

Conroe Independent School District
Runyan Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Runyan Elementary serves a largely at-risk student population. Typically, around 80% of the students are identified as Economically Disadvantaged, and 50% are Emergent Bilinguals.

Though we tend to have a greater percentage of at-risk students than the state, the Emergent Bilingual and Special Education student populations are the groups with whom we've achieved the least success. Our student body is primarily Hispanic. Achievement within race /ethnicity groups is similar and the struggling members within those groups tend to fall into the Emergent Bilingual group and/or the Special Education group.

Our STAAR achievement dropped significantly in 2021 primarily due to COVID-19 pandemic related effects on academics, school attendance, and overall learning. 2023 STAAR Fourth grade scores increased in the percentage of students for masters in reading and math, and also an increase of students for meets in math. However, 2023 STAAR scores showed a decrease in the percentage of students for both meets and masters in third grade for both reading and math.

	Meets			Masters		
	2021	2022	2023	2021	2022	2023
3 rd Reading	32%	52%	28%	11%	28%	9%
4 th Reading	20%	48%	39%	8%	18%	20%
3 rd Math	32%	49%	28%	10%	20%	7%
4 th Math	37%	33%	35%	19%	13%	14%

Additional reading data points:

According to the 2023 end of year Benchmark Assessment System (BAS), a significant number of students finished the school year reading below grade level standards:

- PK- 95% on level
- K – 82% on level
- 1st – 64% on level
- 2nd – 58% on level
- 3rd – 49% on level
- 4th – 60% on level

Student Achievement Strengths

On the 2023 STAAR Reading Assessment:

- Third grade Economically Disadvantaged students increased in approaching grade level from 33% to 60%.
- Third grade African American students increased in approaching grade level from 50% to 81%.
- Fourth grade Economically Disadvantaged students increased in approaching grade level from 48% to 59%.
- Fourth grade Hispanic students increased in masters grade level from 14% to 23%.
- Fourth grade students increased in masters grade level from 18% to 19%.

On the 2023 STAAR Math Assessments:

- Third grade Economically Disadvantaged students increased from 42% to 59% approaching grade level standards.
- Third grade Economically Disadvantaged students increased from 8% to 24% meeting grade level standards.
- Third grade Special Education students increased from 17% to 25% approaching grade level standards.
- Fourth grade Hispanic students increased from 43% to 44% meeting grade level standards and from 14% to 24% mastering grade level standards.
- Fourth grade White students increased from 78% to 80% approaching grade level standards.
- Overall, Fourth grade Economically Disadvantaged students increased 22% in achievement in math in the approaching, meets, and masters categories combined.
- Overall, Fourth grade Hispanic students increased 11% in achievement in math in the approaching, meets, and masters categories combined.

Our campus continues to evolve as a Professional Learning Community. Through the Effective Schools Framework (ESF), we have identified instructional planning as a priority, and teams work as a Professional Learning Community (PLC) to ensure high quality lesson plans for each classroom, no matter the individual teacher's inherent strengths / challenges, experiences level, etc. As a PLC, we continue to refine our protocols for monitoring and using data. All team members are keenly aware of how to teach high priority TEKS, how each TEKS is assessed, and they each have a plan for intervention specific to their students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): On the 2023 STAAR Reading Assessment, 49% of 3rd grade students scored zero the extended constructed response. **Root Cause:** There is a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students to support the requirements of the new STAAR Reading extended constructed responses.

Problem Statement 2: On the 2023 STAAR Assessment, 11% of fourth grade students and 23% of third grade Special Education students scored at the Approaches level. **Root Cause:** We continue to struggle with coordinating instruction for Special Education students between all service providers to provide a coherent instructional experience for students. We must raise our expectations for Special Education students' achievement.

Problem Statement 3 (Prioritized): On the 2023 STAAR Spanish Reading Assessment, 43% of 3rd grade students scored Approaches which was 20% below the English testers. **Root Cause:** Due to a high number of new teachers, the CISD Bilingual model is not being followed with fidelity in all classrooms. There is a continued need to focus on academic vocabulary for our Bilingual student population because their L1 (Native Language) is still developing.

Problem Statement 4 (Prioritized): On the 2023 STAAR Math Assessment, 56% of Hispanic students scored approaches for 3rd grade. **Root Cause:** There is a need to focus on

Academic vocabulary as well as many common first language words that are unknown to many of our students. Differentiated instruction has not been implemented with fidelity in all classrooms.

Problem Statement 5 (Prioritized): Only 42% of 2nd grade students ended the year below level according to their End of Year Benchmark Assessment System (BAS) levels. **Root Cause:** There is still a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Problem Statement 6 (Prioritized): Only 51% of Emergent Bilinguals scored on or above level on the 1st grade EOY Early Math Assessment. **Root Cause:** Bilingual model is not being followed with fidelity in all classrooms.

Culture and Climate

Culture and Climate Summary

Our Runyan mission: "At Runyan, we are a safe and welcoming community dedicated to student-focused learning driven by high expectations for all."

Recognizing and appreciating cultural differences is a part of the whole child approach at our campus, which ensures that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. We encourage staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on differences and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

We are committed to the social, emotional, behavioral, and academic success of all students. Through a Positive Behavioral Interventions and Supports (PBIS) approach, we teach students to successfully manage their behaviors and make responsible decisions. Runyan teachers prioritize establishing a positive and caring relationship with each of their students and view this as the pathway to encouraging student investment in learning.

According to our Organizational Health Inventory (OHI), we have consistent strengths in communication, morale and optimal power equalization. Adaptation and innovativeness are priority dimensions for our campus. Overall, we gained 44 points in the composite score from 2022 to 2023.

Though OHI indicates improvement, teacher turnover is an obstacle in the overall maintenance of campus instructional capacity. The campus functions as a Professional Learning Community, however as teams assimilate new members to procedures and curriculum each year, it takes time to reestablish efficient and results-oriented practices.

Culture and Climate Strengths

As a campus, we are intentional in hiring personnel that reflect our diverse student body, and students' uniqueness is embraced and celebrated. We are intentional about eliminating language as a barrier to school involvement, therefore we have hired bilingual individuals and placed them in key positions to facilitate communication with our parents and community. All of our written communication is available in both English and Spanish.

Runyan strives to ensure a safe and orderly environment conducive to learning for all students and staff. Every student's academic, social, and emotional needs are a priority. Students work to develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their behaviors, and make responsible decisions. For example, the Foundations Committee developed guidelines for success in the form of Runyan GRIT -- Growth Mindset, Respect, Initiative, and Teamwork. We engage students, families, and our community as authentic partners in social development.

Runyan continues to promote safety through Safe Schools training and utilizes mitigation strategies to keep our school, students, and staff safe. We have developed protocols that allow students to participate in the instructional environment using safe practices. The Foundations committee has crafted school-wide procedures to facilitate safe and efficient routines. We implement a campus-wide positive, proactive instructional approach to behavior through PBIS.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There have been increased misbehaviors in common areas such as restrooms, cafeteria, hallways, and buses. **Root Cause:** The school has not enforced with fidelity the school-wide Guidelines to Success created by the Foundations team which has lead to inconsistency with campus expectations and levels of behavior are not clear to all stakeholders.

Problem Statement 2 (Prioritized): There is not clear or historical growth patterns for campus wide student growth tracking. **Root Cause:** Campus-wide student goal tracking and accountability has not been an expectation in all grade levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Runyan parents are devoted to caring for and nurturing their children. They generally trust teachers to make helpful choices regarding their child's learning. Some parents might like to be more involved in their child's academic life, but a demanding work schedule and/or language barriers are obstacles to that goal.

Realizing the need for a partnership between school and home, Runyan works to remove barriers to that partnership. All written communication is available in both English and Spanish. The campus is intentional in hiring bilingual staff members and placing them in key roles to facilitate good oral communication. The campus hosts curriculum nights for math, literacy, and science as well as parent conferences to support parents in understanding the expectations of the state curriculum and provide tools to support individual student needs. To build more community within the school, Runyan traditionally hosts community-building events such as Back to School Dance, Go Texan Day, STAAR Soccer and other events to which the community is invited.

Parent and Community Engagement Strengths

Runyan has a number of events / opportunities to build strong parent / community relationships:

- Great and successful family nights such as Meet the Teacher, Open House, Literacy Night, Math/Science Night, Multicultural Night, etc.
- Family involvement events such as Read for a Better Life, back to school dance, character book parade, music programs, toy drive, Go Texan Day, Read Across America, soccer game, Dynamo field trip, and field day are some examples.
- Early childhood parent workshops and "Lunch and Learn" dates where parents are invited to join their child in various learning activities under the observation and direction of the teacher. The teacher guides and explains how the parent can be most helpful to the child.
- Girls on the Run is an after school club facilitated by Runyan staff to build community and "grit" in preadolescent girls.
- Runyan uses a number of online communication tools such as Smore, Facebook, School Messenger, and the campus and district websites.
- Runyan has a small but active PTO to support students and teachers.
- Several community entities typically make presentations such as poison education, dental hygiene, and fire safety / emergency preparedness to support the health and safety of Runyan students.
- Programs such as Red Ribbon Week and Generation Texas help students focus on making good choices in the present so they have broader choices in the future.
- Runyan has benefited from a long relationship with the Rotary Club of Conroe. The Rotary Club has supported various student programs / opportunities and assisted with teacher appreciation for many years.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Some of the campus events have significantly lower attendance than others. **Root Cause:** Some events are not appealing to families and/or students.

Problem Statement 2 (Prioritized): Overall, Attendance for 2022-2023 increased by 1%, but is below our campus target 96%. 2021: 93.4% 2022: 94.3% **Root Cause:** Good attendance post COVID has not been a priority. The campus plan has not been implemented with fidelity.

Priority Problem Statements

Problem Statement 1: On the 2023 STAAR Reading Assessment, 49% of 3rd grade students scored zero the extended constructed response.

Root Cause 1: There is a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students to support the requirements of the new STAAR Reading extended constructed responses.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On the 2023 STAAR Spanish Reading Assessment, 43% of 3rd grade students scored Approaches which was 20% below the English testers.

Root Cause 2: Due to a high number of new teachers, the CISD Bilingual model is not being followed with fidelity in all classrooms. There is a continued need to focus on academic vocabulary for our Bilingual student population because their L1 (Native Language) is still developing.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: On the 2023 STAAR Math Assessment, 56% of Hispanic students scored approaches for 3rd grade.

Root Cause 3: There is a need to focus on Academic vocabulary as well as many common first language words that are unknown to many of our students. Differentiated instruction has not been implemented with fidelity in all classrooms.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Only 42% of 2nd grade students ended the year below level according to their End of Year Benchmark Assessment System (BAS) levels.

Root Cause 4: There is still a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is not clear or historical growth patterns for campus wide student growth tracking.

Root Cause 5: Campus-wide student goal tracking and accountability has not been an expectation in all grade levels.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: There have been increased misbehaviors in common areas such as restrooms, cafeteria, hallways, and buses.

Root Cause 6: The school has not enforced with fidelity the school-wide Guidelines to Success created by the Foundations team which has lead to inconsistency with campus expectations and levels of behavior are not clear to all stakeholders.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Some of the campus events have significantly lower attendance than others.

Root Cause 7: Some events are not appealing to families and/or students.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Overall, Attendance for 2022-2023 increased by 1%, but is below our campus target 96%. 2021: 93.4% 2022: 94.3%

Root Cause 8: Good attendance post COVID has not been a priority. The campus plan has not been implemented with fidelity.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Only 51% of Emergent Bilinguals scored on or above level on the 1st grade EOY Early Math Assessment.

Root Cause 9: Bilingual model is not being followed with fidelity in all classrooms.

Problem Statement 9 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of students that score at the meets grade level or above on 2024 STAAR RLA Assessment from 33% to 38%.

HB3 Goal

Evaluation Data Sources: District Common Formative Assessments, Campus Common Summative Assessments, BAS, Running Records, STAAR Interim Assessments, RLA STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development on writing highly effective constructive response exemplars. Strategy's Expected Result/Impact: Better observed vertical alignment across grade levels *in understanding and instruction of constructive responses. Increase the percent of students that score at the meets grade level on District Common Formative Assessment #2 from Pre-test to Post-test by 10%. Increase the percent of students that score at the meets grade level on CFA #3 from Pre-test to Post-tests by 10%. Staff Responsible for Monitoring: Administrators, campus instructional coaches, and district coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3 Funding Sources: Instructional Coaches - State Comp Ed - \$20,000, Books / Instructional Resources - Title I - \$2,300, Tutors for At-Risk Students - Title I - \$20,000	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Set reading and writing goals with students, track progress, and celebrate successes. Strategy's Expected Result/Impact: Students ownership of their progress and ability to identify the TEKS they need support with. Teachers will consistently monitor and track student progress to guide instruction and develop targeted interventions. Staff Responsible for Monitoring: Administrators, campus instructional coaches, and district coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3 - Culture and Climate 2 Funding Sources: Instructional Coaches - State Comp Ed - \$20,000, Student Success Manager - Title I - \$40,000, Instructional Materials and Supplies - State Comp Ed - \$2,500	Formative		
	Dec	Mar	June
			
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On the 2023 STAAR Reading Assessment, 49% of 3rd grade students scored zero the extended constructed response. Root Cause: There is a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students to support the requirements of the new STAAR Reading extended constructed responses.
Problem Statement 3: On the 2023 STAAR Spanish Reading Assessment, 43% of 3rd grade students scored Approaches which was 20% below the English testers. Root Cause: Due to a high number of new teachers, the CISD Bilingual model is not being followed with fidelity in all classrooms. There is a continued need to focus on academic vocabulary for our Bilingual student population because their L1 (Native Language) is still developing.
Culture and Climate
Problem Statement 2: There is not clear or historical growth patterns for campus wide student growth tracking. Root Cause: Campus-wide student goal tracking and accountability has not been an expectation in all grade levels.


Goal 1: Student Achievement and Post-Secondary Success


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd and 4th grade students that score meets grade level or above on 2024 STAAR Math from 29% to 35%.

HB3 Goal

Evaluation Data Sources: District Common Formative Assessments, Campus Common Summative Assessments, STAAR Interim Assessments, STAAR Math, Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development during PLC and Professional Development days in the area of guided math and differentiated instruction. Strategy's Expected Result/Impact: Effective implementation of guided math components. Staff Responsible for Monitoring: Administrators, campus instructional coaches, and district instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4 Funding Sources: Instructional Coaches - State Comp Ed - \$15,000, Instructional Resources- Math Region 4 - Title I - \$1,500, Student Success Manager - Title I - \$20,000, Bilingual Instructional Coach (2nd Semester) - Title I - \$22,000, Dreambox - Title I - \$8,250	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Providing support through campus coaching during planning to assist with designing high leverage differentiated lessons to address the needs of approaches, meets, and masters students. Strategy's Expected Result/Impact: Lesson plans reflect tiered math lessons. Increase the percent of students that score at the meets level on CFA2 from Pre-test to Post-test by 10%. Increase the percent of students that score at the meets level on CFA3 from Pre-test to Post-test by 10%. Staff Responsible for Monitoring: Administrators, campus instructional coaches, and district instructional coaches Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Substitutes for Big Picture Planning Days - Title I - \$7,500, Instructional Coaches - State Comp Ed - \$10,000, Instructional Materials and Supplies - Title I - \$5,000, Extra Duty Pay - State Comp Ed - \$2,500	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

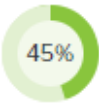




Student Achievement
Problem Statement 4: On the 2023 STAAR Math Assessment, 56% of Hispanic students scored approaches for 3rd grade. Root Cause: There is a need to focus on Academic vocabulary as well as many common first language words that are unknown to many of our students. Differentiated instruction has not been implemented with fidelity in all classrooms.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: The percentage of Kindergarten through 2nd grade students that score on or above grade level in numeracy on the EOY Early Math Assessment will increase from 70% to 76%.

HB3 Goal
Evaluation Data Sources: Early Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Providing math coaching support during planning to assist with designing differentiated lessons to address the needs of students in the area of numeracy. Strategy's Expected Result/Impact: Lesson plans reflect tiered math lessons. Staff Responsible for Monitoring: Administrators, campus instructional coaches, district coaches, resource teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Substitutes for Big Picture Planning - Title I - \$7,500, Instructional Coaches - State Comp Ed - \$10,000, Bilingual Instructional Coach (2nd semester) - Title I - \$22,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 6: Only 51% of Emergent Bilinguals scored on or above level on the 1st grade EOY Early Math Assessment. Root Cause: Bilingual model is not being followed with fidelity in all classrooms.

Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: The percentage of Kindergarten through 2nd grade students that read on or above grade level on the EOY BAS/SEL will increase from 67% to 73%.

Evaluation Data Sources: BAS/SEL

Running Records

Writing exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development on extended constructive responses to increase understanding of the progression Kindergarten through 2nd grade. Strategy's Expected Result/Impact: Vertical alignment across grade levels in understanding the progression and instruction in constructive responses. Staff Responsible for Monitoring: Administrators, campus instructional coaches, district coaches, resource teachers Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5 Funding Sources: Instructional Coaches - State Comp Ed - \$10,000, Books / Instructional Resources - Title I - \$2,500	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: On the 2023 STAAR Reading Assessment, 49% of 3rd grade students scored zero the extended constructed response. Root Cause: There is a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students to support the requirements of the new STAAR Reading extended constructed responses.


Student Achievement
Problem Statement 5: Only 42% of 2nd grade students ended the year below level according to their End of Year Benchmark Assessment System (BAS) levels. Root Cause: There is still a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase 2023 TELPAS progress rate from 52% to 55%.

Evaluation Data Sources: English Language Assessment Report Card
Summit K-12 reports
TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Summit K-12 to provide students with opportunities to improve listening, speaking, reading, and writing skills, as well as, gain exposure to an online format for practicing those skills. Strategy's Expected Result/Impact: Teachers will ensure that emergent bilingual students will have access to Summit K-12, allow for practice, and receive feedback to improve English language acquisition. Staff Responsible for Monitoring: Administrators, campus instructional coaches, teachers, Title I: 2.4 Problem Statements: Student Achievement 3 Funding Sources: Instructional Coaches - State Comp Ed - \$16,029, Student Success Manager - Title I - \$20,000, Books / Instructional Materials - Title III - \$5,000, After School Tutorials by Teachers - Title III - \$4,858	Formative		
	Dec	Mar	June
			
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 3: On the 2023 STAAR Spanish Reading Assessment, 43% of 3rd grade students scored Approaches which was 20% below the English testers. Root Cause: Due to a high number of new teachers, the CISD Bilingual model is not being followed with fidelity in all classrooms. There is a continued need to focus on academic vocabulary for our Bilingual student population because their L1 (Native Language) is still developing.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Monitor financial systems to ensure fiscal responsibility and goal alignment with all campus local, state and federal budgets.

Evaluation Data Sources: Budget audits, Title 1, SCE, General Funds, Activity Funds






Strategy 1 Details	Formative Reviews		
Strategy 1: The Principal will meet weekly with the campus secretary to review activity fund accounts, budget accounts and facilities issues. Strategy's Expected Result/Impact: Financial resources will be used in alignment with district guidelines, and facilities will remain safe and functional. Staff Responsible for Monitoring: Principal, secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Recruit a highly qualified diverse staff which represents the diversity of our student population.

Evaluation Data Sources: HR position control, CISD Job Fair, SHSU Teacher Residents


Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in the yearly CISD Job Fair. Strategy's Expected Result/Impact: Hire a diverse staff which reflects the diversity of our students. Staff Responsible for Monitoring: Administrators, campus instructional coaches, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Coaches - State Comp Ed - \$20,000, Supplies for Goal Attainment - Title I - \$5,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Maintain a safe and structured campus environment conducive to student learning through use of campus environment walks, surveys, and observations.

Evaluation Data Sources: Surveys, environment walks, Foundation committee observations

Strategy 1 Details	Formative Reviews		
Strategy 1: The Foundations committee will monitor monthly and adapt campus wide systems that ensure safety and prioritize instructional time. Strategy's Expected Result/Impact: Students, staff, and visitors will feel safe and instructional time will be well used. Successful implementation of Guidelines for Success, cafeteria, hallway, arrival and dismissal, restroom and recess expectations. Successful implementations of PBIS strategies and CHAMPS throughout the campus. Successful implementation of whole group and small group counseling lessons. Staff Responsible for Monitoring: Foundations committee, administrators, counselor, PBIS liaison, instructional coaches, district student support coach. Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Culture and Climate 1 Funding Sources: Supplies for Goal Attainment - Title I - \$5,500, PBIS Liaison - Title I - \$78,913	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Runyan Elementary will provide opportunities for parents and community members to provide feedback about ways to be involved in their student's learning. Based on feedback, campus will create events that meet families needs. Strategy's Expected Result/Impact: Parents will feel welcome at school and engage in their child's learning based on parent feedback surveys. Staff Responsible for Monitoring: Administrators, counselor, academic committees, instructional coaches, teachers Title I: 2.6, 4.1, 4.2 Problem Statements: Parent and Community Engagement 1 Funding Sources: Supplies for Family Engagement Nights - Title I - \$9,000, Instructional Coaches - State Comp Ed - \$20,000	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: There have been increased misbehaviors in common areas such as restrooms, cafeteria, hallways, and buses. Root Cause: The school has not enforced with fidelity the school-wide Guidelines to Success created by the Foundations team which has lead to inconsistency with campus expectations and levels of behavior are not clear to all stakeholders.
Parent and Community Engagement
Problem Statement 1: Some of the campus events have significantly lower attendance than others. Root Cause: Some events are not appealing to families and/or students.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase student attendance from 94.3% to 96%, which creates more learning opportunities for students.

Evaluation Data Sources: PIEMS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will communicate with families the importance of good school attendance and will notify parents at 3, 5, and 10 absences in accordance with the Truancy Prevention Measures. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: Foundations committee, administrators, counselor, PBIS liaison, instructional coaches. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Parent and Community Engagement
Problem Statement 2: Overall, Attendance for 2022-2023 increased by 1%, but is below our campus target 96%. 2021: 93.4% 2022: 94.3% Root Cause: Good attendance post COVID has not been a priority. The campus plan has not been implemented with fidelity.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Provide structured planning, routine staff development, detailed feedback, and action-based data meetings to maximize student learning.

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Reading and Math Big Picture planning for all grade levels each 9 weeks to map out instructional plan. Strategy's Expected Result/Impact: Teacher will have a clear plan for instruction which will increase the success of our students. Staff Responsible for Monitoring: Administrators, campus instructional coaches, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 4, 5, 6 Funding Sources: Supplies for Goal Attainment - Title I - \$2,092, Instructional Coaches - State Comp Ed - \$20,000, After School Tutorials by Teachers - Title I - \$5,000	Formative		
	Dec	Mar	June
			
<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On the 2023 STAAR Reading Assessment, 49% of 3rd grade students scored zero the extended constructed response. Root Cause: There is a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students to support the requirements of the new STAAR Reading extended constructed responses.
Problem Statement 3: On the 2023 STAAR Spanish Reading Assessment, 43% of 3rd grade students scored Approaches which was 20% below the English testers. Root Cause: Due to a high number of new teachers, the CISD Bilingual model is not being followed with fidelity in all classrooms. There is a continued need to focus on academic vocabulary for our Bilingual student population because their L1 (Native Language) is still developing.

Student Achievement

Problem Statement 4: On the 2023 STAAR Math Assessment, 56% of Hispanic students scored approaches for 3rd grade. **Root Cause:** There is a need to focus on Academic vocabulary as well as many common first language words that are unknown to many of our students. Differentiated instruction has not been implemented with fidelity in all classrooms.

Problem Statement 5: Only 42% of 2nd grade students ended the year below level according to their End of Year Benchmark Assessment System (BAS) levels. **Root Cause:** There is still a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students.






Problem Statement 6: Only 51% of Emergent Bilinguals scored on or above level on the 1st grade EOY Early Math Assessment. **Root Cause:** Bilingual model is not being followed with fidelity in all classrooms.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Provide staff development, detailed feedback, and action-based planning to ensure routine integration of technology.

Evaluation Data Sources: Walkthroughs, Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide cross curricular staff development to develop oral language through use of Seesaw and Book Creator. Strategy's Expected Result/Impact: Students will increase in digital literacy skills. Staff Responsible for Monitoring: Administrators, campus instructional coaches, district technology coach, teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5, 6	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On the 2023 STAAR Reading Assessment, 49% of 3rd grade students scored zero the extended constructed response. Root Cause: There is a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students to support the requirements of the new STAAR Reading extended constructed responses.
Problem Statement 5: Only 42% of 2nd grade students ended the year below level according to their End of Year Benchmark Assessment System (BAS) levels. Root Cause: There is still a need for more effective planning with regard to individual and small group instruction unique to each teacher's specific group of students.
Problem Statement 6: Only 51% of Emergent Bilinguals scored on or above level on the 1st grade EOY Early Math Assessment. Root Cause: Bilingual model is not being followed with fidelity in all classrooms.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support success coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books / Instructional Resources		\$2,300.00
1	1	1	Tutors for At-Risk Students		\$20,000.00
1	1	2	Student Success Manager		\$40,000.00
1	2	1	Dreambox		\$8,250.00
1	2	1	Student Success Manager		\$20,000.00
1	2	1	Bilingual Instructional Coach (2nd Semester)		\$22,000.00
1	2	1	Instructional Resources- Math Region 4		\$1,500.00
1	2	2	Instructional Materials and Supplies		\$5,000.00
1	2	2	Substitutes for Big Picture Planning Days		\$7,500.00
1	3	1	Bilingual Instructional Coach (2nd semester)		\$22,000.00
1	3	1	Substitutes for Big Picture Planning		\$7,500.00
1	4	1	Books / Instructional Resources		\$2,500.00
1	5	1	Student Success Manager		\$20,000.00
3	1	1	Supplies for Goal Attainment		\$5,000.00
4	1	1	Supplies for Goal Attainment		\$5,500.00
4	1	1	PBIS Liaison		\$78,913.00
4	1	2	Supplies for Family Engagement Nights		\$9,000.00
5	1	1	Supplies for Goal Attainment		\$2,092.00
5	1	1	After School Tutorials by Teachers		\$5,000.00
Sub-Total					\$284,055.00
Budgeted Fund Source Amount					\$284,055.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	After School Tutorials by Teachers		\$4,858.00
1	5	1	Books / Instructional Materials		\$5,000.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$9,858.00
Budgeted Fund Source Amount					\$9,858.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$20,000.00
1	1	2	Instructional Materials and Supplies		\$2,500.00
1	1	2	Instructional Coaches		\$20,000.00
1	2	1	Instructional Coaches		\$15,000.00
1	2	2	Extra Duty Pay		\$2,500.00
1	2	2	Instructional Coaches		\$10,000.00
1	3	1	Instructional Coaches		\$10,000.00
1	4	1	Instructional Coaches		\$10,000.00
1	5	1	Instructional Coaches		\$16,029.00
3	1	1	Instructional Coaches		\$20,000.00
4	1	2	Instructional Coaches		\$20,000.00
5	1	1	Instructional Coaches		\$20,000.00
Sub-Total					\$166,029.00
Budgeted Fund Source Amount					\$166,029.00
+/- Difference					\$0.00
Grand Total Budgeted					\$459,942.00
Grand Total Spent					\$459,942.00
+/- Difference					\$0.00