

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate 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.

**Master Rigorous Academic Standards**

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

**Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**Successful Completion of High School**

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

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 71% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 78% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Increase Attendance Rate from 97% to 98%</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; 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.</i> In 2015-2016, the Index 2 Score was 37. <b>In 2016-2017, the Index 2 Score will be 50.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in reading. SW 2, 4 (DSG) (CSG)</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students SW 2</li> <li>• Refine guided reading practices to increase the intentionality with which teachers approach each group based on formative assessments such as running records SW 2 (DSG) (CSG)</li> <li>• 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) (CSG)</li> </ul>

	<ul style="list-style-type: none"> <li>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)</li> <li>Implement Lucy Calkins Units of Study for Reading in K-1<sup>st</sup> grade classrooms SW 2,4,9</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Expect students to write daily within a Writers’ Workshop format, using Lucy Calkins Units of Study for Writing resources for lesson planning SW 2,4 (DSG) (CSG)</li> <li>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)</li> <li>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)</li> <li>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)</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Provide strategies and staff development in the integration of the mathematics process standards in daily math instruction for all students / student groups SW 4 (DSG) (CSG)</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 SW 2 (DSG) (CSG)</li> <li>Continue the emphasis on small group, differentiated math instruction such as guided math, tracking individual progress through documentation using anecdotal notes, and implementation of effective intervention plans SW 2,8,9 (DSG) (CSG)</li> <li>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</li> <li>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)</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. (DSG)</li> <li>Implement the Interactive Student Notebook K-12. (DSG)</li> <li>Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>Design units based on enduring understandings that answer essential questions.</li> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>Provide language based scaffolding during classroom instruction. (DSG)</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Ensure teachers plan TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, evaluate). (DSG)</li> <li>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. (DSG)</li> <li>Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. (DSG)</li> <li>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</li> </ul>

<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<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> In 2015-2016, the Index 3 Score was 43 and included only the Eco Dis student group. <b>In 2016-2017, the Index 3 Score will be 48 and will include the student groups of Eco Dis and Hispanic.</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<b>Program Focus Strategies</b>	<b>Special Populations</b> <ul style="list-style-type: none"> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) (CSG)</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) (CSG)</li> <li>• Ensure collaboration between general education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG)</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) (CSG)</li> <li>• Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</li> <li>• Provide intensive, systematic intervention for identified students during the school day and after school. SW 9, (CSG)</li> <li>• Provide mentors to targeted at-risk students. SW 7</li> <li>• Utilize a campus Bilingual / ESL instructional coach to build the capacity of teachers to meet the needs of their ELL students. SW 2,4,8,9,10 (DSG) (CSG)</li> <li>• Utilize an instructional paraprofessional to support at-risk students as they practice / apply their learning within rigorous problems / settings. SW 9,10 (DSG) (CSG)</li> <li>• Purchase updated / engaging instructional materials and supplies for each content area designed to increase the efficiency and effectiveness of classroom instruction for at-risk students</li> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction SW 7,9,10 (DSG) (CSG)</li> <li>• Study each ELL student's previous TELPAS ratings and implement differentiated instruction designed to advance the student to the next TELPAS level SW 1,7,8,9,10 (DSG) (CSG)</li> <li>• Emphasize oral language development of ELL students through staff development, goal-setting and progress monitoring. SW 2,7,9 (DSG) (CSG)</li> <li>• Build intrinsic motivation for learning through the use of student data notebooks. SW 7, 8, 9</li> <li>• 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</li> </ul>
<b>READING Performance Objectives</b>	<b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> In 2015-2016, 67% of Eco Dis students and 66% of Hispanic students met Level II standard. In addition, 15% of Eco Dis students and 14% of Hispanic students met Level III standard. <b>In 2016-17, 72% of Eco Dis students and 71% of Hispanic students will meet Level II standard. In addition, 25% of Eco Dis students and 25% of Hispanic students will meet Level III standard.</b> Target: Reading Reporting Categories 1-3 for LEP and Special Education student groups Reading Performance Safeguard Target: Special Education student group
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in reading. SW 2, 4 (DSG) (CSG)</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students. SW 2</li> <li>• Refine guided reading practices to increase the intentionality with which teachers approach each group based on formative assessments such as running records. SW 2 (DSG) (CSG)</li> <li>• Utilize a campus Literacy instructional coach to build the capacity of teachers to meet the needs of</li> </ul>

	<p>students as they acquire literacy and become skilled readers. SW 2,4,8,9,10 (DSG) (CSG)</p> <ul style="list-style-type: none"> <li>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)</li> <li>Implement Lucy Calkins Units of Study for Reading in K-1<sup>st</sup> grade classrooms. SW 2,4,9</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 61% of Eco Dis students and 59% of Hispanic students met Level II standard. In addition, 11% of Eco Dis students and 10% of Hispanic students met Level III standard.</p> <p><b>In 2016-17, 66% of Eco Dis students and 64% of Hispanic students will meet Level II standard. In addition, 20% of Eco Dis students and 20% of Hispanic students will meet Level III standard.</b></p> <p>Target: Reporting Category 1, Composition – Eco Dis, Hispanic, White, LEP (current and monitored) and Special Education student groups; Reporting Category 2, Revision – LEP and Special Education student groups; Reporting Category 3, Editing – LEP and Special Education student groups</p> <p>Writing Performance Safeguard Target: Hispanic student group</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Expect students to write daily within a Writers’ Workshop format, using Lucy Calkins’ Units of Study for Writing resources for lesson planning. SW 2,4 (DSG) (CSG)</li> <li>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)</li> <li>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)</li> <li>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)</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 77% of Eco Dis students and 76% of Hispanic students met Level II standard. In addition, 28% of Eco Dis students and 24% of Hispanic students met Level III standard.</p> <p><b>In 2016-17, 82% of Eco Dis students and 81% of Hispanic students will meet Level II standard. In addition, 38% of Eco Dis students and 34% of Hispanic students will meet Level III standard.</b></p> <p>Target: Reporting Category 2, Computations and Algebraic Relationships – Special Education student group; Reporting Category 3, Geometry and Measurement – LEP and Special Education student groups; Reporting Category 4, Data Analysis and Personal Financial Literacy – Special Education student group</p> <p>Math Performance Safeguard Target: Special Education student group</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide strategies and staff development in the integration of the mathematics process standards in daily math instruction for all students / student groups. SW 4 (DSG) (CSG)</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. SW 2 (DSG) (CSG)</li> <li>Continue the emphasis on small group, differentiated math instruction such as guided math, tracking individual progress through documentation using anecdotal notes, and implementation of effective intervention plans. SW 2,8,9 (DSG) (CSG)</li> <li>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</li> <li>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)</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 64% of 8<sup>th</sup> grade Eco Dis students and 63% of Hispanic students met Level II standard. In addition, 9% of Eco Dis students and 8% of Hispanic students met Level III standard.</p> <p><b>In 2016-17, 72% of Eco Dis students and 65% of Hispanic students will meet Level II standard. In addition, 12% of Eco Dis students and 9% of Hispanic students will meet Level III standard.</b></p> <p>Target Reporting Category 1: History – all student groups in grade 8; Reporting Category 2, Geography and Culture – all student groups in grade 8; Reporting Category 3, Government and Citizenship – all student groups in grade 8; Reporting Category 4, Economics, Science, Technology and Society – all student groups</p>

	<p>in grade 8</p> <p>Social Studies Performance Safeguard Target: ELL Current and Monitored (CSG and DSG); Special Education (CSG and DSG)</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. (DSG)</li> <li>Implement the Interactive Student Notebook K-12. (DSG)</li> <li>Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> <li>Design units based on enduring understandings that answer essential questions.</li> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> <li>Provide language based scaffolding during classroom instruction. (DSG)</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 81% of Eco Dis students and 81% of Hispanic students met Level II standard. In addition, 10% of Eco Dis students and 10% of Hispanic students met Level III standard.</p> <p><b>In 2016-17, 86% of Eco Dis students and 86% of Hispanic students will meet Level II standard. In addition, 13% of Eco Dis students and 13% of Hispanic students will meet Level III standard.</b></p> <p>Target Reporting Category 1 – LEP, African American and Special Education student groups; Reporting Category 2 – LEP student group; Reporting Category 3 – Eco Dis, African American, Hispanic, LEP and Special Education student groups; Reporting Category 4 – Eco Dis, African American, LEP and Special Education student groups</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Ensure teachers plan TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, evaluate). (DSG)</li> <li>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. (DSG)</li> <li>Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. (DSG)</li> <li>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</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>90% 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>Coordinate lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>Ensure students are well informed about physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime.</li> <li>Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.</li> <li>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.</li> <li>Encourage students to be active through programs such as Active Start, which involves structured, physical activities prior to the start of the instructional day.</li> <li>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.</li> </ul>
<p><b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4)</b></p> <p><b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>Index 4: POST-SECONDARY</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b></p> <p>In 2015-2016, 38% all students and 7 race/ethnic groups met post-secondary standard on STAAR</p>

<b>READINESS OBJECTIVES</b>	<p>assessments.</p> <p><b>In 2016-2017, 43% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b></p> <p><b>Increase Attendance Rate from 97% to 98%</b></p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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. SW 6</li> <li>• Communicate the attendance laws to parents annually, and reinforce the link between regular school attendance and academic achievement. SW 6</li> <li>• Celebrate student accomplishments in learning through incentives such as Students Achieving Excellence (SAE), Roadrunner Excellence Award, and special events (soccer clinic with CHS students, attendance at an Astros' Game, etc.).</li> <li>• Connect families with community support so they can establish a home routine that allows for regular school attendance. SW 6</li> <li>• Recognize / reward outstanding attendance, especially in Pre-Kindergarten and Kindergarten, where attendance rates tend to be lower</li> </ul>
<b>Financial Resources</b>	<p>Campus budget</p> <p>SCE, Title I, Title III</p>
<b>Additional Resources</b>	<p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted &amp; Talented</p> <p>Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos</p> <p>Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
<b>Monitoring Timeline</b>	<p>November, January, April</p>
<b>Formative Evaluation</b>	<p>CISD Benchmarks at passing rate</p>
<b>Summative Evaluation</b>	<p>TEA Accountability Summary</p> <p>TAPR</p> <p>Meet Performance Indicators for CaSE</p>
<b>Project Manager(s):</b>	<p>Principal</p> <p>Assistant Principal</p>

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<b>Objective</b>	<p>To recruit, retain and develop highly qualified teachers and staff for all students.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Hire only highly qualified staff. SW 3</li> <li>• Provide mentor support for all teachers new to our campus. SW 3, 4, 5</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 4, 5</li> <li>• 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, focus on learning (teacher and student), and nurture a results orientation. SW 4, 5, 8, 10</li> <li>• Encourage interdependence: empower teams to make decisions about how to address needs while remaining in alignment with district and campus goals/priorities. SW 8,9,10</li> <li>• Provide opportunities for teachers to learn from each other: present staff development, observe each other, collaborate to solve a problem, etc. SW 4, 5</li> <li>• Provide instructional coach support for new teachers and experienced teachers working to refine their craft SW. 4, 5</li> <li>• Celebrate teacher success through informal conversations, recognition at faculty gatherings, Teachers</li> </ul>

	Achieving Excellence, etc. SW5
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title I and 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.
	<p>Indicator 1 <i>Community and Parent Involvement</i> Focus Strategies</p> <ul style="list-style-type: none"> <li>• Use social media to communicate campus information. SW 6</li> <li>• Use a “parent workshop” format for academic information nights so parents learn how to support their child at home and leave with tools and strategies to get started. SW 6</li> </ul> <p>Indicator 2 <i>Second Language Acquisition</i> Focus Strategies</p> <ul style="list-style-type: none"> <li>• Emphasize oral language development within all subjects. SW 2</li> <li>• Provide staff development for teachers about how to integrate oral language development strategies into their content-area instruction. SW 4</li> <li>• Set goals and monitor academic achievement of ELL students SW 8</li> </ul> <p>Indicator 3 <i>Gifted and Talented Programs</i> Focus Strategies</p> <ul style="list-style-type: none"> <li>• Establish a Destination Imagination (DI) team that will include gifted students.</li> <li>• Expand the Robotics club to include 3<sup>rd</sup> and 4<sup>th</sup> graders.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I, Title III
<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>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Campus-wide security protocols.</li> <li>• Restricted entry system (locked front doors).</li> <li>• Restricted access system (locked front foyer doors and office-area doors).</li> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of emergency operations plans at the campus level.</li> <li>• Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</li> <li>• Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition &amp; Response Full Course, and Online Safety: What Every Educator Needs to Know; CISD online resources at <a href="http://www.conroeisd.net/Bullying/student_guide.asp">http://www.conroeisd.net/Bullying/student_guide.asp</a>; campus</li> </ul>

	<p>programs and presentations. SW 4,10</p> <ul style="list-style-type: none"> <li>• 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</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
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure the Technology Applications TEKS are met across content areas.</li> <li>• Provide hands-on training in use of new technology hardware and software. SW 2,4</li> <li>• Build teacher capacity to fully implement technology in instruction across the curriculum. SW 4</li> <li>• Provide meaningful opportunities for students to use technology for learning.</li> <li>• Maintain current technology within classrooms (hardware and software).</li> </ul>
<b>Financial Resources</b>	Campus budget Title I, Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative            November, January Summative            July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans 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  
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Goal 1, Index 2: Reading 2,3,5,6; Writing 1,2,4; Math 1,2,3,5; Social Studies 1-7; Science 1-4; Goal 2: 2	General Education Teachers for At-Risk Students	911,050	17.00
Goal 1, Index 3: Math 2,3	Substitutes	5,690	.10
Goal 1, Index 3: Special Populations 6	Extra Duty Tutorials for At-Risk Students	8,250	.15
	<b>TOTAL SCE</b>	<b>924,990</b>	<b>17.25</b>

**Resources Allocated for Title I - III  
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Goal 1, Index 2: Reading 4; Writing 3; Math 4; Goal 1, Index 3: Special Populations 8; Goal 2: 2	Instructional Support – Instructional Coaches/Teachers	209,873	3.00
Goal 1, Index 3: Special Populations 9	Instructional Support – Paraprofessionals	23,725	1.00
Goal 1, Index 2: Reading 5; Writing 4; Math 5	Substitutes for Instructional Assessment and Planning	14,904	.27
Goal 5: 1-5	Technology	0	.00
Goal 1, Index 3: Special Populations 10	Instructional Materials	10,121	.00
Goal 1, Index 3: Special Populations 1,2,4,5; Reading 1,3, 5, 6; Writing 4; Math 5; Goal 2: 3,4,5,7	Staff Development	6,000	.00
Goal 3: 2	Parent Involvement	3,187	.00
	<b>TOTAL Title IA</b>	<b>267,810</b>	<b>4.27</b>
<b>Title III LEP</b>			
Goal 1, Index 3: Special Populations 6	Extra Duty Tutorials	4,500	.06
Goal 1, Index 2: Reading 5; Writing 4; Math 5	Technology	2,000	.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.06</b>