

Conroe Independent School District

Runyan Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Runyan serves a largely at-risk student population. Approximately 85% of our students are identified as Economically Disadvantaged and roughly 50% are also English Language Learners. The current COVID-19 pandemic has depressed our enrollment and impeded our ability to collect accurate demographic data for students, as many families have less interaction with school.

Though we tend to have a greater percentage of at-risk students than the state, our achievement is comparable to the state's performance. The English Language Learner and Special Education student populations are the groups for whom we have achieved the least success. Our student body is primarily Hispanic. Achievement within our race / ethnicity groups is similar, and the struggling members within those groups tend to also fall into the English Language Learner group and/or the Special Education group.

We have consistently risen to the "Meets Expectation" standard within the state accountability system, and our STAAR achievement data indicates growth over the last two years:

STAAR Reading	Meets		Masters	
	2018	2019	2018	2019
All Reading	34%	41%	17%	24%
3 rd Reading	36%	48%	22%	27%
4 th Reading	33%	34%	13%	21%

Additional Reading data points:

- All student groups improved achievement at the "meets" standard on STAAR from 2018 to 2019, except SE (19% to 18%).
- All student groups improved achievement at the "masters" standard on STAAR from 2018 to 2019, except Non-Continuously Enrolled (23% to 22%).
- Hispanic, Economically Disadvantaged, ELL and Non-Continuously Enrolled student groups met their achievement target for 2019 STAAR Reading.
- All Students, White, SE, and Continuously Enrolled did not meet their achievement target for 2019 STAAR Reading.
- 54% of 4th grade students met or exceeded their progress goal for 2019 STAAR Reading.
- Only the Continuously Enrolled student group met their progress target for 2019 STAAR Reading.
- All students, Hispanic, Economically Disadvantaged, and ELL student groups fell below their progress target for 2019 STAAR Reading by three or fewer points.

STAAR Math	Meets		Masters	
	2018	2019	2018	2019
All Math	47%	51%	25%	21%
3 rd Math	58%	52%	31%	21%
4 th Math	38%	50%	20%	22%

Additional Math data points:

- All student groups improved achievement at the "meets" standard on STAAR from 2018 to 2019, except African American (46% to 43%), SE (31% to 27%), and Non-Continuously Enrolled (45% to 39%).
- All student groups dropped in achievement at the "masters" standard on STAAR from 2018 to 2019, except African American (15% to 29%), Former SE (0% to 13%), and Non-Continuously Enrolled (17% to 19%).
- All student groups met their achievement target for 2019 STAAR Math, except the Non-Continuously Enrolled student group.
- 53% of 4th grade students met or exceeded their progress goal for 2019 STAAR Math.
- All student groups fell below their progress target for 2019 STAAR Math by seven or fewer points.

STAAR Writing	Meets		Masters	
	2018	2019	2018	2019
4 th Writing	23%	27%	4%	5%

Additional Writing data points:

- All student groups improved achievement at the "meets" standard on STAAR from 2018 to 2019, except African American (33% to 25%), ELL (8% to 7%), and Non-Continuously Enrolled (28% to 15%).
- The following student groups improved achievement at the "masters" standard on STAAR from 2018-2019: All (4% to 5%), African American (0% to 25%), White (6% to 7%), Current SE (9% to 6%), Continuously Enrolled (3% to 6%).
- The following student groups dropped in achievement at the "masters" standard on STAAR from 2018-2019: Hispanic (4% to 3%), ELL (3% to 2%), and Non-Continuously Enrolled (6% to 0%)

Student Achievement Strengths

Runyan earned distinctions for *Academic Achievement in Reading* and *Postsecondary Readiness* in 2019.

Runyan made significant gains in reading achievement at the "meets" and "masters" levels. This improvement includes our ELL student group, a group whose needs have traditionally challenged our ability to achieve student success.

Though progress as defined by the state accountability system continues to be a challenge, we gained significant progress points in reading and math -- *reading improved from 55-63 points, and math improved from 60-64 points.*

Our attendance rate of 97% is consistently above the district average.

Our participation rate for STAAR testing is consistently 100%.

As our campus continues to evolve as a Professional Learning Community, our student achievement increases. As a PLC, we have targeted teacher learning in the area of reading and writing, focusing on refining our practices within the workshop structure. We have solidified our protocols for using data so all team members are keenly aware of how to teach high-priority TEKS, how each TEKS will be assessed, and they each have a plan for intervention specific to their students.

We have begun studying the Effective Schools Framework and have identified priorities for campus improvement. With this in mind, we aligned our campus initiatives with our growth priorities. For example, all committees have written SMART goals to align their work with our campus priorities. Team leaders have also written SMART goals in alignment with our priorities. Progress with said goals is monitored at each meeting.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 3 consecutive years, 2017-19. **Root Cause:** Teams and individuals often do not properly plan their instruction -- making sure they fully understand the student expectation, preparing to address common misconceptions, knowing students well enough to plan individualized learning goals, planning formative and summative assessments, etc.

Problem Statement 2 (Prioritized): On 4th grade Writing STAAR the percentage of students who achieved a 5 or higher dropped from 27% in 2018 to 22% in 2019. **Root Cause:** The campus focus shifted from composing original text to an emphasis on editing skills. This combined with limited vocabulary and below level reading skills became an obstacle to generating good writing.

Problem Statement 3 (Prioritized): The "All Students" student group has missed the progress goal on the Math STAAR the last two years (2018 and 2019). **Root Cause:** Teams and individuals often do not properly plan their instruction -- making sure they fully understand the student expectation, preparing to address common misconceptions, knowing students well enough to plan individualized learning goals, planning common formative and summative assessments, etc.

Problem Statement 4: 3rd math at 52% meets as a campus on 2019 STAAR (down from 58%); Hispanic at 47% (down from 59%); SE at 14% meets (down from 64% meets)

Problem Statement 5: All student groups fell below their math progress target by seven or fewer points. 53% of 4th grade students met or exceeded their progress goal.

Problem Statement 6: While 3rd grade reading achievement improved by 12 percentage points, the SE student group dropped from 27% to 14%

Problem Statement 7: The white student group missed achievement goal on Reading STAAR for 3 consecutive years 2017-19.

Problem Statement 8: All students have missed the progress goal on the Reading STAAR the last two years (2018 and 2019).

Problem Statement 9: All Hispanic students have missed the progress goal on the Reading STAAR the last two years (2018 and 2019).

Problem Statement 10: All EL students have missed the progress goal on the Reading STAAR the last two years (2018 and 2019).

Problem Statement 11: All Economically Disadvantaged students have missed the progress goal on the Reading STAAR the last two years (2018 and 2019).

Problem Statement 12: All Hispanic students have missed the progress goal on the Math STAAR the last two years (2018 and 2019).

Problem Statement 13: All EL students have missed the progress goal on the Math STAAR the last two years (2018 and 2019)..

Problem Statement 14: All Economically Disadvantaged students have missed the progress goal on the Math STAAR the last two years (2018 and 2019).

Problem Statement 15: On 4th grade Writing STAAR, all students improved their achievement on writing editing from 54% to 63%, but needs to be higher in order to meet standards.

Problem Statement 16: On 4th grade Writing STAAR, all students improved their achievement on writing revision from 47% to 60%, but needs to be higher in order to meet standards.

Culture and Climate

Culture and Climate Summary

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 emotions, 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.

In addition to improving students' social and emotional well being, we are also committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Conroe ISD follows measures to mitigate the spread of COVID-19. We are proactive in keeping our campus, staff, and students safe.

According to our Organizational Health Inventory (OHI), we have consistent strengths in *communication*, *goal-focus* and *resource utilization*. *Adaptation* and *autonomy* are consistent challenges for our campus. Overall, we gained 28 points from 2018 to 2019.

Though OHI indicates improvement, teacher turn-over, somewhat characteristic of highly at-risk schools, 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.

Teacher Turn-Over Statistics:

2017: 29 returning teachers out of 37

2018: 28 returning teachers out of 34

2019: 21 returning teachers out of 32

2020: 24 returning teachers out of 32

Culture and Climate Strengths

All staff have undergone Cultural and Diversity Awareness training. 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, so we have hired numerous bilingual individuals and placed many of them in key positions to facilitate communication with our parents / 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 emotions and behaviors, and make responsible decisions. For example, the Foundations committee developed guidelines for success in the form of Runyan GRIT -- **G**rowth-mindset, **R**espect, **I**nitiative, and **T**eamwork. We engage students, families, and our community as authentic partners in social and emotional development. Social emotional learning is part of each classroom's daily schedule and functions as an integral part of the total school environment.

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): The ability of the Runyan staff to establish and maintain solid instructional norms and protocols is hindered by significant and consistent teacher turn-over. **Root Cause:** As an at-risk campus there is a tremendous amount of pressure on the Runyan staff to maintain high expectations and perform in a manner that closes gaps and elevates achievement in spite of obstacles. Not all teachers are able to productively manage the resulting stress, which leads to significant teacher turn-over each year. Consequently, many teams are left with few strong models and leaders. This dynamic perpetuates the turn-over cycle, as veteran teachers take on more responsibility to support their new team members, and new team members must assimilate large amounts of professional development in a very short period of time.

Problem Statement 2 (Prioritized): Some teams are without strong, effective leadership. **Root Cause:** As our staff continues to change and grow, there are often few individuals within a team who have had time / opportunity to develop a strong understanding of how a PLC functions, instructional expertise within the grade level, and well-developed communication / conflict resolution skills. Some teachers who have these skills are unwilling to take on the leadership role.

Problem Statement 3: Staff morale and energy is low. **Root Cause:** The additional burden of managing remote instruction has created excessive stress and fatigue within teachers. Most teachers do not see young, at-risk learners progressing due to their efforts, so there is no sense of accomplishment to accompany the work associated with preparing remote instruction. Remote instruction added to an already challenging role has been too much for some teachers to manage. Some teachers have resigned mid-year, creating extra burden for the remaining grade-level teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Runyan is a largely at-risk student community due to economic and language factors. Roughly 80% of Runyan students come from economically disadvantaged homes, and more than 50% of Runyan students are English Language Learners. Runyan parents are devoted to caring for and nurturing of 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 mitigate 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. Understanding that school may feel like an intimidating place to some families, Runyan traditionally hosts community-building events such as a Grandparents' Day luncheon, Go Texan Day, STAAR Soccer and other events to which the community is invited. Unfortunately, the COVID-19 pandemic has largely prevented community events this school year.

Parent and Community Engagement Strengths

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

- 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" is preadolescent girls.
- Runyan uses a number of online communication tools such as, Smore, Facebook, Twitter, School Messenger, and the campus and district websites.
- Runyan has a small but active PTO to support students and teachers.
- Parent events such as Doughnuts with Divas, Grandparents' Day, Back to School Dance, Movie Night, and curriculum nights, though not possible this school year, are traditional community-building opportunities.
- 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, Generation Texas, and Junior Achievement 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 Runyan families do not share the school's expectations for student achievement. **Root Cause:** Poverty sometimes defines the vision an individual has for him/herself and his/her family. It is difficult to convince individuals who have not experienced the success and choices a good education allows to make sacrifices in pursuit of a good education.

Problem Statement 2 (Prioritized): Timely two-way communication is often limited within the Runyan community. **Root Cause:** The Runyan community is struggling to

effectively engage as communication becomes more and more reliant on technology. Many Runyan families do not have devices or data plans that allow frequent use of online communication. In many cases, parents do not have the confidence or knowledge to effectively use technological tools to communicate with the school.

Priority Problem Statements

Problem Statement 1: The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 3 consecutive years, 2017-19.

Root Cause 1: Teams and individuals often do not properly plan their instruction -- making sure they fully understand the student expectation, preparing to address common misconceptions, knowing students well enough to plan individualized learning goals, planning formative and summative assessments, etc.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On 4th grade Writing STAAR the percentage of students who achieved a 5 or higher dropped from 27% in 2018 to 22% in 2019.

Root Cause 2: The campus focus shifted from composing original text to an emphasis on editing skills. This combined with limited vocabulary and below level reading skills became an obstacle to generating good writing.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The "All Students" student group has missed the progress goal on the Math STAAR the last two years (2018 and 2019).

Root Cause 3: Teams and individuals often do not properly plan their instruction -- making sure they fully understand the student expectation, preparing to address common misconceptions, knowing students well enough to plan individualized learning goals, planning common formative and summative assessments, etc.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The ability of the Runyan staff to establish and maintain solid instructional norms and protocols is hindered by significant and consistent teacher turn-over.

Root Cause 4: As an at-risk campus there is a tremendous amount of pressure on the Runyan staff to maintain high expectations and perform in a manner that closes gaps and elevates achievement in spite of obstacles. Not all teachers are able to productively manage the resulting stress, which leads to significant teacher turn-over each year. Consequently, many teams are left with few strong models and leaders. This dynamic perpetuates the turn-over cycle, as veteran teachers take on more responsibility to support their new team members, and new team members must assimilate large amounts of professional development in a very short period of time.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Some teams are without strong, effective leadership.

Root Cause 5: As our staff continues to change and grow, there are often few individuals within a team who have had time / opportunity to develop a strong understanding of how a PLC functions, instructional expertise within the grade level, and well-developed communication / conflict resolution skills. Some teachers who have these skills are unwilling to take on the leadership role.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Some Runyan families do not share the school's expectations for student achievement.

Root Cause 6: Poverty sometimes defines the vision an individual has for him/herself and his/her family. It is difficult to convince individuals who have not experienced the success and choices a good education allows to make sacrifices in pursuit of a good education.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Timely two-way communication is often limited within the Runyan community.

Root Cause 7: The Runyan community is struggling to effectively engage as communication becomes more and more reliant on technology. Many Runyan families do not have devices or data plans that allow frequent use of online communication. In many cases, parents do not have the confidence or knowledge to effectively use technological tools to communicate with the school.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Action research results
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: The "All Students" student group, combined third and fourth graders, will meet the achievement target of 44% on STAAR Reading.

Evaluation Data Sources: STAAR Reading
Benchmark Assessments
Grade level common formative assessments

Summative Evaluation: None

Strategy 1: Teams will engage in a systematic process for planning / assessing instruction and intervention to be implemented team-wide. Strategy's Expected Result/Impact: Students will receive equitable, quality instruction precisely aligned to the reading TEKS. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coaches - Title I - \$221,677, Instructional materials - Title I - \$3,405, Instructional materials - Title III - \$4,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July

Strategy 2: Teachers will use literacy assessments such as running records and mCLASS to identify specific, differentiated reading behavior goals for individual students to be addressed during guided reading, reading strategy groups, individual reading conferences, and intervention. Strategy's Expected Result/Impact: Students will receive instruction targeted to their individual needs. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional paraprofessional to assist with intervention - Title I - \$27,800, After-school tutorials - Title I - \$7,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 3 consecutive years, 2017-19. Root Cause: Teams and individuals often do not properly plan their instruction -- making sure they fully understand the student expectation, preparing to address common misconceptions, knowing students well enough to plan individualized learning goals, planning formative and summative assessments, etc.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: The "All Students" student group will meet the progress target of 71% on STAAR Math.

Strategy 1: Teams will engage in a systematic process for planning / assessing instruction and intervention to be implemented team-wide. Strategy's Expected Result/Impact: Students will receive equitable, quality instruction precisely aligned to the reading TEKS. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Daytime tutor to provide additional intervention for at-risk students - State Comp Ed - \$12,546, Instructional Materials - Title I - \$3,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teachers will refine their implementation of the CISD Solves math components (differentiated instruction and interventions through math review / mental math, math fluency, problem-solving, and direct instruction for conceptual understanding) to enhance the effectiveness of math instruction and intervention. Strategy's Expected Result/Impact: Best practices will be implemented as intended. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: After-school tutorials - Title I - \$4,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:





Student Achievement
Problem Statement 3: The "All Students" student group has missed the progress goal on the Math STAAR the last two years (2018 and 2019). Root Cause: Teams and individuals often do not properly plan their instruction -- making sure they fully understand the student expectation, preparing to address common misconceptions, knowing

students well enough to plan individualized learning goals, planning common formative and summative assessments, etc.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: The percent of 4th graders scoring a 5 or higher on the composition portion of the STAAR Writing test will increase by 5 percentage points.

Strategy 1: Teams will engage in a systematic process for planning / assessing instruction and intervention to be implemented team-wide. Strategy's Expected Result/Impact: Students will receive equitable, quality instruction precisely aligned to the reading TEKS. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teachers will refine their conferring skills so they are able to support and intervene for writers in an effective, targeted and differentiated manner. Strategy's Expected Result/Impact: Students will receive instruction targeted to their individual needs. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: After-school tutorials - Title III - \$3,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<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 2: On 4th grade Writing STAAR the percentage of students who achieved a 5 or higher dropped from 27% in 2018 to 22% in 2019. Root Cause: The campus focus shifted from composing original text to an emphasis on editing skills. This combined with limited vocabulary and below level reading skills became an obstacle to generating good writing.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Meet with financial secretary each month to review / plan expenditures. Strategy's Expected Result/Impact: The campus budget will be managed in accordance with district policy and legal/ethical standards. Staff Responsible for Monitoring: principal financial secretary ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Collaborate within and among the team leader group to build leadership skills and align team efforts with campus priorities. Strategy's Expected Result/Impact: Build high-performing teams focused on grade level and campus needs. Staff Responsible for Monitoring: Principal Assistant Principal Team Leaders Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Maintain open communication with teams and individuals to address needs while continuing to prioritize student learning. Strategy's Expected Result/Impact: Support teachers in ways that lighten their professional burden without diminishing student learning. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: General Ed. Teachers for At-Risk Students - State Comp Ed - \$1,024,736	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Plan and implement teacher appreciation-type activities throughout the year, especially during high-stress periods. Strategy's Expected Result/Impact: Make teachers feel appreciated and give them something to look forward to. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Communicate individual student progress with parents and plan for how school and home can work together in a personalized manner to support each student's success. Strategy's Expected Result/Impact: Alignment of expectations and support. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Materials / supplies for parental involvement events - Title I - \$2,912	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Maintain a Foundations committee to assess needs and create and monitor plans for a safe, well-organized learning environment. Strategy's Expected Result/Impact: A safe and effective learning environment Staff Responsible for Monitoring: Principal Assistant Principal Foundations Committee members Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Students will complete at least five Dreambox lessons per week as part of the math instructional plan. Strategy's Expected Result/Impact: Fill in conceptual gaps for students. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<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>				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Publish newsletters with timely information for staff and parents. Strategy's Expected Result/Impact: Staff and parents will have the information they need in order to successfully prepare. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Personnel for Runyan Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	15.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Staff, parents and community members reviewed campus data and artifacts to identify priorities for campus improvement.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Staff, parents and community members collaborated to establish prioritized goals for improvement based on identified needs. We then planned strategies to accomplish our goals.

2.2: Regular monitoring and revision

Formative assessment is part of our planning cycle. We monitor our data in relation to our goals and make adjustments as necessary.

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

All Runyan documents, including our Campus Improvement Plan, are published in both English and Spanish. Our Campus Improvement Plan will be available for parent / community review on the Conroe ISD website under Accountability.

2.4: Opportunities for all children to meet State standards

Teams plan together to address the state curriculum, then individual teachers differentiate small group / individual instruction based on the needs of their specific students. Grade levels use common formative assessments to ensure all students are held to the same high standards.

2.5: Increased learning time and well-rounded education

All students receive instruction targeted at their unique needs. Teachers schedule differentiated small groups / individual conferences based on the support necessary for students to progress. All students are monitored for progress, but some need more support than others to achieve progress, and teachers schedule their support accordingly.

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

Frequent formative assessments are part of each unit. After studying the specific TEKS to be addressed within a unit, the grade level team plans assessments to monitor progress and allow time for intervention. Students are regrouped according to need for intervention.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We survey parents about needs through an annual survey and through parent events. Our Parent and Family Engagement Policy takes into consideration the feedback we've collected.

3.2: Offer flexible number of parent involvement meetings

Runyan offers a variety of opportunities for parents to be involved and knowledgeable about their child's education. Several events highlight different aspects of the curriculum and offer opportunities for parents and students to interact in engaging ways to learn new material. Other events are designed to build a sense of community for our school. And still other events are purely informational.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amina Bradford	Instructional Coach	Title I	1.00
Hannah Lanningham	Instructional Coach	Title I	1.00
Roda Neander	Instructional Coach	Title I	1.00
Sandra Reyes	Paraprofessional	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Daytime tutor to provide additional intervention for at-risk students		\$12,546.00
3	1	2	General Ed. Teachers for At-Risk Students		\$1,024,736.00
Sub-Total					\$1,037,282.00
Budgeted Fund Source Amount					\$1,037,282.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$221,677.00
1	1	1	Instructional materials		\$3,405.00
1	1	2	Instructional paraprofessional to assist with intervention		\$27,800.00
1	1	2	After-school tutorials		\$7,500.00
1	2	1	Instructional Materials		\$3,000.00
1	2	2	After-school tutorials		\$4,500.00
4	1	1	Materials / supplies for parental involvement events		\$2,912.00
Sub-Total					\$270,794.00
Budgeted Fund Source Amount					\$270,794.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials		\$4,500.00
1	3	2	After-school tutorials		\$3,000.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$1,315,576.00

Addendums