\$231,235	4.09
Title III LEP			
Goal 1: Performance Gap 13; Reading 7; Writing 5, Math 5	Substitutes for Instructional Assessment and Planning	\$3,000	0.06
Goal 1: Performance Gap 7,10,12,14; Reading 5; Writing 1, 2; Math 1,2,3	Instructional Materials	\$3,500	0.00
	TOTAL Title III LEP	\$6,500	0.06

Strategy	Program/Service	Funds Budgeted	FTEs
Title III IMM			
Goal 1: Performance Gap 7,10,12,14; Reading 5; Writing 1, 2; Math 1,2,3	Instructional Materials	\$400	.00
	TOTAL Title III IMM	\$400	.00