

**Campus Improvement Plan
2017-2018
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

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 71% Approaching Grade Level Standards Goal for 2017-2018 80% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, and Math
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 64% of students who met or exceeded growth measures. 27% of students who exceeded growth measures only. Goal for 2017-2018 75% of students who will meet or exceed growth measures. 35% of students who will exceed growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</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 students in reading. District Safeguard (DSG) Campus Safeguard (CSG) • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking

	<p>Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students Refine guided reading practices to increase the intentionality with which teachers approach each group based on formative assessments such as running records (DSG) (CSG)</p> <ul style="list-style-type: none"> • Campus Literacy instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of students as they acquire literacy and become skilled readers (DSG) (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 (DSG) (CSG) • Implement Lucy Calkins Units of Study for Reading in K-1st grade classrooms (DSG) (CSG)
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Expect students to write daily within a writers’ workshop format, using Lucy Calkins’ Units of Study for Writing as a primary resource for lesson planning (DSG) (CSG) • Participate in a writing cohort to build teachers’ instructional capacity within a writers’ workshop structure (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 (DSG) (CSG) • Campus literacy instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of students as they acquire literacy and become skilled writers (DSG) (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 (DSG) (CSG)
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <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 (DSG) (CSG) • 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 (DSG) (CSG) • 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 (DSG) (CSG) • Use the Do the Math program to intervene for students experiencing difficulty with math concepts (DSG) (CSG) • Campus math instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of students as they acquire math proficiency (DSG) (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 (DSG) (CSG)
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <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. (DSG) • Implement the Interactive Student Notebook K-12. (DSG) • 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. • Provide language based scaffolding during classroom instruction. (DSG)
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure teachers plan TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, evaluate). (DSG) • 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) • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. (DSG)

	<ul style="list-style-type: none"> 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 (DSG)
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 71% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 66% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> Provide ongoing support and training for teachers with evidence based instructional strategies in all content areas, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities (DSG) (CSG) Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas (DSG) (CSG) Ensure collaboration between general education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) (CSG) Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology (DSG) (CSG) Provide ongoing support and training 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) Provide ongoing support and training 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) 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) (CSG) Language instruction is targeted and taught in the content areas and extra-curricular activities by way of the English Language Proficiency Standards (DSG) (CSG) Provide intensive, systematic intervention for identified students during the school day and after school (DSG) (CSG) Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery (DSG) (CSG) Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students Provide mentors to targeted at-risk students Campus Bilingual / ESL instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of their ELL students. (DSG) (CSG)

	<ul style="list-style-type: none"> • Utilize an instructional paraprofessional to support at-risk students as they practice / apply their learning within rigorous problems / settings (DSG) (CSG) • 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 • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction (DSG) (CSG) • Study each ELL student’s previous TELPAS ratings and implement differentiated instruction designed to advance the student to the next TELPAS level (DSG) (CSG) • Emphasize oral language development of ELL students through staff development, goal-setting and progress monitoring (DSG) (CSG) • Build intrinsic motivation for learning through the use of student data notebooks • 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.
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 69% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 64% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Categories: 1, 2 and 3 for ELL and Special Education student groups Reading Performance Safeguard Target: Special Education student group</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in reading. (DSG) (CSG) • 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 • Refine guided reading practices to increase the intentionality with which teachers approach each group based on formative assessments such as running records (DSG) (CSG) • Campus Literacy instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of students as they acquire literacy and become skilled readers (DSG) (CSG) • Grade level teams will collaborate to analyze current assessment data, learn / refine instructional strategies and plan instruction/intervention according to the rigor intended by the TEKS (DSG) (CSG) • Implement Lucy Calkins Units of Study for Reading in K-1st grade classrooms (DSG) (CSG)
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 62% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017:</p>

	<p>56% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards Goal for 2017-2018: 65% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Target Writing Reporting Categories: 1 for all student groups; 2 and 3 for ELL and Special Education student groups Writing Performance Safeguard Targets: Hispanic and ELL student groups</p>
Focus Strategies	<ul style="list-style-type: none"> • Expect students to write daily within a writers’ workshop format, using Lucy Calkins’ Units of Study for Writing as a primary resource for lesson planning (DSG) (CSG) • Participate in a writing cohort to build teachers’ instructional capacity within a writers’ workshop structure (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 (DSG) (CSG) • Campus literacy instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of students as they acquire literacy and become skilled writers (DSG) (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 (DSG) (CSG)
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 78% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 74% scored Approaching Grade Level Standards 31% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Target Math Reporting Categories: 1, 2 and 3 for ELL and Special Education student groups Math Performance Safeguard Target: Special Education student group</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 (DSG) (CSG) • 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 (DSG) (CSG) • 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 (DSG) (CSG) • Use the Do the Math program to intervene for students experiencing difficulty with math (DSG) (CSG) • Campus math instructional coach will use the coaching cycle to build the capacity of teachers to meet the needs of students as they acquire math proficiency (DSG) (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 (DSG) (CSG)
SOCIAL STUDIES Performance	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 60% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District</p>

Objectives	performance standards.
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. (DSG) Implement the Interactive Student Notebook K-12. (DSG) 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. Provide language based scaffolding during classroom instruction. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students <i>Bozman Intermediate (Runyan's feeder campus) Performance in 2016-2017:</i> 77% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic <i>Bozman Intermediate (Runyan's feeder campus) Performance in 2016-2017:</i> 78% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 22% will score Mastering Grade Level Standards</p> <p>65% of all Runyan students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</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). (DSG) 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) Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. (DSG) 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(DSG)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>85% 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 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

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97% in 2016/17 to 98% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p>
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. • Confer with parents of students with a high degree of absenteeism / tardiness • Celebrate student accomplishments in learning through incentives such Students Achieving Excellence (SAE) and special events (soccer clinic with CHS students, attendance at a Dynamo’s Game, etc.) • Connect families with community support so they can establish a home routine that allows for regular school attendance. • Periodically 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
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, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, 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 passing rate
Summative Evaluation	TEA Accountability Summary TAPR
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 • Provide mentor support for all teachers new to our campus • Institute a “Roadrunner Academy” in which all new professional staff are invited to periodic, informal meetings with campus administration to dialog about current status -- what’s going well and what

	<p>support is needed from the perspective of the new staff</p> <ul style="list-style-type: none"> • Improve qualifications of teachers by providing opportunities to attend workshops and training sessions • 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), nurture a results orientation. • Encourage interdependence: empower teams to make decisions about how to address needs while remaining in alignment with district and campus goals/priorities • Provide opportunities for teachers to learn from each other: implement instructional rounds, institute weekly teacher learning time and team planning time, campus staff development, etc. Provide instructional coach support for new teachers and experienced teachers working to refine their craft • Recognize and celebrate teacher success through informal conversations, recognition at faculty gatherings, Teachers Achieving Excellence, Twitter challenge, Caught in the Act of Excellence, pictures within the internal newsletter (<i>Roadrunner Reporter</i>), etc.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
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 meetings, and other sources. • Use social media and other electronic sources to build confidence among parents in the educational experience offered to Runyan students – excellent instructional experiences for students; success stories; details about fun events; happy students, teachers and parents • Provide parent learning opportunities such as information nights, curriculum nights, Pre-Kindergarten parent learning nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment and are equipped to help their child succeed. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • 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. • Facilitate opportunities for parents and community members to volunteer at school or in service to the school
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
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 and office-area doors) • Conduct fire, disaster, lock-downs, 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 sign in with a valid, government issued ID and wear visitor badges in the school • Keep all classroom doors locked but propped open for student access. Remove the prop in an emergency so doors are locked closed. • Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course, and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills
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
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.
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 • Build teacher capacity to fully implement technology into instruction across the curriculum • Provide meaningful opportunities for students to use technology for learning • Maintain current technology within classrooms (hardware and software)
Financial Resources	Campus budget, Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gap, Strategy 1-11, 16-19	General Education Teachers for At-Risk Students	927,075	17.00
Closing the Performance Gap, Strategy 1	Academic Tutorials	12,357	0.22
	TOTAL SCE	939,432	17.22

**Resources Allocated for Title I - III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Reading, Strategy 1, 3, 4, 5, 6 Writing, Strategy 1, 2, 4, 5 Math, Strategy 1, 3, 5, 6 Closing the Performance Gap, Strategy 1, 2, 5, 6, 7, 9, 13, 16, 17, 18	Instructional Support – Instructional Coaches/Teachers	164,560.00	3.00
Closing the Performance Gap, Strategy 14	Instructional Support – Paraprofessionals	16,373	1.00
Reading, Strategy 5 Writing, Strategy 5 Math, Strategy 6 Closing the Performance Gap, Strategy 10, 11	Substitutes for teachers to assess and plan for instruction	6,280	.11
Closing the Performance Gap, Strategy 9	Extra duty tutorials	7,322	.13
Closing the Performance Gap, Strategy 15	Instructional Materials	2,000	.00
Closing the Performance Gap, Strategy 11 Postsecondary Readiness, Strategy 1, 2, 3 Parents and Community, Strategy 3, 4	Parent Involvement	2,985	.00
	TOTAL Title IA	199,520	4.24
Title III LEP			
Reading, Strategy 5 Writing, Strategy 5 Math, Strategy 6 Closing the Performance Gap, Strategy 10, 11	Substitutes for teachers to assess and plan for instruction	5,000	.09
Closing the Performance Gap, Strategy 15	Instructional Materials	1,500	.00
	TOTAL Title III LEP	6,500	.09