

Donna Independent School District
Runn Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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Demographics

Demographics Summary

1. What do enrollment numbers indicate?

- Enrollment for the 2021-2022 school year has declined from September 27th - May 20th.
 - September 27th Enrollment Totals: 82 Students
 - January 4th Enrollment Totals: 66 Students
 - May 20th Enrollment Totals: 60 Students
- 2. What is the breakdown by ethnicity, gender, or other category?

Grade Level and Teachers	Ethnicity	Gender
Kinder (Mrs. Galvez):	13 Hisp	6M/7F
1st Grade (Mr. Guerra):	17 Hisp	10M/7F
2nd Grade (Mrs. Cazares):	10 Hisp	2M / 8 F
3rd Grade (Ms. Salas):	12 Hisp	4M / 8F
4th Grade (Ms. Salas):	2 Hisp	1M /1F
5th Grade (Mr. Cazares):	4 Hisp	3M / 1F
6th Grade (Mr. Cazares):	4 Hisp	3M /1F

3. How has the enrollment changes over the past three years?

- Enrollment has declined over the past three years.
 - 2019-2021 Enrollment Total: 247
 - 2020-2021 Enrollment Total: 235
 - 2021-2022 Enrollment Total: 60 (RVLA)

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over – or underrepresented in certain groups? Why?

Grade Level	ETH	GEN	LEP	BIL	MIG	SPED	GT	ECO DIS	At Risk
Kinder:	13 Hisp	6M / 7F	3	13	0	0	0	13	13
1st Grade:	17 Hisp	10M / 7F	6	17	1	0	2	15	10
2nd Grade:	10 Hisp	2M / 8F	6	10	0	0	6	9	8
3rd Grade:	12 Hisp	4M / 8F	5	12	0	0	1	11	11
4th Grade:	2 Hisp	1M / 1F	0	2	0	0	1	2	0
5th Grade:	4 Hisp	3M / 1F	3	4	0	0	2	4	3
6th Grade:	4 Hisp	3M / 1F	2	0	0	0	0	1	2
Totals:	62 Hisp	29M / 33F	25	58	1	0	12	55	47

- Some grade levels are underrepresented due to lack of teachers. For example our 3rd and 4th grade as well as 5th and 6th grade classes are conducted by only two teachers doing all subjects. This is concerning because teachers have to differentiate between two grade levels due to student needs.

5. What is the data for special programs over time?

- We had a 504 student enrolled receiving dyslexia services. No special education students were enrolled in RVLA.

6. What does the data regarding students who exit from special programs indicate? How many?

Who are they? What trend or pattern do we see?

- No students have been exited from special programs.

8. Who are our Migrant students?

- We have one male migrant student in first grade.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers

represented for Migrant students?

- 62 total students enrolled as of May 20, 2022, one migrant student, 1.6% mobility rate. Our stability rate is 98.4%. The mobility is also higher than average due to enrollment processes and admission/release criteria.

10. What area of the community do these students come from?

- All Donna ISD Schools and outside of the district.

11. What are the staff demographics?

- There are 7 teachers with certifications as required by the state of Texas. The Gender breakdown is 3 females and 4 males. The group is composed of 7 Teachers of Hispanic/Latin American. The age range is from 33 to 56 as of 2021 -2022 Academic School Year.
- There are 2 paraprofessionals, 1 Counselor, 1 Attendance/PEIMS Clerk, 1 Principal.

12. What are the teacher/student ratios? How do these ratios compare to performance? (*Student Learning)

- There are a total of 5 teachers who teach core subjects and 60 students. The Ratio is 1 teacher for every 13 students for K-2nd grade, 1 teacher for every 14 students for 3rd-4th grade and 1 teacher for every 6 students for 5th-6th grade.
- 1st grade has a higher teacher to student (17 to 1) ratio than Kinder (13 to 1) and 2nd grade (10 to 1). 3rd and 4th grade have a teacher to student (14 to 1) ratio. 5th and 6th grade has a teacher to student (6 to 1) ratio.
- Academic Performance for grades K-2nd is as follows in Reading: Kindergarten has a total of 1 student above reading level, 6 students at level, and 6 students below reading level. 1st Grade has 9 students above reading level, 4 students at level, and 4 students below reading level. 2nd Grade has 6 students above reading level, 1 student reading on level, and 3 students below reading level.
- Academic Performance for grades K-2nd is as follows in Math: Kindergarten has a total of 2 students at the Masters level, 6 students at the Meets level, and 5 students at the Approaches level. 1st grade has a total of 1 student at the Masters level, 7 students at the Meets level, and 9 students at the Approaches level. 2nd grade has a total of 2 students at the Masters level, 4 students at the Meets level, and 4 students at the Approaches level.
- Kinder-2 grade English Reading students are 40% above reading level, 27% at level, and 33% below reading level.
- Kinder-2 grade English Math students are 14% at the Masters level, 42% at the Meets level, and 44% at the Approaches level.
- Performance based on Assessments is as follows: 3rd Grade English Reading Students are at a 86% at the Approaches level and 59% at the Meets level. 3rd Grade Spanish 20% Approaches, 20% Meets, and 0% Masters. 3rd Grade English Math Students are 46 % at the Approaches level, 0 % at the Meets level and 0% at the Masters level. 4th Grade English Reading students are at 100% at the Approaches level, 50% at the Meets level and 50% at the Masters level. 4th Grade Math Students are at 100% at the Approaches level, 100% at the Meets level and a 50% at the Masters level.
- In 5th Grade, the teacher to student ratio ended at a 1 to 4 ratio, taking into consideration that 5th teacher was also teaching all subjects for 6th Grade.
- 5th Grade English Reading Students are currently at a 100% at the Approaches level, 75% at the Meets level and a 50% at the Masters level. 5th Grade English Math Students are at a 100% at the Approaches level, 100% at the Meets level and a 75% at the Masters level. 5th Grade English Science Students are at a 75% at the Approaches level, 75% at the Meets level and a 75% at the Masters level.
- In 6th Grade, the teacher to student ratio ended at a 1 to 2 ratio, taking into consideration that 6th grade teacher was also teaching all subjects for 5th Grade.
- 6th Grade English Reading Students are currently at a 100% at the Approaches level, 100% at the Meets level and a 100% at the Masters level. 6th Grade English Math Students are at a 100% at the Approaches level, 100% at the Meets level and a 100% at the Masters level.

13. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

- Core Teachers: 5, P.E./Health: 1, Fine Arts: 1. All teachers are bilingual certified and have a Bachelor's Degree.
- Classroom Instructional Aids: 2 Paraprofessionals are grandfathered (do not need to meet the 'new hire' criteria).

14. What does the general data reflect regarding teacher quality on the campus?

- All teachers are evaluated using the T-TESS criteria. For 2021-2022 Academic School Year all were evaluated. At the beginning of the year, all teachers are required to submit their Student Learning Objective(SLO) goals and T-TESS Professional goals. Throughout the year, teachers are to work on achieving the goals as set by the teacher and approved by the appraiser. The Principal is evaluated using the T-PESS by the Assistant Superintendent and Superintendent.

All teachers received a rating of Proficient or above for the End of Year Summative Evaluation using T-TESS. Teachers received recommendations based on performance.

Demographics Strengths

- Due to the strict requirements students success was evident in STAAR results in 4th-6th grade.
- Campus met district attendance goal.
- Students came and stayed from outside the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment decreased due to switching to virtual and strict requirements to enroll, especially in 4th and 5th grades. **Root Cause:** SB 15 requirements

Problem Statement 2: Students were not able to receive instructional accommodations due to the lack of staff, this affected mainly 3rd-6th grade having only one teacher per grade level. **Root Cause:** Enrollment counts

Student Learning

Student Learning Summary

1. How is the student achievement data disaggregated?

- Student achievement data is disaggregated in many ways. Based on the content area it can be by content objective, TEKS, or per question. It can be disaggregated by student performance (grades, passed, failed, met standard, did not meet standard, approaches, meets, masters, progress measure), campus performance, grade level, District and/or state performance. It can be disaggregated by demographics of the students such as GT, Migrant, LEP or Non-LEP, special needs, or based on gender, economically disadvantaged, etc...

2. How does student achievement data compare from one data source to another?

- Student achievement data is somehow different from one source to another and open to interpretation and so should be used as a guide to get an idea of the students' performance. Istation gives the ISIP score and a Lexile Level which is used to get the reading grade level from a table that was made by the Bilingual department to convert the ISIP level given in Istation to the predicted grade level that the student is in. If you use Amplify which is more teacher driven, it gives you more accurate results and avoids any conversions and misinterpretations between the program's results and somebody else's interpretation based on his/her understanding. Since we are a virtual school, there is a good chance that parents over help students at home and so if students are present, the results would be more accurate. If the level of the student is not reflective, a running record can be done to determine a more accurate level of the student. Again, every source varies. Istation is used to get an idea of the students' gains/drops as the year progresses and gives a good idea on the reading level to make decisions for the Benchmark or State Test. Example: Those students on Level 1 (Istation) did not meet standards because they are below grade level, Level 2 is almost at grade level and so might have met standards and Level 3 did meet standards. Level 4 met standards at meets and Level 5 met standards at masters when compared to tests (STAAR, Benchmarks and comprehensive tests).

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (*Demographics)

- STAAR results are not comparable for the 2021-2022 school year because STAAR testing was optional during the 2020-2021 school year. About 50% of the current students took the STAAR test during the 2020-2021 school year.

4. In which areas are we showing growth? At what rate? Compared to which standard of

Achievement?

- Due to missing STAAR data from previous school years we are not able to compare student growth.

5. Which students are making progress? Why? (*School Process)

- Due to missing STAAR data from previous school years we are not able to compare student progress.

6. What impact are intervention programs having on student achievement? Which students are benefitting or not? (*Demographics)

- The intervention time and programs such Imagine Math (K-6th Math), Istation (K-6th Language Arts), myOn (K-6th Reading), Learning.com (K-6th Technology), Brain Pop, Jr. (All Subjects), A.R. (1st-6th), Quizizz, Kahoot, Kidz A-Z (1st) are having a positive impact and the students are definitely benefiting in one way or another and this is reflected on the class quizzes and Benchmarks.

7. What does the longitudinal student achievement data indicate?

- N/A

8. What does the data reflect within and among content areas?

- N/A

9. What does the data indicate when disaggregated at various levels of depth?

- N/A

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

(*Demographics & School Process)

- N/A

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

- The curriculum is linked to the TEKS; however, the Curriculum is not correctly linked to the students' book adoption. Updated adoption is needed for Math.

12. How is data used to inform curriculum, instruction, and assessment decisions? (School Process)

- After every given assessment (Bundle Exam, Istation Exam, Benchmark Exam), teachers will create: Intervention plans, regrouping small groups, STAAR Groups, Tutoring, Reteach, Direct small group instruction, Action Plans and District level meetings/trainings.

13. What does the data reflect about how curriculum, instruction, and assessment are aligned? How

are they focused on supporting and challenging all students?

- K-1st grade did not do Bundle assessments. Students were tested using Amplify. 2nd grade s, and Math assessments vaguely changed. 3rd -5th grade STAAR assessments change year after year. All assessments are given at the grade level the student is in. If a student needs more support accommodations are given through ELLA, RTI, SPED, 504.

14. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

- collaboration & teamwork
- creativity & imagination
- critical thinking
- problem solving
- flexibility & adaptability
- global & cultural awareness
- information literacy
- leadership
- civic literacy & citizenship
- oral & written communication skills
- social responsibility & ethics
- technology literacy
- initiative

15. How are instructional strategies and activities aligned with student learning needs and expected

outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups? (*School Process & Demographics)

- Curriculum based instruction providing students with a set of critical skills that will be needed for success must be aligned to student learning, needs, & have high expectations for their achievement. Students will be ensured a quality education when all learning styles, depending on individual needs are incorporated in instruction and reteaching using individual learning methods to achieve mastery and comprehension of objectives. Web based data such as IStation, bundle test, Imagine Math, six weeks' data, etc. incorporated by teachers accordingly to regroup students and provide support as needed based on individually monitored success.
- English Learners & special needs students benefit from the utilization of various strategies used by teachers to differentiate instruction. Teacher supports such as pre-taught vocabulary, more or less process time, response time, dictionary use, extra time for testing, use of manipulatives, correct model pronunciation, and use of cognates will benefit English learners. Students who are struggling with mastery of instruction receive extra support with one on one instruction, small group instruction, interventions, sheltered, differentiated or simplified instruction, oral administration, and/or help as needed. The more the challenges are the gifted and talented students who receive differentiated instruction that takes them above and beyond their peers to complete exceptional projects.

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this

type of instruction? What has the effect been over time? (*Demographics)

- Additional interventions for struggling students are provided using various data such as Response to Intervention data, teacher anecdotal notes, guided reading notes, web-based data, such as Istation for reading, Imagine Math/Reasoning Mind for math, and tutoring. Students who need this type of support are usually students who are performing low in the classroom, are not passing exams and other assessments, have excessive absences, are new/late arrival students, migrants, and/or may have a learning disability. Students receiving additional interventions are expected to gradually improve in classroom assessments, district and state exams, and daily instructional activities.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc?

- Instructional design and delivery (Lesson Plans) presented during instruction are derived from the state content standards (TEKS) as outlined in the DISD scope and sequence and also include other standards which address the unique learning needs of individual and groups of SPED, RTI, 504, and LEP students. To maximize student engagement, the teacher displays a focus wall with all daily lesson objectives. As the standards are displayed and referenced throughout the lesson, students are also clear about learning expectations. This creates the alignment between the learning goal(s), objective(s) and outcome(s). Positive learning climates are created individually by teachers with student friendly environments, grade level appropriate content, reading areas (carpet, quiet area, flexible seating) and centers (Daily 5, math rotations). The DISD curriculum includes learning goals that demonstrate competence in higher order thinking skills, critical thinking, problem solving, etc.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

- Lower Grade Level- Teachers have clearly defined goals throughout the school year (70% Goal for Kindergarten. 70% Goal for 1st & 2nd grades). All exams including 6 Weeks exams, Benchmarks, and Comprehensive exams are DISD made.
- Upper Grade Levels- All assessments are curriculum aligned and effectively measure state content standards (TEKS). All exams including 6 Weeks exams, Benchmarks, and Comprehensive exams are STAAR released test.

19. How do we know assessments are designed, developed, and used in a fair and equitable manner

that eliminates biases? How do students perceive these assessments?

- All the students in the district are provided with the same grade level assessments at the end of each six weeks. In addition, weekly test are also available on Share Point for teacher who wish to use them. Nonetheless, teachers can decide to administrate assessments that they've created in order to determine if the content taught has been mastered. Often times, this requires that not only formal assessments are administrated but also informal ones. This ensures that all students are assessed equitably. In other words, teacher and administrators are able to see their learning even if they are performing below grade level. However, some assessments do not take into consideration the lack of vocabulary development in our English Language Learners, making the students feel inferior lack confidence which could hinder the level of performance.

20. How does the scope of assessments provide a comprehensive and representative sampling of

student performance that allows for confident conclusions about achievement?

- The district curriculum provides teachers with resources and sufficient lessons and activities to target the TEKS assigned for every six weeks. Through Eduphoria teachers can access to data need it to designed specific interventions to target the skills (TEKS) students are weak in. By planning the targeted skills, students can be provided for individual instruction plan which helps the teacher to monitor student's progress and achievement.

21. What technology do we have for student learning? (*School Process)

- K-2nd students are using district iPads.
- 3rd-5th students are using district Chromebooks.
- Computer based programs such as,
 - Google Classroom
 - Google Meet
 - Imagine Math (K-6th Math)
 - Istation (K-6th Language Arts)
 - myOn (K-6th Reading)
 - Learning.com (K-6th Technology)
 - Brain Pop, Jr. (All Subjects)
 - A.R. (1st-6th)
 - Quizizz

- Kahoot
- Kidz A-Z (K-6th)

22. What is the technology proficiency for staff and students? (*School Process & Demographics)

- Donna ISD provides technology trainings throughout the year using Atomic Learning, district trainings and symposiums. Staff members feel proficiency implementing the use of different technology equipment in the classroom to provide student instruction. Students also receive Microsoft environment technology classes at the computer lab with the use of Learning.com . In addition, upper grade students use known research engines to do research and create presentations to compete at district level.

23. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

- Occasional WiFi disruptions on campus as well as students' homes.
- Some students, especially lower grades, do not know how to use the chat on Google Meet. They are not able to access links for classroom lesson activities.
- Since students use different devices from lower grades to upper grades, sometimes links and activities cannot work on one device but can work on the other, such as iPad vs. Chromebook.

24. What types of technology professional development have we provided? What was the impact for staff and students?

- STAAR Academies and Technology Conference. Both give staff the updated information and tools to use the new guideline to teach technology applications. For students, Learning.com provides step by step instruction on new software, typing skills classes, use of software and hardware and cyber bullying classes to prevent the wrong use of technology.

25. In which content areas are we using technology and how? What is the effect?

- Computer based programs such as,
 - Google Classroom
 - Google Meet
 - Imagine Math (K-6th Math)
 - Istation (K-6th Language Arts)

- myOn (K-6th Reading)
- Learning.com (K-6th Technology)
- Brain Pop, Jr. (All Subjects)
- A.R. (1st-6th)
- Quizizz
- Kahoot
- Kidz A-Z (K-6th)

26. How does the design of the network provide for the users it supports?

- The district provides users internet access through ethernet cable, Wi-Fi, and Hotspots.

27. How is technology utilized to support curriculum, instructions, and assessment integration and Implementation?

- Technology is being used across all content areas; the school has technology programs that help us reinforce a skill that may need to be retaught. These programs allow us to specifically target an area or skill, we are able to assign homework through these programs as well.

Student Learning Strengths

Students performed well on STAAR in 4th-6th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Virtual instruction limited the teachers ability to properly asses students work and growth throughout the year because parents may have interfered with student assignments and assessment results. **Root Cause:** Parental communication & expectations

Problem Statement 2: Virtual curriculum was not updated this school year. Teachers had to use the ones from last year. **Root Cause:** No virtual curriculum

School Processes & Programs

School Processes & Programs Strengths

Although with all the changes this year teachers chose to remain working at Runn VLA due to their many years of service at Runn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our retention for staff dropped drastically this year due to district's decision to reassign staff. **Root Cause:** Scheduling & enrollment

Problem Statement 2: Due to district's decision to have elementary campuses be self contained teachers did not have training or support to deliver instruction in the new subjects.

Root Cause: Lack of training/PD

Problem Statement 3: Teachers have limited input in campus decision making. **Root Cause:** Lack decision making committees

Perceptions

Perceptions Summary

1. How do students describe the school climate? How does this compare to staff?

- According to the survey for students in grade levels Kinder-6th 95.7% enjoy attending Runn Virtual Learning Academy. 4.3% of students somewhat enjoy logging in.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

- Minimal evidence due to high mobility of students & staff.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

- 100% of students enjoy or somewhat enjoy logging in and feel they are a part of a team. 100% of the teachers feel they are able to work as a team to achieve our goals.

4. What does the data reflect regarding student behaviors, discipline, etc.?

- No discipline referrals submitted as of transition to RVLA.

5. To what degree do students and staff feel physically safe?

- Students did not attend classes in person.
- Staff do not feel safe when it comes to their health due to moldy ceilings due to leaky roof and lack of maintenance department fixing things quickly.
- Staff feel the front office entry policy is very effective however, it should be utilized on all the exits/entrances.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

- 100% of students and staff indicated that they felt like we worked as a team to reach student goals.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

- Since 100% of students enjoy or somewhat enjoy logging in and feel they are a part of a team. We were able to maintain our 98% attendance average for the entire school year.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

- Based on the survey, 100% of the staff agree that management and organization are vital in making a productive learning environment for students.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools area? Who are the students involved? What do we know about these students? What services have these students received? (*Demographics)

- No evidence of gang activity, substance abuse, or weapons use.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? (*Demographics & Student Learning)

- No extracurricular activities were offered due to students being at home.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

- N/A

12. How does staff feel about technology?

- Most of the staff feels somewhat comfortable using and incorporating technology in our classrooms. However, staff feels the technology department personnel sometimes neglects or "passes the buck" when it comes to assisting teachers and students with technology or network issues.

13. What are the students', parents' and community perceptions of the school?

- The students and the staff describe the school climate in a positive way. We conducted a survey to collect data with the following questions:

- The students and the staff describe the school climate in a positive way. We conducted a survey to collect data with the following questions:
- 47 students answered the following question: Do you enjoy login into your virtual classes?¿Disfrutas asistir a la escuela?
 - 47 students or 95.7 % = Do enjoy login to virtual classes.
 - 2 students or 4.3 % = Somewhat enjoy login to virtual classes.

Perceptions Strengths

- 98% of parents felt that we provided adequate parental support throughout the year and concerns were addressed.
- Parents felt the entire staff worked as a team and promoted positive school climate and culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited extracurricular activities. **Root Cause:** Virtual setting

Problem Statement 2: Students and staff were not able to collectively reach our goals in our mission and vision due to high mobility rates amongst students and staff. **Root Cause:** Enrollment & reassignment of staff

Priority Problem Statements

Goals

Goal 1: Focus On Student Success





Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 26% to 31%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 31% to 40%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

Evaluation Data Sources: Instructional pulse checks, administration walkthroughs, state/local assessments





Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022. Staff Responsible for Monitoring: Campus administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% to __%, the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

Performance Objective 1: Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year.

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
 (<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing>)
 * Family and Community Engagement Survey Checklist
 (https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
 * surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Focus on Family and Community Engagement

Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation

* training sign-in sheets





* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Runn will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.





Strategy 1 Details	Reviews			
Strategy 1: Runn will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Runn will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Runn will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: Runn will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.





Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: Runn's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Runn's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Runn will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Runn will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Runn will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers





Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration; Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 2: 4.2 Runn will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

Evaluation Data Sources: District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers





Strategy 1 Details	Reviews			
Strategy 1: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship





Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Runn based on the 5-year Strategic Plan.

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: Runn will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
Strategy 1: Runn will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Runn will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				