

Conroe Independent School District

Runyan Elementary

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Runyan serves a largely at-risk student population. Typically, around 80% of our students are identified as Economically Disadvantaged and roughly 50% are also English Language Learners. Our Special Education population is just under 10%.

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 with whom we've 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 during the years for which the accountability standard has been applied. Our achievement dropped significantly in 2021 primarily because of the COVID-19 pandemic and its effect on instructional practices. We were not rated for accountability purposes in 2021.

STAAR Reading	Meets			Masters		
	2018	2019	2021	2018	2019	2021
All Reading	34%	41%	25%	17%	24%	9%
3 rd Reading	36%	48%	31%	22%	27%	11%
4 th Reading	33%	34%	20%	13%	21%	7%

Additional reading data points:

- English Language Learners (ELLs) increased achievement from 14% meeting standard in 2019 to 19% meeting standard in 2021. They also increased achievement at the “masters” standard, growing to 3% in 2019 from 8% in 2021.
- Special Education students’ achievement dropped from 11% meeting standard in 2019 to 5% meeting standard in 2021. They also decreased achievement at the “masters” standard, dropping from 6% in 2019 to 0% in 2021.
- All other student groups’ achievement dropped in 2021 from 2019.
- According to the end of year Benchmark Assessment System (BAS) assessment, a significant number of students finished the year reading below grade level standards:
 - K – 84% on level
 - 1st – 53% on level
 - 2nd – 55% on level
 - 3rd – 48% on level
 - 4th – 57% on level

STAAR Math	Meets			Masters		
	2018	2019	2021	2018	2019	2021
All Math	47%	51%	34%	25%	21%	14%
3 rd Math	58%	52%	31%	31%	21%	9%

STAAR Math	Meets			Masters		
	2018	2019	2021	2018	2019	2021
4 th Math	38%	50%	37%	20%	22%	19%

Additional math data points:

- ELL students’ achievement dropped from 32% meeting standard in 2019 to 28% meeting standard in 2021. They increased achievement at the “masters” standard, growing from 7% in 2019 to 15% in 2021.
- Special Education students’ achievement dropped from 17% meeting standard in 2019 to 7% meeting standard in 2021. They also decreased achievement at the “masters” standard, dropping from 3% in 2019 to 0% in 2021.
- All other student groups’ achievement dropped in 2021 from 2019.
- According to the district’s fact check assessment, a significant percentage of students in each grade level have not successfully learned their basic facts:
 - K – 60% satisfactory
 - 1st – 66% satisfactory
 - 2nd – 44% satisfactory
 - 3rd – 29% satisfactory
 - 4th – 36% satisfactory

STAAR Writing	Meets			Masters		
	2018	2019	2021	2018	2019	2021
4 th Writing	23%	27%	12%	4%	5%	6%

Additional writing data points:

- ELL students’ achievement dropped from 7% meeting standard in 2019 to 5% meeting standard in 2021. They increased achievement at the “masters” standard, growing from 0% in 2019 to 5% in 2021.
- Special Education students’ achievement remained at 0% meeting standard for 2019 and 2021.
- White students’ achievement increased from 19% meeting standard in 2019 to 22% in 2021. They also increased achievement at the “masters” standard, growing to 0% in 2019 from 17% in 2021.
- All other student groups’ achievement dropped in 2021 from 2019.

Student Achievement Strengths

Runyan has a significant number of English Language Learners (ELLs), and their achievement improved significantly in reading at both the meets standard and the masters standard. In math, ELLs dropped four percentage points at the meets standard, but they increased eight percentage points at the masters standard. This means the students who are successful with math are understanding and applying mathematical concepts at a deeper level. Writing is a similar story for ELL students in that fewer achieved the meets standard, but of those students who are successful writers, a greater percentage of them are meeting the masters standard on the STAAR writing assessment. White students also increased writing achievement at both the meets and masters level.

The past year and a quarter of COVID mitigation had a tremendously negative affect on overall achievement. However, our youngest students (pre-Kindergartners and Kindergartners), those least impacted by the school closure in the spring of 2020, demonstrated remarkable success in their pre-reading skills and reading abilities. Roughly 83% of pre-Kindergartners finished the 2020-2021 school on grade level, and 84% of Kindergartners finished the school year reading on grade level.

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 PLC to ensure high quality lesson plans for each classroom, no matter the individual teacher's inherent strengths / challenges, experience 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): A significant number of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3) **Root Cause:** Most of our students are at-risk learners for more than one reason -- economics, language, etc. Few of them read over the summer, so they tend to regress from the progress they made throughout the year. Planning for and meeting the specific needs of so many at-risk readers within a single class requires a high degree of reading expertise and can be an overwhelming amount of work for teachers.

Problem Statement 2 (Prioritized): The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 4 consecutive years, 2017-19, 21. **Root Cause:** Teams and individuals have grown in their collaborative efforts to plan grade level wide instruction, but there is still a need for better planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Problem Statement 3 (Prioritized): Though progress was not measured by the 2021 STAAR, in previous years a significant number of students within various student groups did not meet their progress goal. This will likely continue to be a problem once progress is measured again. **Root Cause:** Reading is the gateway to success within all subjects. In order for students to have the foundational skills necessary for progress, they must first be competent readers.

Problem Statement 4 (Prioritized): A significant number of students are not fluent in the math facts applicable to their grade level curriculum. (HB3) **Root Cause:** Teachers have not had a clear understanding of the district's best practices regarding fact fluency instruction. Teachers run out of time to address fact fluency when working to include all other elements of CISD Solves.

Problem Statement 5 (Prioritized): Though an increase from 2019, still only 14% of English Language Learners met standard on STAAR Reading in 2021. **Root Cause:** Technical vocabulary as well as many common, everyday words are unknown to many of our English Language Learners. Many of these students come from an impoverished background and do not have well-developed Spanish language.

Problem Statement 6: 5% of Special Education students met standard on STAAR Reading in 2021. **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 7: On the composition portion of the 4th grade Writing STAAR, the percentage of students who achieved a 5 or higher dropped from 27% in 2018 to 22% in 2019 to 19% in 2021. **Root Cause:** Along with instructional complications caused by COVID-19 mitigation procedures, the campus focus shifted from composing original text to an emphasis on editing skills. These factors combined with limited vocabulary and below level reading skills make generating good writing a challenge.

Problem Statement 8: 5% of English Language Learners met standard on STAAR Writing in 2021.

Problem Statement 9: 0% on Special Education students met standard on STAAR Writing in 2021.

Problem Statement 10: 28% of English Language Learners met standard on STAAR Math in 2021.

Problem Statement 11: 7% of Special Education students met standard on STAAR Math in 2021.

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 build on solid instructional norms and protocols is hindered by significant and consistent teacher turn-over. Half of some teams are new to the campus and/or new to the profession. This forces the team to start from scratch each year instead of being able to rely on established, successful practices. **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: Some teams have inexperienced leadership. **Root Cause:** As our staff continues to change, 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 2020-2021 school year was tremendously difficult as teachers managed remote and in-person instruction. Teachers were stretched too thin, and planning for both platforms diluted the quality of instruction. That along with other factors depressed student achievement. In 2021-2022, teachers are tasked with recapturing lost learning. At an already at-risk campus, this feels overwhelming.

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" in 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): A substantial portion of our parents are not yet partners in achieving our school mission: "At Runyan Elementary, we are a safe and welcoming community dedicated to student-focused learning driven by high expectations for all. **Root Cause:** Poverty sometimes defines the vision an individual has for him/herself and his/her family. More immediate needs, such as food, clothing, and shelter can make education a lower priority. When school feels like an intimidating place, parents are less likely to allow themselves to be vulnerable with school staff, and allow us to help overcome obstacles that make academic achievement less important.

Problem Statement 2: 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.

Problem Statement 3: Many Runyan families only speak Spanish, which can be an obstacle to effective communication/collaboration.

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 4 consecutive years, 2017-19, 21.

Root Cause 1: Teams and individuals have grown in their collaborative efforts to plan grade level wide instruction, but there is still a need for better planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The ability of the Runyan staff to establish and build on solid instructional norms and protocols is hindered by significant and consistent teacher turn-over. Half of some teams are new to the campus and/or new to the profession. This forces the team to start from scratch each year instead of being able to rely on established, successful practices.

Root Cause 2: 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 Areas: Culture and Climate

Problem Statement 3: A substantial portion of our parents are not yet partners in achieving our school mission: "At Runyan Elementary, we are a safe and welcoming community dedicated to student-focused learning driven by high expectations for all.

Root Cause 3: Poverty sometimes defines the vision an individual has for him/herself and his/her family. More immediate needs, such as food, clothing, and shelter can make education a lower priority. When school feels like an intimidating place, parents are less likely to allow themselves to be vulnerable with school staff, and allow us to help overcome obstacles that make academic achievement less important.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: A significant number of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3)

Root Cause 4: Most of our students are at-risk learners for more than one reason -- economics, language, etc. Few of them read over the summer, so they tend to regress from the progress they made throughout the year. Planning for and meeting the specific needs of so many at-risk readers within a single class requires a high degree of reading expertise and can be an overwhelming amount of work for teachers.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Though progress was not measured by the 2021 STAAR, in previous years a significant number of students within various student groups did not meet their progress goal. This will likely continue to be a problem once progress is measured again.

Root Cause 5: Reading is the gateway to success within all subjects. In order for students to have the foundational skills necessary for progress, they must first be competent readers.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Though an increase from 2019, still only 14% of English Language Learners met standard on STAAR Reading in 2021.

Root Cause 6: Technical vocabulary as well as many common, everyday words are unknown to many of our English Language Learners. Many of these students come from an impoverished background and do not have well-developed Spanish language.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: A significant number of students are not fluent in the math facts applicable to their grade level curriculum. (HB3)

Root Cause 7: Teachers have not had a clear understanding of the district's best practices regarding fact fluency instruction. Teachers run out of time to address fact fluency when working to include all other elements of CISD Solves.

Problem Statement 7 Areas: Student Achievement

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 3rd grade students that score at the meets grade level or above on STAAR Reading from 31% to 38% .

HB3 Goal

Evaluation Data Sources: STAAR Reading
District Common Formative Assessments
Campus Common Formative Assessments

Strategy 1 Details

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, 2, 3, 5

Funding Sources: Teachers' College PK Institute Tuition and Substitutes - ESSER - \$2,500, Instructional Coaches, Substitutes for Professional Development - Title I - \$229,309, General Education Teachers for At-Risk Students - State Comp Ed - \$1,125,530, Tutors for At-Risk Students - State Comp Ed - \$6,019

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: A significant number of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3) **Root Cause:** Most of our students are at-risk learners for more than one reason -- economics, language, etc. Few of them read over the summer, so they tend to regress from the progress they made throughout the year. Planning for and meeting the specific needs of so many at-risk readers within a single class requires a high degree of reading expertise and can be an overwhelming amount of work for teachers.

Problem Statement 2: The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 4 consecutive years, 2017-19, 21. **Root Cause:** Teams and individuals have grown in their collaborative efforts to plan grade level wide instruction, but there is still a need for better planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Student Achievement

Problem Statement 3: Though progress was not measured by the 2021 STAAR, in previous years a significant number of students within various student groups did not meet their progress goal. This will likely continue to be a problem once progress is measured again. **Root Cause:** Reading is the gateway to success within all subjects. In order for students to have the foundational skills necessary for progress, they must first be competent readers.

Problem Statement 5: Though an increase from 2019, still only 14% of English Language Learners met standard on STAAR Reading in 2021. **Root Cause:** Technical vocabulary as well as many common, everyday words are unknown to many of our English Language Learners. Many of these students come from an impoverished background and do not have well-developed Spanish language.

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 grade students that score meets grade level or above on STAAR Math from 31% to 38% .

HB3 Goal

Evaluation Data Sources: STAAR Math
District Common Formative Assessments
Campus Common Formative Assessments

Strategy 1 Details
<p>Strategy 1: Teams will implement fact fluency instruction with greater clarity and fidelity to the CISD Solves model.</p> <p>Strategy's Expected Result/Impact: Students will learn and practice math facts in an instructionally sound and vertically aligned manner.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers</p> <p>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</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Lead4Ward Instructional Resources - ESSER - \$1,320, Substitutes for Teacher Professional Development - Title I - \$1,500</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 4: A significant number of students are not fluent in the math facts applicable to their grade level curriculum. (HB3) Root Cause: Teachers have not had a clear understanding of the district's best practices regarding fact fluency instruction. Teachers run out of time to address fact fluency when working to include all other elements of CISD Solves.</p>

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: Increase the percent of students reading at end-of-year grade level expectations on BAS from (1st - 53%, 2nd - 55%, 3rd - 48%, 4th 57%) to 80% for each grade level.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System (BAS)
Running records

Strategy 1 Details

Strategy 1: Kindergarten through 4th grade teachers will engage in professional development to learn to implement and maintain a differentiated instructional cycle involving assessing individual student needs, selecting an appropriate reading behavior goal, monitoring progress, and adapting instruction.

Strategy's Expected Result/Impact: Reading instruction will always be focused on an appropriate and timely reading behavior goal.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coaches

Grade Level Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 1, 2, 3, 5

Funding Sources: Books / Instructional Resources - State Comp Ed - \$9,019, Books for classroom libraries - ESSER - \$58,503, Jennifer Serravallo Group Campus Coaching (Consultant), Substitutes to Cover Instructional Duties, and instructional materials - ESSER - \$51,500

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: A significant number of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3) **Root Cause:** Most of our students are at-risk learners for more than one reason -- economics, language, etc. Few of them read over the summer, so they tend to regress from the progress they made throughout the year. Planning for and meeting the specific needs of so many at-risk readers within a single class requires a high degree of reading expertise and can be an overwhelming amount of work for teachers.

Problem Statement 2: The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 4 consecutive years, 2017-19, 21. **Root Cause:** Teams and individuals have grown in their collaborative efforts to plan grade level wide instruction, but there is still a need for better planning with regard to individual and small group instruction unique to each teacher's specific group of students.

Problem Statement 3: Though progress was not measured by the 2021 STAAR, in previous years a significant number of students within various student groups did not meet their progress goal. This will likely continue to be a problem once progress is measured again. **Root Cause:** Reading is the gateway to success within all subjects. In order for students to have the foundational skills necessary for progress, they must first be competent readers.

Student Achievement

Problem Statement 5: Though an increase from 2019, still only 14% of English Language Learners met standard on STAAR Reading in 2021. **Root Cause:** Technical vocabulary as well as many common, everyday words are unknown to many of our English Language Learners. Many of these students come from an impoverished background and do not have well-developed Spanish language.

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: Increase the percent of Emergent Bilingual students that make progress on TELPAS from 52% to 60%.

Evaluation Data Sources: TELPAS

Strategy 1 Details
<p>Strategy 1: Teachers will increase opportunities and scaffold support for students to process their learning orally during instruction with the expectation that students use appropriate syntax and technical vocabulary.</p> <p>Strategy's Expected Result/Impact: All students (Emergent Bilinguals and others) will develop a more solid language foundation, which will support their success in all subjects.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers</p> <p>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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Books / Periodicals - Title III - \$7,500</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 5: Though an increase from 2019, still only 14% of English Language Learners met standard on STAAR Reading in 2021. Root Cause: Technical vocabulary as well as many common, everyday words are unknown to many of our English Language Learners. Many of these students come from an impoverished background and do not have well-developed Spanish language.</p>

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 School Progress, Part A points within Domain II A of the accountability system from a scaled score of 59 to a scaled score of 70.

Evaluation Data Sources: 4th grade STAAR Reading and Math

Strategy 1 Details
<p>Strategy 1: Teachers will provide accelerated instruction to address student learning gaps in reading and math.</p> <p>Strategy's Expected Result/Impact: Fourth grade students will maintain or improve the level of performance on their third grade STAAR Reading and STAAR Math assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Teachers</p> <p>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</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Instructional Paraprofessionals (x2 years) - ESSER - \$83,202, Instructional Paraprofessional and After Hours Tutoring by Teachers - Title I - \$29,223</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 3: Though progress was not measured by the 2021 STAAR, in previous years a significant number of students within various student groups did not meet their progress goal. This will likely continue to be a problem once progress is measured again. Root Cause: Reading is the gateway to success within all subjects. In order for students to have the foundational skills necessary for progress, they must first be competent readers.</p>

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: Maintain effective fiscal management of resources and operations.

Evaluation Data Sources: Financial audits

Strategy 1 Details
<p>Strategy 1: Meet a minimum of once per month with the campus secretary to review activity fund accounts, budget funds, and facility issues.</p> <p>Strategy's Expected Result/Impact: Financial resources will be used in alignment with district guidelines, and facilities will remain safe and functional.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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 2: Increase the OHI composite score from 35 to 45.

Evaluation Data Sources: OHI

Strategy 1 Details
<p>Strategy 1: Ensure timely communication and feedback through school surveys, campus newsletters, team collaboration meetings, and one-on-one conversations.</p> <p>Strategy's Expected Result/Impact: Teachers will have input about important decisions, and campus leaders will have a more accurate perception of the needs of the campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

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: Support teachers as they refine their craft through professional learning opportunities. Ensure teacher learning progresses at a pace that is manageable and with the right level of support.

Evaluation Data Sources: Campus surveys
Assessment results

Strategy 1 Details
<p>Strategy 1: Teachers will collaborate with a consultant from Jennifer Serravallo's company to learn to better assess student reading needs, set goals, monitor progress, and adapt instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will refine their craft, and accelerate student reading progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 1</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: A significant number of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3) Root Cause: Most of our students are at-risk learners for more than one reason -- economics, language, etc. Few of them read over the summer, so they tend to regress from the progress they made throughout the year. Planning for and meeting the specific needs of so many at-risk readers within a single class requires a high degree of reading expertise and can be an overwhelming amount of work for teachers.</p> <p>Problem Statement 2: The "All Students" student group, combined 3rd and 4th graders, has missed the achievement target on Reading STAAR for 4 consecutive years, 2017-19, 21. Root Cause: Teams and individuals have grown in their collaborative efforts to plan grade level wide instruction, but there is still a need for better planning with regard to individual and small group instruction unique to each teacher's specific group of students.</p> <p>Problem Statement 3: Though progress was not measured by the 2021 STAAR, in previous years a significant number of students within various student groups did not meet their progress goal. This will likely continue to be a problem once progress is measured again. Root Cause: Reading is the gateway to success within all subjects. In order for students to have the foundational skills necessary for progress, they must first be competent readers.</p>

Culture and Climate

Problem Statement 1: The ability of the Runyan staff to establish and build on solid instructional norms and protocols is hindered by significant and consistent teacher turn-over. Half of some teams are new to the campus and/or new to the profession. This forces the team to start from scratch each year instead of being able to rely on established, successful practices. **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.

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.

Evaluation Data Sources: Foundations committee observations

Strategy 1 Details
<p>Strategy 1: The Foundations committee will monitor and adapt campus-wide systems that ensure safety and prioritize instructional time.</p> <p>Strategy's Expected Result/Impact: Students, staff, and visitors will be safe, and instructional time will be well-used.</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

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: Respond to student needs in a manner that increases success.

Evaluation Data Sources: Meeting notes

Strategy 1 Details
<p>Strategy 1: Maintain a campus problem-solving team that addresses academic and behavioral challenges for students.</p> <p>Strategy's Expected Result/Impact: A greater percentage of students will experience academic and behavioral / social success.</p> <p>Staff Responsible for Monitoring: Principal Counselor Student Success Manager PBIS Liaison Evaluation Staff Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for Teacher Collaboration / Problem-Solving - State Comp Ed - \$1,000</p>

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 3: Build relationships that make parents partners in their child's school success.

Evaluation Data Sources: ViewIt Parent Contacts
Sign-In Sheets
School Messenger Reports

Strategy 1 Details

<p>Strategy 1: Share campus/classroom/student information in a timely manner using digital, paper, and/or oral communication.</p>
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<p>Strategy's Expected Result/Impact: Parents will have the information they need to partner with the school in their child's success.</p>

<p>Staff Responsible for Monitoring: Principal</p>

<p>Assistant Principal Classroom Teachers</p>

<p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>

<p>Problem Statements: Parent and Community Engagement 1</p>

<p>Funding Sources: Family Engagement Materials - Title I - \$3,175</p>
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Performance Objective 3 Problem Statements:

Parent and Community Engagement

<p>Problem Statement 1: A substantial portion of our parents are not yet partners in achieving our school mission: "At Runyan Elementary, we are a safe and welcoming community dedicated to student-focused learning driven by high expectations for all. Root Cause: Poverty sometimes defines the vision an individual has for him/herself and his/her family. More immediate needs, such as food, clothing, and shelter can make education a lower priority. When school feels like an intimidating place, parents are less likely to allow themselves to be vulnerable with school staff, and allow us to help overcome obstacles that make academic achievement less important.</p>

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: Use appropriate technology to supplement and enhance instruction.

Evaluation Data Sources: Dreambox Reports

Strategy 1 Details
<p>Strategy 1: Each Kindergarten through fourth grade classroom will use Dreambox to supplement math instruction by filling in conceptual gaps.</p> <p>Strategy's Expected Result/Impact: Students will have a more solid foundation upon which to build new math concepts.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Dreambox Online Subscription, 2 Chromebook Carts - ESSER - \$30,294</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 4: A significant number of students are not fluent in the math facts applicable to their grade level curriculum. (HB3) Root Cause: Teachers have not had a clear understanding of the district's best practices regarding fact fluency instruction. Teachers run out of time to address fact fluency when working to include all other elements of CISD Solves.</p>

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: Address phonological and phonemic awareness needs to build a solid foundation for reading.

HB3 Goal

Evaluation Data Sources: mCLASS

Strategy 1 Details
<p>Strategy 1: Use Heggerty, mCLASS lessons, and word work practice to build phonemic awareness and phonetic knowledge.</p> <p>Strategy's Expected Result/Impact: Beginning readers and older readers with gaps will improve their reading ability and achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 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</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional Materials / Books - State Comp Ed - \$2,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: A significant number of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3) Root Cause: Most of our students are at-risk learners for more than one reason -- economics, language, etc. Few of them read over the summer, so they tend to regress from the progress they made throughout the year. Planning for and meeting the specific needs of so many at-risk readers within a single class requires a high degree of reading expertise and can be an overwhelming amount of work for teachers.</p>

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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Education Teachers for At-Risk Students		\$1,125,530.00
1	1	1	Tutors for At-Risk Students		\$6,019.00
1	3	1	Books / Instructional Resources		\$9,019.00
4	2	1	Substitutes for Teacher Collaboration / Problem-Solving		\$1,000.00
5	2	1	Instructional Materials / Books		\$2,000.00
Sub-Total					\$1,143,568.00
Budgeted Fund Source Amount					\$1,143,568.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches, Substitutes for Professional Development		\$229,309.00
1	2	1	Substitutes for Teacher Professional Development		\$1,500.00
1	5	1	Instructional Paraprofessional and After Hours Tutoring by Teachers		\$29,223.00
4	3	1	Family Engagement Materials		\$3,175.00
Sub-Total					\$263,207.00
Budgeted Fund Source Amount					\$263,207.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Books / Periodicals		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers' College PK Institute Tuition and Substitutes		\$2,500.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Lead4Ward Instructional Resources		\$1,320.00
1	3	1	Books for classroom libraries		\$58,503.00
1	3	1	Jennifer Serravallo Group Campus Coaching (Consultant), Substitutes to Cover Instructional Duties, and instructional materials		\$51,500.00
1	5	1	Instructional Paraprofessionals (x2 years)		\$83,202.00
5	1	1	Dreambox Online Subscription, 2 Chromebook Carts		\$30,294.00
Sub-Total					\$227,319.00
Budgeted Fund Source Amount					\$227,319.00
+/- Difference					\$0.00
Grand Total					\$1,641,594.00