Conroe Independent School District

Runyan Elementary

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

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

The 2022 Accountability Ratings for Runyan are as follows:

Domain 1: Student Achievement – Runyan Rating C (75)

Domain 2: School Progress – Runyan Rating B (83)

Domain 3: Closing the Gaps – Runyan Rating C (71)

Runyan students have consistently risen to the "Meets Expectations" standard within the state accountability system during the years for which the accountability standard has been applied. Our achievement dropped significantly in 2021 primarily due to COVID-19 pandemic related effects on academics, school attendance, and overall learning. However, 2022 scores highlight an increase in the percentage of students for both meets and masters in all grades reading and third grade math. Fourth grade math continues to indicate a downward trend in achievement.

	Meets			Masters		
	2019	2021	2022	2019	2021	2022
3rd Reading	43.44	31.13	51.61	24.59	11.32	27.96
4th Reading	31.36	19.82	47.83	19.49	7.21	18.26
3rd Math	46.72	31.13	48.39	18.85	9.43	20.43
4th Math	46.61	36.94	33.04	21.19	18.92	13.04

Additional reading data points:

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

- K – 80% on level
- 1st – 64% on level
- 2nd – 66% on level
- 3rd – 58% on level
- 4th – 52% on level

Student Achievement Strengths

Even with the Covid-19 pandemic and its effect on instructional practices, Runyan students achieved higher on the 2022 STAAR assessment than pre-pandemic years in most areas. Distinction Designations were earned in ELAR/Reading, Math, and Postsecondary readiness.

Reading

- All students increased in achievement in reading from 26% meeting standards in 2021 to 52% meeting standards in 2022.
- All students increased in achievement in reading from 8% mastering grade level standards in 2021 to 24% mastering grade level standards in 2022.
- Emergent Bilinguals (EB) increased in reading achievement from 20% meeting standard in 2021 to 40% meeting standard in 2022.
- Special education students increased in reading achievement from 5% meeting standard in 2021 to 19% meeting standard in 2022. This achievement is higher than the 2019 pre-pandemic level of 11%.

Math

- Fourth grade students increased in meets expectation category, returning to pre-pandemic levels of achievement. Meets increased from 46% in 2019 to 48% in 2022. This is after a 15% decrease during pandemic years.
- Fourth grade students increased in masters expectation category, returning to pre-pandemic levels of achievement. Masters increased from 18% in 2019 to 20% 2022.   This is after a 9% decrease during pandemic years.

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, experiences level, etc. As a PLC, we continue to refine our protocols for monitoring and using data. All team members are keenly aware of how to teach high priority TEKS, how each TEKS is assessed, and they each have a plan for intervention specific to their students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The "All Students" student group, combined 3rd and 4th graders, has missed the growth target on 2022 Math STAAR. **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 2 (Prioritized): 48% of 3rd and 4th grade students met grade level standard on 2022 STAAR reading and math combined. **Root Cause:** Novice teachers, turnover, fidelity / implementation of best practices, COVID.

Problem Statement 3 (Prioritized): On average, thirty percent 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 4 (Prioritized): Emergent Bilinguals missed the growth target on TELPAS. **Root Cause:** Academic vocabulary as well as many common, everyday words are unknown to many of our Emergent Bilinguals. Many of these students come from an impoverished background and do not have a well-developed native language which effects their English language acquisition.

Problem Statement 5 (Prioritized): 19% of Special Education students met standard on STAAR Reading in 2022. **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 6: 29% of students in grades K-2 did not meet satisfactory requirements on the end of year Early Math Assessments. **Root Cause:** Targeted interventions using assessment data has not been implemented with fidelity.

Problem Statement 7: 39% of Emergent Bilinguals met standard on STAAR Math in 2022. **Root Cause:** Academic strategies that have been proven to increase student language development have not been implemented across grade levels with fidelity.

Problem Statement 8: 31% of students in grades K-2 scored below or well-below on their EOY mCLASS assessments. **Root Cause:** Implementing phonemic awareness, phonics, and word study best practices with consistency and fidelity continues to be a campus focus. Continued work on purposeful, planned small group instruction focusing on these areas is also a work in progress.

Culture and Climate

Culture and Climate Summary

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

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

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

According to our Organizational Health Inventory (OHI), we have consistent strengths in communication, 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

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 behaviors, and make responsible decisions. For example, the Foundations committee developed guidelines for success in the form of Runyan GRIT -- Growth-mindset, Respect, Initiative, and T teamwork. We engage students, families, and our community as authentic partners in social development.

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

routines. We implement a campus-wide positive, proactive instructional approach to behavior through PBIS.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: 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.

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:** In 2021-2022, teachers were tasked with recapturing lost learning. There is a tremendous amount of pressure on the Runyan teachers to maintain high expectations and perform in a manner that closes gaps and elevates achievement in spite of obstacles. 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" 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: Many Runyan families only speak Spanish, which can be an obstacle to effective communication/collaboration. **Root Cause:** Runyan is in the process of establishing ways to make all families feel valued and easily connected to school by providing communication in English and Spanish.

Problem Statement 2: 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 3: 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 growth target on 2022 Math STAAR.

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: 48% of 3rd and 4th grade students met grade level standard on 2022 STAAR reading and math combined.

Root Cause 2: Novice teachers, turnover, fidelity / implementation of best practices, COVID.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: On average, thirty percent of students finish the grade level as below level readers, so they enter the next grade level already behind. (HB 3)

Root Cause 3: 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 3 Areas: Student Achievement

Problem Statement 4: Emergent Bilinguals missed the growth target on TELPAS.

Root Cause 4: Academic vocabulary as well as many common, everyday words are unknown to many of our Emergent Bilinguals. Many of these students come from an impoverished background and do not have a well-developed native language which effects their English language acquisition.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 19% of Special Education students met standard on STAAR Reading in 2022.

Root Cause 5: 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 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of students that score at the meets grade level or above on STAAR Reading from 52% to 60%.

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Common Summative Assessments, BAS, Running Records, STAAR Interim Assessments, STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development in components of CISD READS and look for the use of strategies during classroom observations.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Effective implementation of CISD READS components. **Staff Responsible for Monitoring:** Administrators, campus instructional coaches, and district coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** Instructional coaches - Title I - $232,691, Instructional Paraprofessional - Title I - $24,989, Instructional Materials - Title I - $10,000, New Reading and Writing Units of Study - ESSER III - $16,000, Junior Scholastic Magazine - ESSER III - $450, Classroom teacher - ESSER III - $70,000, Tutorials - ESSER III - $2,268				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: On average, thirty percent 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.

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 students that score meets grade level or above on STAAR Math from 44% to 54%.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Common Formative Assessments, Common Summative Assessments, STAAR Interim Assessments, STAAR Math, Early Math Assessments, Universal Screeners

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development in components of CISD SOLVES and look for the use of strategies during classroom observations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective implementation of CISD SOLVES components.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, campus instructional coaches, and district instructional coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Problem Statements:** Student Achievement 1 **Funding Sources:** Dreambox - ESSER III - $8,000, Books- Math in Practice - ESSER III - $3,000, Computer Equipment - ESSER III - $37,000, Tutorials - ESSER III - $2,270				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| **Problem Statement 1**: The "All Students" student group, combined 3rd and 4th graders, has missed the growth target on 2022 Math STAAR. **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. |

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 special education students that score meets grade level or above on STAAR Reading from 19% to 25%.

> **Evaluation Data Sources:** Common Formative Assessments
> STAAR Interim Assessments
> STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: CISD Reads implemented with fidelity campus-wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special education services will be monitored to ensure students receive appropriate and timely supports as scheduled. Teachers will ensure that special education students have access to grade level appropriate curriculum. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, District Coaches, Resource Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5	**Oct**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: 19% of Special Education students met standard on STAAR Reading in 2022. **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.

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 score meets grade level or above on STAAR Reading from 40% to 50%.

> **Evaluation Data Sources:** Common Formative Assessments
> STAAR Interim Assessments
> STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with staff development on the "7 Steps to a Rich Interactive Classroom" to develop academic language.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective, collaborative planning Implementation of ELPS Effective planning of academic language **Staff Responsible for Monitoring:** Administration, Instructional Coaches, District Instructional Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4 **Funding Sources:** Instructional Materials/Books - Title III - $1,000, Technology/Software - Title III - $1,000, Tutorials - Title III - $4,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Emergent Bilinguals missed the growth target on TELPAS. **Root Cause**: Academic vocabulary as well as many common, everyday words are unknown to many of our Emergent Bilinguals. Many of these students come from an impoverished background and do not have a well-developed native language which effects their English language acquisition.

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 the percent of TELPAS progress rate from 26% to 36%.

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

Strategy 1 Details	Reviews			
Strategy 1: Use of Summit K-12 to provide students with opportunities to improve listening and speaking skills, as well as, gain exposure to an online format for practicing those skills.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will ensure that emergent bilingual students have access to Summit K-12, allow time for practice, and receive feedback to improve English language acquisition. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators **Title I:** 2.4 **Problem Statements:** Student Achievement 4				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 4: Emergent Bilinguals missed the growth target on TELPAS. **Root Cause**: Academic vocabulary as well as many common, everyday words are unknown to many of our Emergent Bilinguals. Many of these students come from an impoverished background and do not have a well-developed native language which effects their English language acquisition.

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: To maintain efficient and effective fiscal management of resources and operations

    Evaluation Data Sources: Monitor / manage budget

Strategy 1 Details	Reviews			
Strategy 1: Meet a minimum of once per month with the campus secretary to review activity fund accounts, budget accounts and facilities issues.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Financial resources will be used in alignment with district guidelines, and facilities will remain safe and functional.
     Staff Responsible for Monitoring: Principal & secretary
 	
     ESF Levers:
     Lever 1: Strong School Leadership and Planning				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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.

    Evaluation Data Sources: Classroom observations, Reading Academy assessment and feedback, anonymous survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate with one another and district provided Reading Academy facilitator to learn to better assess student reading needs, set goals, monitor progress, and adapt instruction.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Teachers will refine their craft and accelerate student reading progress.
     Staff Responsible for Monitoring: Administrators, campus instructional coaches, reading academy facilitator, teachers
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
     Problem Statements: Student Achievement 2, 3, 5
     Funding Sources: Substitute Salary- Assessments - Title I - $8,453
	Oct	**Dec**	**Mar**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 48% of 3rd and 4th grade students met grade level standard on 2022 STAAR reading and math combined. **Root Cause**: Novice teachers, turnover, fidelity / implementation of best practices, COVID.
Problem Statement 3: On average, thirty percent 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 5: 19% of Special Education students met standard on STAAR Reading in 2022. **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.

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: Foundation committee observations

Strategy 1 Details	Reviews			
Strategy 1: The foundations committee will monitor and adapt campus wide systems that ensure safety and prioritize instructional time.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Student, staff, and visitors will be safe and instructional time will be well used. Implementation of Guidelines for Success, cafeteria, hallway, arrival and dismissal, restroom and recess expectations. Effective implementations of PBIS strategies and CHAMPS throughout the campus. Implementations of whole group and small group counseling lessons.
    Staff Responsible for Monitoring: Foundations committee, administrators, counselor, PBIS liaison, instructional coaches, student support coach.
 	
    Title I:
2.5
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: Supplies for goal attainment - State Comp Ed - $5,442, Nurse - ESSER III - $26,275, PBIS Liaison - State Comp Ed - $56,880, Extra Duty Pay - Title I - $11,270				

Strategy 2 Details	Reviews			
Strategy 2: Runyan Elementary will provide opportunities for parents and community members to be involved.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Weekly Newsletter in English and Spanish	**Oct**	**Dec**	**Mar**	**June**
Popsicles with the Principal Meet the Teacher Open House Back to School Party Literacy Night Math & Science Night Cultural Events/Celebrations Read for a Better Life Pastries with Parents Trunk or Treat Watch Dogs Communities in School Angel Tree Toy Drive Title I Information Meeting **Staff Responsible for Monitoring:** Administrators, Counselor, Academic Committees, Instructional Coaches, Teachers **Title I:** 2.6, 4.1, 4.2 **Problem Statements:** Student Achievement 3 **Funding Sources:** Communication/Parent Involvement - Title I - $4,317				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: On average, thirty percent 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.

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

    Evaluation Data Sources: mCLASS, Reading Academy

Strategy 1 Details	Reviews			
Strategy 1: Use Heggerty and Bridge the Gap, implementation of Ready Academy strategies to build phonemic awareness and phonetic knowledge.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: All readers will improve their reading ability and achievement.
     Staff Responsible for Monitoring: Administrators, campus instructional coaches, reading academies facilitator, teachers
 	
     Title I:
 2.4, 2.5, 2.6
 - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
 Lever 5: Effective Instruction
 Problem Statements: Student Achievement 3
 Funding Sources: Paraprofessional - ESSER III - $35,695, Tutorials - State Comp Ed - $13,120, Instructional Materials (Bridging the Gap) - ESSER III - $2,600, Interventions - ESSER III - $13,600				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: On average, thirty percent 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.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

5. Targeted Assistance Schools Only

Campus Funding Summary

			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials		$10,000.00
1	1	1	Instructional coaches		$232,691.00
1	1	1	Instructional Paraprofessional		$24,989.00
3	1	1	Substitute Salary- Assessments		$8,453.00
4	1	1	Extra Duty Pay		$11,270.00
4	1	2	Communication/Parent Involvement		$4,317.00
				Sub-Total	$291,720.00
				Budgeted Fund Source Amount	$291,720.00
				+/- Difference	$0.00

			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Technology/Software		$1,000.00
1	4	1	Instructional Materials/Books		$1,000.00
1	4	1	Tutorials		$4,000.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$6,000.00
				+/- Difference	$0.00

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Supplies for goal attainment		$5,442.00
4	1	1	PBIS Liaison		$56,880.00
5	1	1	Tutorials		$13,120.00
				Sub-Total	$75,442.00
				Budgeted Fund Source Amount	$75,442.00
				+/- Difference	$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Junior Scholastic Magazine		$450.00
1	1	1	New Reading and Writing Units of Study		$16,000.00
1	1	1	Tutorials		$2,268.00
1	1	1	Classroom teacher		$70,000.00
1	2	1	Tutorials		$2,270.00
1	2	1	Dreambox		$8,000.00
1	2	1	Computer Equipment		$37,000.00
1	2	1	Books- Math in Practice		$3,000.00
4	1	1	Nurse		$26,275.00
5	1	1	Instructional Materials (Bridging the Gap)		$2,600.00
5	1	1	Paraprofessional		$35,695.00
5	1	1	Interventions		$13,600.00
				Sub-Total	$217,158.00
				Budgeted Fund Source Amount	$217,158.00
				+/- Difference	$0.00
				Grand Total Budgeted	$590,320.00
				Grand Total Spent	$590,320.00
				+/- Difference	$0.00