Runge Independent School District

Runge Elementary

Accountability Rating: F

2025-2026 Campus Improvement Plan

Mission Statement

Runge ISD is committed to sustaining a culture of high performance and instilling in our students an unwavering determination to succeed.

Vision

One year of learning for one year of teaching - every student, every year.

Value Statement

In Runge ISD We Believe

- Students are heard and seen as respectful and respected learners/leaders with an unwavering determination to succeed.
- Parents and Families are actively involved as collaborative and supportive partners in their child's education, expecting the very best for them and from them.
- Faculty and Staff lead by example, with a commitment and intention to improve lives through service, support, and continuous learning.
- The Superintendent and Administrators ensure a positive district culture through equitable and consistent decision-making and leading with the intent to serve others.
- The Board of Trustees ensure a positive district culture through equitable and consistent decision-making and leading with the intent to positively serve others.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Runge is a small school that has experienced significant growth in its campus culture, which is a testament to the hard work and dedication of our staff and students. This positive shift has not gone unnoticed, as families who had previously opted for other districts are now choosing to return to Runge, indicating a renewed trust and belief in our community's potential.

However, we acknowledge that our school faces challenges in the academic arena, as evidenced by our current standing in the third year of being an F-rated campus. This rating highlights the urgent need for continued and focused efforts to enhance our instructional strategies, ensuring that they are effective and engaging for all students. Additionally, improving attendance is crucial, as consistent student presence is fundamental to academic success and overall school improvement.

To move forward, it is imperative that we maintain and build upon the positive changes in our school culture while simultaneously addressing the areas that require growth. By fostering a supportive and inclusive environment, we can create a foundation that supports academic excellence and encourages every student to reach their full potential.

Federal Program Alignment (ESSA 2025–2026):
 Runge Elementary aligns Title I, Title II, and Title IV funds from the 2025–2026 ESSA Consolidated Federal Grant to meet needs identified in this plan.

- **Title I, Part A** funds are allocated to payroll for instructional staff and teacher stipends that provide supplemental reading and math interventions for at-risk students.

- **Title II, Part A** funds support payroll for teacher mentors and instructional leaders who strengthen instructional capacity through job-embedded coaching and PLC facilitation.

- **Title IV, Part A** funds support counselor and SEL staff who provide social-emotional learning, student engagement, and school safety initiatives.
   These funds are used solely for payroll and stipends to supplement, not supplant, state and local resources.

Demographics

Summary

Runge Elementary School serves as a foundational pillar in the Runge ISD community, playing a crucial role in shaping the early educational experiences of students from both within and around Karnes County. With strong ties to the local community, the school is committed to fostering academic success and personal growth from an early age. The current enrollment for Runge Elementary is 108 students, with the following grade-level distribution:

- **Pre-Kindergarten 3**: 8 students
- **Pre-Kindergarten 4**: 10 students
- **Kindergarten**: 18 students
- **First Grade**: 10 students
- **Second Grade**: 13 students
- **Third Grade**: 10 students
- **Fourth Grade**: 10 students
- **Fifth Grade**: 14 students
- **Sixth Grade**: 12 students

The diverse student population at Runge Elementary is reflective of the district's overall demographics:

- **African American**: 0.5%
- **Hispanic**: 89.9%
- **White**: 9.1%
- **Two or More Races**: 0.5%

Strengths

Runge Elementary benefits from these deep-rooted community connections, fostering early academic success through strong local engagement and a supportive learning environment. Together, the district and the campus are well-positioned to nurture student growth and achievement, while maintaining a strong relationship with the broader community.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1	The campus has strong community ties and pride, but there is a need for intentional planning to recruit and retain students from within RISD boundaries.	There is insufficient understanding of why families and students within the boundaries are choosing schools outside the district. A thorough diagnosis of these reasons is needed to ensure families view Runge Elementary as the best choice for their children's education.
2	There is a perception in the broader community that surrounding districts offer more innovative programs and smaller class sizes, leading families to choose other schools.	In the past, administration has been inconsistent in highlighting its academic strengths and innovative programs, which has contributed to negative community perceptions and diminished the school's appeal as a top educational choice.
3	Attendance among Hispanic and economically disadvantaged students remains a challenge, impacting student achievement and engagement at Runge Elementary.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

⭐ **= Priority**

Student Learning

Summary

At Runge Elementary, our goal is to create a strong foundation for student success in the early grades to prepare our students academically, socially, and emotionally for the future.

By June 2026, we aim to achieve the following objectives:

- Increase the percentage of all STAAR tests at the approaches level or higher to 70%
- Increase the percentage of all STAAR tests at the meets level or higher to 30%
- Increase the percentage of all STAAR tests at the masters level to 10%

Strengths

At Runge Elementary, we have dedicated the past three years to mastering the implementation of High-Quality Instructional Materials (HQIM). This commitment has been pivotal in enhancing the educational experience we provide. Our teachers have been actively engaged in professional development and collaborative learning to effectively integrate these materials into their teaching practices. As a result, they are now beginning to refine and fine-tune their instructional methods within the curriculum. This ongoing process of adjustment and improvement ensures that our students receive the most effective and engaging learning experiences possible, tailored to meet their diverse needs and learning styles.

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
2	Students and staff require additional support to reinforce the TEKS and curriculum in order to meet state standards effectively.	Staff lacks the pedagogical knowledge and background to support student achievement, without support from outside organizations such as Region 3 for PLC/Coaching support.
3 ★	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
4	There is a lack of horizontal and vertical alignment in our instructional practices.	Teacher turnover has reduced collaboration, disrupted instructional consistency, and created gaps in both horizontal and vertical curriculum alignment.
5 ★	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.
6	Absenteeism continues to be a significant issue.	While punitive measures exist for parental non-compliance regarding student attendance, there is a lack of proactive strategies to motivate student attendance and foster a sense of belonging within the school community.

School Processes & Programs

Summary

At Runge Elementary, we are committed to recruiting and retaining high-quality educators who are not only experts in their fields but also passionate about fostering a nurturing and stimulating learning environment. We understand that the foundation of a successful school lies in the dedication and expertise of its teachers, and we are determined to support them in their professional growth and satisfaction.

In addition to strengthening our teaching staff, we are focused on developing the Campus Instructional Leadership Team. This team will play a crucial role in guiding instructional practices, supporting teachers, and ensuring that our educational strategies align with our goals for student achievement. By empowering this team, we aim to enhance the overall instructional quality and effectiveness across the campus.

Recognizing the importance of mental health and emotional well-being, we are committed to providing comprehensive counseling support to our students. Our goal is to create a supportive environment where students feel safe and valued, enabling them to thrive both academically and personally. By addressing their social and emotional needs, we aim to equip our students with the resilience and skills necessary for lifelong success.

Finally, we are dedicated to implementing a high-quality curriculum through effectively planned lessons. Our focus is on ensuring that our curriculum is not only rigorous and engaging but also accessible to all students. By meticulously planning lessons, we aim to deliver instruction that meets diverse learning needs and fosters a deep understanding of the material. Through these efforts, we strive to prepare our students for future academic challenges and opportunities.

Strengths

The Campus Instructional Leadership Team is instrumental in transforming the campus culture by fostering an environment that prioritizes collaboration, innovation, and continuous improvement. Their efforts in implementing district initiatives ensure that our school aligns with broader educational goals, thereby enhancing the overall learning experience for our students. By supporting effective instruction, the team empowers teachers with the necessary tools and strategies to deliver high-quality education, ultimately leading to improved student outcomes.

The adoption of High-Quality Instructional Materials (HQIM) for reading and math signifies our commitment to providing students with the best possible resources to support their learning journey. These materials are carefully selected to align with educational standards and are designed to engage students in meaningful and challenging ways. By integrating HQIM into our curriculum, we aim to enhance the depth and breadth of our students' understanding in these critical subject areas, preparing them for future academic success.

Problem Statements Identifying School Processes & Programs Needs

		Problem Statement	Root Cause
1 ★		Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2 ★		Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
3		There is a lack of horizontal and vertical alignment in our instructional practices.	Teacher turnover has reduced collaboration, disrupted instructional consistency, and created gaps in both horizontal and vertical curriculum alignment.
4		Absenteeism continues to be a significant issue.	While punitive measures exist for parental non-compliance regarding student attendance, there is a lack of proactive strategies to motivate student attendance and foster a sense of belonging within the school community.
5		Attendance among Hispanic and economically disadvantaged students remains a challenge, impacting student achievement and engagement at Runge Elementary.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

6 ★

There is a lack of horizontal and vertical alignment in our instructional practices.

Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.

7

Students and staff require additional support to reinforce the TEKS and curriculum in order to meet state standards effectively.

Staff lacks the pedagogical knowledge and background to support student achievement, without support from outside organizations such as Region 3 for PLC/Coaching support.

★ **= Priority**

Perceptions

Summary

At Runge Elementary, we recognize that student attendance is a fundamental pillar of academic success. When students are consistently present in the classroom, they have the opportunity to engage fully with the curriculum, participate in interactive learning experiences, and build essential skills. Regular attendance ensures that students do not miss out on critical instruction and can maintain a steady academic progression. Additionally, being present in school allows students to form meaningful relationships with their peers and teachers, which is crucial for their social and emotional development.

Parental engagement is equally vital in the educational journey of our students. When parents are actively involved in their child's education, it creates a supportive network that encourages students to remain motivated and committed to their studies. Parental involvement can take many forms, from attending school events and parent-teacher conferences to supporting learning at home. This engagement not only reinforces the importance of education but also helps to bridge the gap between home and school, creating a more cohesive learning environment.

Furthermore, at Runge Elementary, we place a strong emphasis on fostering robust community relations. We believe that a supportive and engaged community is essential for creating an environment where students and families feel valued and connected. By building strong partnerships with local organizations, businesses, and community members, we aim to provide additional resources and opportunities that enhance the educational experience for our students. A united community effort ensures that we can collectively support the academic and personal growth of every student, preparing them for success both in school and in the broader community.

Strengths

At Runge Elementary, we prioritize the well-being and professional growth of our teachers and staff by ensuring they feel supported through various district and campus initiatives. These initiatives are designed to provide our educators with the resources, training, and collaborative opportunities they need to excel in their roles. By fostering a supportive environment, we empower our teachers to deliver high-quality education and create a positive learning atmosphere for our students.

Communication is a cornerstone of our community engagement strategy at Runge Elementary. We effectively utilize district communication channels such as Facebook, Twitter, and our website to keep parents, the community, teachers, and students well-informed and actively engaged in school events and activities. This approach not only enhances transparency but also strengthens the connection between the school and its stakeholders, ensuring that everyone is aligned with our educational goals and initiatives.

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1 ★	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.
2	Absenteeism continues to be a significant issue.	While punitive measures exist for parental non-compliance regarding student attendance, there is a lack of proactive strategies to motivate student attendance and foster a sense of belonging within the school community.
3	Significant progress has been made in creating positive learning environments, there is a need to provide culturally responsive, enriching, and supportive environments for all students.	The campus needs clearer systems, processes, and professional development to identify barriers and evaluate the effectiveness of supports for diverse student needs, including enrichment and intervention.
4	The campus has strong community ties and pride, but there is a need for intentional planning to recruit and retain students from within RISD boundaries.	There is insufficient understanding of why families and students within the boundaries are choosing schools outside the district. A thorough diagnosis of these reasons is needed to ensure families view Runge Elementary as the best choice for their children's education.
5	There is a perception in the broader community that surrounding districts offer more innovative programs and smaller class sizes, leading families to choose other schools.	In the past, administration has been inconsistent in highlighting its academic strengths and innovative programs, which has contributed to negative community perceptions and diminished the school's appeal as a top educational choice.
6 ★	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
2 ★	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
3 ★	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
4 ★	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

★ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

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**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Prekindergarten Self-Assessment Tool**
- ☑ **Texas approved PreK - 2nd grade assessment data**
- ☑ **State-developed online interim assessments**

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**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**

☑ **Discipline records**

☑ **Student surveys and/or other feedback**

Employee Data

☑ **Professional learning communities (PLC) data**

☑ **Staff surveys and/or other feedback**

☑ **Campus leadership data**

☑ **T-TESS data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

☑ **Community surveys and/or other feedback**

Support Systems and Other Data

☑ **Processes and procedures for teaching and learning, including program implementation**

☑ **Communications data**

Goals

Goal 1

Runge Elementary will maintain a strong emphasis on literacy and mathematics, with a strong alignment to High Quality Instructional Materials (HQIM), resulting in increased student outcomes.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Runge Elementary will maximize academic growth in literacy by implementing research-based reading programs, namely High Quality Instructional Materials (HQIM), with a focus on ensuring that all students make measurable progress in reading proficiency, resulting in 75% of all 4th-6th graders meeting at least expected growth on STAAR reading, and at least 60% of all kinder-grade 3 students meeting growth goal on MAP.

Evaluation Data Source: MAP
STAAR

Strategy 1

Runge Elementary will implement the HQIM Bluebonnet curriculum as its core literacy program, providing data-driven, differentiated instruction.

Strategy's Expected Result/Impact: Effective implementation of HQIM Bluebonnet Literacy will lead to continuous growth in reading proficiency, reduced learning gaps, and improved academic performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 6

Funding Sources: Funding Source: Title I, Part A (ESSA 2025-2026) - payroll for instructional staff and stipends to provide supplemental small-group interventions in reading and math, supporting HQIM implementation and closing gaps for at-risk and economically disadvantaged students. 211 Title I, Part A,

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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 2

The principal will actively support teachers in implementing Bluebonnet Literacy K-5 by providing ongoing coaching, ensuring alignment with state standards, as outlined in TIL Observation and

Feedback initiative. This includes offering feedback, guiding instructional planning, and helping teachers use data to drive instruction.

Strategy's Expected Result/Impact: Campus leadership will implement systematic observation and feedback practices to ensure fidelity to the curriculum and the consistent use of research-based instructional best practices.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 2

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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 3

Teachers meet weekly in collaborative PLCs to internalize Bluebonnet Literacy lessons, review student data, and discuss instructional strategies to support literacy.

Strategy's Expected Result/Impact: PLCs foster a culture of continuous improvement by allowing teachers to regularly analyze student data, share best practices, and plan targeted instruction. This collaboration leads to more effective teaching strategies and reading proficiency.
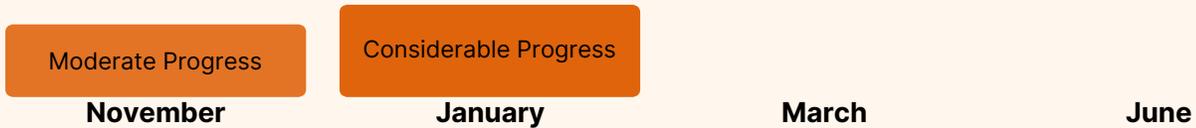
Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 4

Runge Elementary will establish and expand classroom libraries, providing access to high quality children's literature as students practice the skills learned in our HQIM curriculum (Bluebonnet Literacy)

Strategy's Expected Result/Impact: High quality classroom libraries, as comfortable and productive workspaces for practicing reading, help students to develop fluency and increase interest in reading by offering a wide range of reading material, resulting in increased student performance in reading.

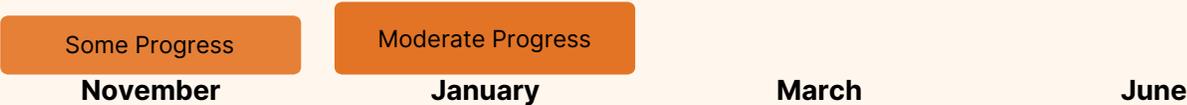**Staff Responsible for Monitoring:** principal

Problem Statements: Student Learning 1 - School Processes & Programs 6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress	Moderate Progress		
November	**January**	**March**	**June**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
6	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Runge Elementary will enhance academic growth for each student by implementing programs focused on math concept development and problem-solving, namely High Quality Instructional Materials (HQIM) driving increased academic success and resulting in 75% of all 4th-6th graders meeting at least expected growth on STAAR math, and at least 60% of all kinder-grade 3 students meeting growth goal on MAP.

Evaluation Data Source: MAP
STAAR

Strategy 1

Runge Elementary will implement Bluebonnet Math (HQIM) with fidelity as its Tier 1 math curriculum to facilitate a deeper understanding of mathematical concepts and problem solving skills.

Strategy's Expected Result/Impact: Effective implementation of Bluebonnet Math in K-5th Grade will lead to a deeper understanding of mathematical concepts and problem solving leading to math proficiency, reduced learning gaps, and improved academic performance.

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 2

The principal will actively support teachers in implementing Bluebonnet Math by providing ongoing coaching, ensuring alignment with state standards, as outlined in TIL Observation and Feedback process. This includes offering feedback, guiding instructional planning, and helping teachers use data to drive instruction.

Strategy's Expected Result/Impact: By actively coaching and supporting teachers, with progress monitoring tracking of action items, the principal will improve instructional practices and ensure effective HQIM implementation. This approach fosters professional growth and facilitates data-driven teaching practices.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 3

Teachers meet weekly in collaborative PLCs to internalize Bluebonnet Math math lessons, review student data, and discuss instructional strategies to support mathematical concept development and problem solving.

Strategy's Expected Result/Impact: PLCs foster a culture of continuous improvement by allowing teachers to regularly analyze student data, share best practices, and plan targeted instruction. This collaboration leads to more effective teaching strategies increased math proficiency.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Considerable Progress		
November	**January**	**March**	**June**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Performance Objective 3   ☑ High Priority

Runge Elementary will enhance performance in academic achievement in science by implementing inquiry based instruction in grades 3-5, resulting in an increase of students approaching standard in STAAR Science by 17% of students (from 33% to 50% of students).

Evaluation Data Source: STAAR Science

Strategy 1

Runge Elementary will implement vertical alignment meetings and strategies to align tested science standards in the upper elementary grades, and support the academic vocabulary in science in all grades.

Strategy's Expected Result/Impact: A common understanding of the science standards and the vertical alignment thereof, and a clear campus wide vision for science instruction, will lead to increased high quality science instruction and thus student outcomes.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2, 6 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress		
November	**January**	**March**	**June**

Strategy 2

Runge Elementary will utilize the science lab in grades 3-5 and all teachers will teach an inquiry based science lesson at least once each week. Summit K12 science materials will be used in 5th and 6th grade to further science understanding and concept development.

Strategy's Expected Result/Impact: Utilizing inquiry based science instruction will increase student engagement and understanding of science standards in all grade levels.

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

Funding Sources: Supplemental Science Materials 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress	Some Progress		
November	**January**	**March**	**June**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
6	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Performance Objective 4 ☑ **High Priority** ☑ **HB3 Goal**

Runge Elementary will enhance academic growth for each student by implementing programs focused on math concept development and problem-solving, namely High Quality Instructional Materials (HQIM) driving increased academic success and resulting in at least 30% of all students in 3rd-6th grade achieving Meets standard or higher on STAAR math in Spring 2026

Evaluation Data Source: STAAR Spring 2026

Strategy 1

Runge Elementary will utilize Texas Instructional Leadership (TIL) processes including observation and feedback protocols and tracking through the Get Better Faster/Teach Like a Champion to increase effectiveness of math instruction.
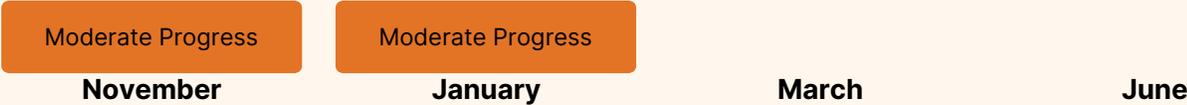
Strategy's Expected Result/Impact: Utilizing strategic observation and feedback protocols will result in increased teacher effectiveness in math instruction, leading to higher student outcomes.

Staff Responsible for Monitoring: principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress		
November	**January**	**March**	**June**

Strategy 2

Runge Elementary will implement Bluebonnet Math (HQIM) with fidelity as its Tier 1 math curriculum to facilitate a deeper understanding of mathematical concepts and problem solving skills.

Strategy's Expected Result/Impact: Effective implementation of Bluebonnet Math in K-5th Grade will lead to a deeper understanding of mathematical concepts and problem solving leading to math proficiency, reduced learning gaps, and improved academic performance.

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress		
November	**January**	**March**	**June**

Strategy 3

Teachers meet weekly in collaborative PLCs to internalize Bluebonnet Math math lessons, review student data, and discuss instructional strategies to support mathematical concept development and problem solving.

Strategy's Expected Result/Impact: PLCs foster a culture of continuous improvement by allowing teachers to regularly analyze student data, share best practices, and plan targeted instruction. This collaboration leads to more effective teaching strategies increased math proficiency.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress		
November	**January**	**March**	**June**

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

Runge Elementary will maximize academic growth in literacy by implementing research-based reading programs, namely High Quality Instructional Materials (HQIM), with a focus on ensuring that all students make measurable progress in reading proficiency, resulting in 30% of all 3rd-6th graders meeting at least Meets Standard on STAAR reading

Evaluation Data Source: STAAR Spring 2026

Strategy 1

Runge Elementary will utilize Texas Instructional Leadership (TIL) processes including observation and feedback protocols and tracking through the Get Better Faster/Teach Like a Champion to increase effectiveness of reading instruction.

Strategy's Expected Result/Impact: Utilizing strategic observation and feedback protocols will result in increased teacher effectiveness in math instruction, leading to higher student outcomes.

Staff Responsible for Monitoring: principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 2

Runge Elementary will implement the HQIM Bluebonnet curriculum as its core literacy program, providing data-driven, differentiated instruction.

Strategy's Expected Result/Impact: Effective implementation of HQIM Bluebonnet Literacy will lead to continuous growth in reading proficiency, reduced learning gaps, and improved academic performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 3

Teachers meet weekly in collaborative PLCs to internalize Bluebonnet Literacy lessons, review student data, and discuss instructional strategies to support literacy.

Strategy's Expected Result/Impact: PLCs foster a culture of continuous improvement by allowing teachers to regularly analyze student data, share best practices, and plan targeted instruction. This collaboration leads to more effective teaching strategies and reading proficiency.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress		
November	**January**	**March**	**June**

Strategy 4

Runge Elementary will utilize professional teacher coaching through partnership with Region 3 in order to assist teachers in delivery of HQIM.

Strategy's Expected Result/Impact: Runge Elementary will facilitate 9 site visits by a qualified teacher coach to assist in the development of teacher skills and confidence in implementing HQIM resulting in at least 30% of students at the Meets level in each class/subject coached.

Staff Responsible for Monitoring: principal

Problem Statements: Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Considerable Progress		
November	**January**	**March**	**June**

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
6	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Performance Objective 6

Runge Elementary will employ full time pre-kindergarten teachers in both Pre-K3, and Pre-K4 and implement a high quality pre-kindergarten program with a focus on kindergarten readiness and emerging literacy and mathematics skills, resulting in at least 80% of students scoring kindergarten ready on EOY Circle assessments in PreK-4.

Evaluation Data Source: Circle

Strategy 1

Runge Elementary will build the Pre-K3 and Pre-K4 program to increase kindergarten readiness by implementing a rigorous HQIM curriculum: Teaching Strategies: The Creative Curriculum for Texas with fidelity.

Strategy's Expected Result/Impact: By implementing rigorous HQIM, pre-Kindergarten students will show readiness for kindergarten with at least 80% of students with kindergarten ready scores on the EOY Circle assessment.

Problem Statements: Student Learning 1 - School Processes & Programs 6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress	Moderate Progress		
November	**January**	**March**	**June**
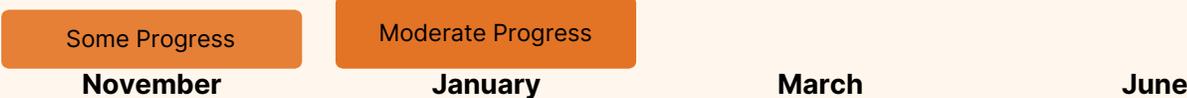
Strategy 2

Pre-Kindergarten Teachers will receive 9 days of personalized coaching from a highly qualified specialist from the Education Service Center (ESC3), resulting in higher scores on the CLI Prekindergarten Classroom Checklist.

Strategy's Expected Result/Impact: PreKindergarten teachers will receive the supports that they need to improve the quality of the pre-kindergarten classroom, resulting in an 80% improvement in the CLI Classroom checklist by the end of the school year.
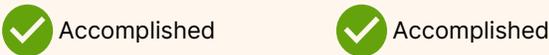
Staff Responsible for Monitoring: principal

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

✅ Accomplished	✅ Accomplished

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
6	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.

Goal 2
Runge ISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Runge ISD will cultivate a sustainable and supportive workforce culture, as evidenced by year-over-year reductions in employee dissatisfaction ratings on the annual staff climate survey

Evaluation Data Source: Staff Pulse Surveys, exit interviews, verbal interactions.

Strategy 1

Runge Elementary will promote a positive work environment by regularly soliciting staff feedback through surveys and focus groups, implementing professional development aligned with staff needs, recognizing employee achievements, and fostering open communication between leadership and staff.

Strategy's Expected Result/Impact: Promoting a positive work environment through staff feedback, targeted professional development, recognition, and open communication will lead to increased employee satisfaction and retention.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

Funding Sources: Funding Source: Title II, Part A (ESSA 2025-2026) - payroll for teacher mentor stipends and instructional leadership roles providing job-embedded professional learning, observation/feedback cycles, and PLC facilitation to improve teacher effectiveness and retention. 255 Title II, Part A,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress	Some Progress		
November	**January**	**March**	**June**

Strategy 2

Runge Elementary will utilize clear and consistent communication with staff including weekly "Week at a Glance" emails, daily "Today" emails and monthly staff pulse surveys.

Strategy's Expected Result/Impact: Ensuring positive and productive two way communication is effective will increase teacher capacity as well as teacher satisfaction.

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Runge ISD will develop professional learning opportunities resulting in teacher effectiveness growth as measured by T-TESS.

Evaluation Data Source: Teacher appraisals, walkthrough data, evaluation data

Strategy 1

Runge will incorporate all teachers into PLCs to enhance collaboration and professional growth.

Strategy's Expected Result/Impact: Incorporating all teachers into PLCs at Runge ISD will enhance collaboration, strengthen professional growth, and improve instructional practices. This will increase teacher confidence and retention, resulting in more effective teaching and improved student outcomes.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 2

Runge ISD will hold vertical PLC meetings to ensure alignment of instructional strategies across grade levels and to foster a culture of collaboration, shared learning, and professional growth among staff.

Strategy's Expected Result/Impact: This will enhance teacher effectiveness, strengthen leadership capacity, and contribute to the collective expertise of the staff.

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2, 6 - Perceptions 6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 3

Runge Elementary will utilize high quality professional learning partners (ex: Lead4Ward, Region 3 ESC) to provide professional development for teachers based on their individual needs, as well as campus needs.

Strategy's Expected Result/Impact: High quality professional learning results in observable improvement in specific skills, as evidenced by walkthrough and observational data, and ultimately student data.

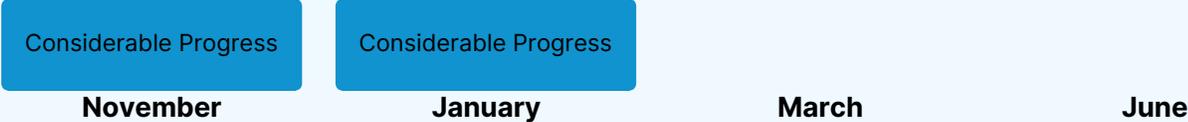**Staff Responsible for Monitoring:** principal

Problem Statements: Student Learning 3 - School Processes & Programs 2

Funding Sources: Funding for Professional Learning Sessions 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.
3	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.
2	Building capacity among staff is key to sustained academic growth.	Insufficient instructional support, resources, and professional development has contributed to lower teacher retention rates, making it difficult to foster long-term teacher growth and effectiveness.
6	There is a lack of horizontal and vertical alignment in our instructional practices.	Insufficient instructional support, resources, and professional development has created horizontal and vertical curriculum gaps.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Retaining effective teachers is crucial for student success and sustained academic growth, making it essential to support and invest in the development of current staff.	Teacher turnover has reduced collaboration, disrupted instructional consistency has made it difficult to ensure long-term teacher growth and effectiveness.

Goal 3

Runge Elementary will provide positive opportunities for students, families and the community to support student learning.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Runge Elementary will strengthen parental engagement by increasing awareness of the importance of consistent attendance, student academic progress, and available learning resources, as measured by increased parent participation in school events, improved attendance rates, and higher levels of communication between families and the school.

Evaluation Data Source: Attendance Records
Parent & Family Engagement Surveys
Assessment Data

Strategy 1

Runge ISD will host events focused on literacy, math, and study habits. Families will also learn about available resources at these events to support their children's success, strengthening family-school partnerships.

Strategy's Expected Result/Impact: Enhancing family engagement curriculum events will strengthen family-school partnerships and equip families to better support their children's learning. This increased engagement will lead to improved attendance, student engagement, and academic performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5 - Perceptions 1

Funding Sources: Funding Source: Title I, Part A (ESSA 2025-2026) - payroll for staff stipends and teacher participation in extended-day family engagement events, attendance initiatives, and communication supports that strengthen home-school partnerships and improve student achievement. 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 2

Runge ISD will continue to promote consistent communication with families through a weekly newsletter from the principal, parent-teacher conferences, and the use of digital platforms, providing updates on student progress, attendance, and opportunities for involvement in academic and extracurricular activities.

Strategy's Expected Result/Impact: Regular communication will foster ongoing family engagement, leading to improved attendance, increased participation in academic support programs, and greater involvement in extracurricular activities. This will ensure families remain informed and engaged throughout the school year.
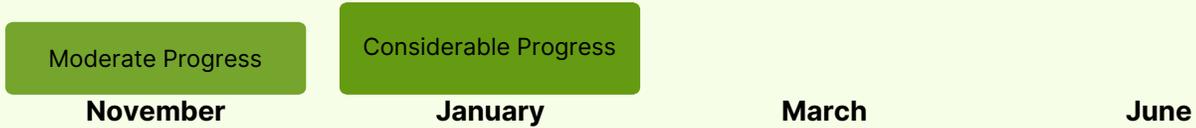
Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress	Considerable Progress		
November	January	March	June

Strategy 3

Runge Elementary will partner with community partners such as Save the Children, and ACE (Afterschool Centers for Education) to create engaging, informative, meaningful, and useful family events such as Meet the Teacher, Open House, Spirit Nights, and curriculum nights.

Strategy's Expected Result/Impact: Planning and implementing high quality programming for parent and family engagement leads to a great connection between families and the school, which has a positive impact on student outcomes.
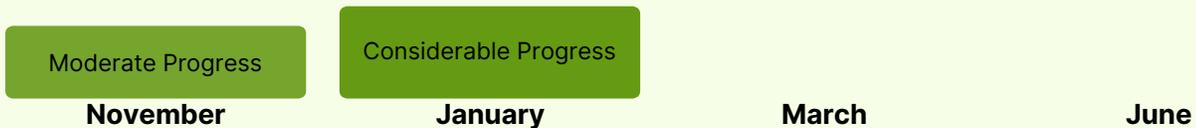
Staff Responsible for Monitoring: principal

Problem Statements: Student Learning 5 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress	Considerable Progress		
November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

Performance Objective 2

By May 2026, Runge Elementary will increase student engagement and motivation by implementing a comprehensive recognition and celebration system that acknowledges academic achievement, positive behavior, and attendance growth.

Evaluation Data Source: Success will be measured by hosting at least one recognition event per grading period, issuing monthly awards in each category (academic, behavioral, attendance) through the academic rally event, recognizing attendance through field trips and parties, Silver Spoon award parties(cafeteria behavior incentive) and achieving 70% of parent survey responses indicating they feel their children are valued and recognized at school at the end of the year survey.

Strategy 1

Runge Elementary will establish a Campus Culture Team responsible for planning and facilitating staff and student recognition activities, schoolwide celebrations, and a variety of family and parent engagement events that promote a positive and collaborative campus environment.

Strategy's Expected Result/Impact: The campus culture team will lead the work already underway, resulting in increased attendance and student engagement, as well as family engagement.

Problem Statements: Student Learning 5 - Perceptions 1

Funding Sources: Stipend for Campus Culture Team 289 Title IV, Part A-SSAEP,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress	Some Progress		
November	**January**	**March**	**June**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

Goal 4
Runge Elementary will provide all students with a safe, drug-free environment that fosters learning and supports their social-emotional well-being.

Performance Objective 1   ✅ High Priority

Runge Elementary will strengthen its character education programs by integrating interactive activities, student-led discussions, and real-life scenarios to promote positive behaviors, responsible decision-making, and conflict resolution through the use and fidelity to implementation of the iLead curriculum.

Evaluation Data Source: Discipline Referrals
Bullying/Harassment Reports
Attendance
Counselor Referral Logs
Student Climate Surveys

Strategy 1   ✅ Results Driven Accountability

Runge Elementary will utilize the iLead character/social skills curriculum, promoting positive behaviors through school-wide initiatives, and offering responsive services to support students' social-emotional well-being and growth.

Strategy's Expected Result/Impact: By enhancing character education programming through the use of iLead, students will develop stronger social-emotional skills, such as conflict resolution and responsible decision-making. Disciplinary incidents will decrease, and students will feel more connected to the school community, leading to improved attendance as students experience a safer and more engaging learning environment.

Staff Responsible for Monitoring: Principal
Counselor

Problem Statements: Student Learning 5 - Perceptions 1

Funding Sources: Funding Source: Title IV, Part A (ESSA 2025-2026) - payroll for counselor and SEL staff who implement iLead, Capturing Kids' Hearts, and other programs that promote student well-being, attendance, and positive campus climate. 289 Title IV, Part A-SSAEP,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress	Moderate Progress		
November	**January**	**March**	**June**

Strategy 2

Runge Elementary will implement school-wide initiatives, including the use of Capturing Kids Hearts to fidelity, celebrating student achievements during academic rallies, and the Silver

Spoon cafeteria award, to encourage and recognize positive behavior, fostering a respectful and inclusive school environment.

Strategy's Expected Result/Impact: Implementing Capturing Kids Hearts to fidelity, celebrating student achievements during academic rallies, and the Silver Spoon cafeteria award will foster a respectful, inclusive environment. These initiatives will reduce disciplinary incidents, improve student relationships, and boost engagement and attendance.

Staff Responsible for Monitoring: Counselor
Principal

Problem Statements: Student Learning 5 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress	Considerable Progress		
November	**January**	**March**	**June**

Strategy 3

Runge Elementary will offer individual and group counseling sessions focused on emotional regulation, conflict resolution, and healthy coping skills. Counselors will collaborate with teachers to identify and support students who need additional social-emotional assistance.

Strategy's Expected Result/Impact: Providing responsive counseling services will equip students with the tools to manage emotional challenges and resolve conflicts effectively. This support will lead to fewer behavioral issues and improve emotional well-being, encouraging students to attend school more consistently as they feel more confident and supported in the school setting.

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 5 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress	Moderate Progress		
November	**January**	**March**	**June**

Strategy 4

Runge Elementary will utilize community resources and partners such as Ramped and T-CHATT to support the mental health needs of students, increasing students' well being and sense of community.

Strategy's Expected Result/Impact: By fostering positive mental health programming, Runge Elementary can support the whole child, leading to positive student outcomes in behavior, attendance, and academics.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress	Moderate Progress		
November	**January**	**March**	**June**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Attendance rates in the Hispanic and Economically Disadvantaged student groups continue to be a concern.	Strengthening communication and engagement with parents is necessary to increase awareness of their child's academic progress and the importance of consistent attendance.

Performance Objective 2

By May 2026, Runge Elementary will improve student behavior and campus culture by fully implementing Capturing Kids' Hearts practices and a structured positive behavior incentive system. This will include schoolwide use of social contracts, affirmations, and doorway greetings in 100% of classrooms, as well as reward and recognition incentives for students demonstrating positive behaviors.

Evaluation Data Source: Success will be measured by a 15% reduction in office discipline referrals.

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
4	1	1	Runge Elementary will utilize the iLead character/social skills curriculum, promoting positive behaviors through school-wide initiatives, and offering responsive services to support students' social-emotional well-being and growth.