CONROE
INDEPENDENT
SCHOOL DISTRICT

Campus Improvement Plan
2019-2020

Elementary Campus: Runyan Elementary

Rating: C

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOO*L

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*
Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages*.

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress **DOMAIN III: CLOSING THE GAPS** - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned:

Academic Achievement in English Language Arts / Reading
Postsecondary Readiness

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 46% of all students will *meet* grade level standards on all subject area STAAR tests.

STRATEGY DESCRIPTION(S):
- Monitor student progress and intervene / adapt instruction as necessary to build capacity within students.
- Provide time and support for teachers to collaborate around building team clarity about student learning expectations, planning instruction, assessing student competence and systematic interventions.
- Establish during-the-day and after-school tutorials for students at-risk of not making a year's progress in academic competency.

READING/ELA

PERFORMANCE OBJECTIVE: 45% of all students will *meet* grade level standards on the Reading STAAR test.

STRATEGY DESCRIPTION(S):
- Use frequent formative assessment data to guide instruction within reading conferences, strategy groups and guided reading groups so students are receiving instruction targeted specifically for their needs as a reader.
- Use resources such as *The Literacy Continuum* to plan differentiated instruction.
- Continue to build teacher familiarity and competence in implementing the Units of Study for Reading within a readers' workshop structure.

WRITING

PERFORMANCE OBJECTIVE: 40% of all students will *meet* grade level standards on the Writing STAAR test.

STRATEGY DESCRIPTION(S):
- Use frequent formative assessment data to guide instruction within writing conferences and strategy groups so students are receiving instruction targeted specifically for their needs as a writer.
- Implement a Mentor Sentence structure to teach grammar skills.
- Use Focus Phrases to build accountability for students using previously learned grammar skills within their writing.

MATH

PERFORMANCE OBJECTIVE: 55% of all students will *meet* grade level standards in all subject area STAAR tests.

STRATEGY DESCRIPTION(S):
- Continue to build teacher familiarity and competence in teaching fact fluency within the CISD Solves structure.
- Use frequent formative assessment data to differentiate instruction within a guided math structure.
- Implement DreamBox Learning to target specific student needs.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):
- Focus on vocabulary development skills, and plan for quality questioning in lesson plans.
- Develop common assessments with leveled questions that align with instruction based on scope and sequence.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):
- Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.
- Develop common assessments with leveled questions that align with instruction based on scope and sequence.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):
- Plan instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) for at least 65% of PE class time.
- Differentiate instruction so all students make progress.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :– (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)
- Build language / vocabulary by increasing opportunities for students to have academic conversations in the classroom.
- Set goals and provide frequent feedback for students about their progress.
- Monitor student progress and intervene / adapt instruction as necessary to build capacity in all subject areas.
- Teachers collaborate to build understanding of student expectations within the TEKS and capacity to teach students with a wide range of needs to meet those expectations.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS
Attendance rate will increase from 97% in 2018/19 to 97.5% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)
50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations
Top quartile of campus comparison group in performance for student progress
Meet Top 25% in Closing Performance Gaps Distinction Designations
Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations
50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: Runyan Elementary will earn distinction in at 3 out of 5 categories.

STRATEGY DESCRIPTION(S):
- Monitor attendance data and share progress across the campus.
- Incentivize excellent attendance through campus-wide, classroom and individual rewards.
- Problem-solve with parents of students with poor attendance.

FINANCIAL RESOURCES
General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds
ADDITIONAL RESOURCES
Teacher Content Leadership Teams and District and Campus Instructional Coaches
Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language
Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services
Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common
Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos
Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS
NOVEMBER, JANUARY
Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs
SUMMATIVE EVALUATIONS
JULY
TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation
PROJECT MANAGERS
Principal; Assistant Principal

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF
PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):
- Set aside time to meet with the cadre of new staff members to support their unique needs.
- Provide frequent feedback to teachers, emphasizing positive behaviors.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity.
- Systematically plan celebrations / fun events on campus to boost morale.

Financial Resources   Campus budget, Teacher Activity Fund, Title III

Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):
- Survey parents to collect feedback about perceived strengths / needs of the campus.
- Provide parent learning around supporting students' academic success.
- Host campus events in which families have an opportunity to interact socially and/or around learning.
- Provide communications, in a language parents can understand, regarding campus initiatives, programs, meetings, and activities through a variety of media.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):
- Maintain a Foundations committee focused on school-wide procedures that prioritize safety and efficiency.
- Promote clubs and organizations (Girls on the Run, Choir, Robotics, etc.) to encourage student involvement in school.
- Establish and monitor PBIS-compatible campus norms for classroom management – CHAMPS, posted rules, attention signal, etc.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):
- Provide meaningful opportunities for students to use technology for learning.
- Build teacher capacity to use technology to plan and implement best practices.
- Provide technology resources for teachers and students.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Goal 1, All Students: 3 Goal 1, At-Risk & Special Populations: 1-3	Academic Tutorials for At-Risk Students	$11,142.00	0.20
Goal 1, All Students: 1-2	Gen Ed Teachers for At-Risk Students	$862,950.00	15.00
	TOTAL SCE	**$874,092.00**	**15.20**

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Goal 1, ELA: 3 Goal 1, Writing: 2-3 Goal 1, Math: 1 Goal 1, At-Risk & Special Populations: 4 Goal 2: 2-3 Goal 5: 2	Instructional Support Academic Coaches	$210,192.00	3.82
Goal 1, ELA: 1 Goal 1, Writing: 1 Goal 1, Math: 2 Goal 1, At-Risk & Special Populations: 4	Instructional Materials	$7,400.00	0.00
Goal 1, Postsecondary: 3 Goal 3: 2-3	Family Engagement	$2,912.00	0.00
	TOTAL Title I	**$220,504.00**	**3.82**

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Goal 1, All Students: 3 Goal 1, At-Risk & Special Populations: 1-3	Academic Tutorials for EL Students	$4,500.00	0.08
Goal 1, Math: 3 Goal 5: 3	Technology	$500.00	0.00
Goal 1, ELA: 1-2	Books	$500.00	0.00
Goal 1, ELA: 1 Goal 1, Writing: 1 Goal 1, Math: 2 Goal 1, At-Risk & Special Populations: 4	Instructional Materials for EL Students	$2,500.00	0.00
	TOTAL Title III EL	**$8,000.00**	**0.08**

Title I School-Wide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I School-Wide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the school-wide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I School-Wide Elements
Element 1	**Comprehensive Needs Assessment**
Goal 1, All Students: 1-2 Goal 3: 1	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	**Campus Improvement Plan (CIP)**
Goal 1, All Students: 2 Goal 3: 1	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Goal 1, All Students: 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Goal 3: 4	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Goal 1, All Students: 4 Goal 1, Reading: 1 Goal 1, Writing: 1 Goal 1, Math: 2	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Goal 1, All Students: 2 Goal 4: 1, 3	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 an enriched and accelerated curriculum.
Goal 1, All Students: 1, 3 Goal 1, At-Risk and Special Populations: 2-4 Goal 1, Postsecondary Readiness: 3 Goal 2: 2-3 Goal 3: 2 Goal 4: 1-3	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	**Parent and Family Engagement**
Goal 3: 1, 4	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Goal 3: 2-3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Goal 3: 3	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).

Data Summary Report 2019-2020

Elementary Campus: Runyan Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
73% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
42% scored Meets Grade Level Standards	46% will score Meets Grade Level Standards
19% scored Masters Grade Level Standards	22% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
63% Met Expected or Accelerated Growth Measure	70% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
72% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
39% scored Meets Grade Level Standards	45% will score Meets Grade Level Standards
18% scored Masters Grade Level Standards	20% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
37% scored Approaches Grade Level Standards	42% will score Approaches Grade Level Standards
21% scored Meets Grade Level Standards	22% will score Meets Grade Level Standards
7% scored Masters Grade Level Standards	8% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: White*
72% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
40% scored Meets Grade Level Standards	57% will score Meets Grade Level Standards
18% scored Masters Grade Level Standards	33% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
73% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
38% scored Meets Grade Level Standards	40% will score Meets Grade Level Standards
22% scored Masters Grade Level Standards	25% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
42% scored Approaches Grade Level Standards	45% will score Approaches Grade Level Standards
18% scored Meets Grade Level Standards	19% will score Meets Grade Level Standards
9% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: White*
73% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
37% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
22% scored Masters Grade Level Standards	30% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
61% scored Approaches Grade Level Standards	70% will score Approaches Grade Level Standards
22% scored Meets Grade Level Standards	30% will score Meets Grade Level Standards
2% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
33% scored Approaches Grade Level Standards	40% will score Approaches Grade Level Standards
17% scored Meets Grade Level Standards	18% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	7% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: White*
63% scored Approaches Grade Level Standards	75% will score Approaches Grade Level Standards
26% scored Meets Grade Level Standards	40% will score Meets Grade Level Standards
3% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
77% scored Approaches Grade Level Standards	82% will score Approaches Grade Level Standards
48% scored Meets Grade Level Standards	50% will score Meets Grade Level Standards
21% scored Masters Grade Level Standards	25% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: English Language Learners*
33% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
27% scored Meets Grade Level Standards	50% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	20% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: Hispanic*
77% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
49% scored Meets Grade Level Standards	55% will score Meets Grade Level Standards
20% scored Masters Grade Level Standards	25% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
n/a% scored Approaches Grade Level Standards	n/a% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a % will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a % will score Masters Grade Level Standards
Focus Student Group: N/A	*Focus Student Group: N/A*
n/a% scored Approaches Grade Level Standards	n/a % will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a % will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a % will score Masters Grade Level Standards
Focus Student Group: N/A	*Focus Student Group: N/A*
n/a% scored Approaches Grade Level Standards	n/a % will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a % will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a % will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:	2019-2020 Goals:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: N/A

n/a% scored Approaches Grade Level Standards

.% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: N/A

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: N/A

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: N/A

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, White, Special Education
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, Hispanic, Economically Disadvantaged, English Language Learners (Current and Monitored)
Student Success		All, White, Special Education
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	