

Spring Branch Independent School District
Rummel Creek Elementary School
2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Rummel Creek Elementary school is a neighborhood school in Spring Branch ISD. In the 14-15 school year, we had 693 students. We span PreK-5. 2% of our students are economically disadvantaged and 8.2% are English Language Learners. We have a mobility rate of 4.1%.

Demographics Strengths

73% of our students are white with 15.3% Asian and 6.3% are Hispanic.

Demographics Needs

RCE continues to improve the methods we use to help our ELL. Our teachers are all ESL certified and we have an excellent ESL asst. teacher that works with these students in small groups on a regular basis.

Student Achievement

Student Achievement Summary

On the Performance Index Report, RCE scored a 96% in Index 1 which measures Student Achievement. This means that 96% of our students that took STAAR tests, made the passing standard.

Student Achievement Strengths

Most of our students meet standard on the STAAR test.

Student Achievement Needs

Our greatest need is for more student to score in the advanced performance range on the STAAR test and for students to show more than a year's growth each school year.

School Culture and Climate

School Culture and Climate Summary

Rummel Creek is known for having a warm and welcoming climate. Students, teachers, staff, and parents report feeling a family atmosphere when entering school grounds.

School Culture and Climate Strengths

One of the ways we measure school culture and climate is through a survey called Tripod. All of our 3rd-5th graders take the Tripod survey. The three areas that students report as strengths are Care, Clarify, and Challenge.

School Culture and Climate Needs

Our lowest Tripod score was Captivate at 59%. Students need to feel that the lessons are intellectually relevant and stimulating.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a highly professional staff at RCE. Overall, the staff is positive and hard working.

Staff Quality, Recruitment, and Retention Strengths

We have had 4 teachers retire or resign this past school year: 2 due to staying home with children, 1 moving to another state, 1 retiree

Staff Quality, Recruitment, and Retention Needs

We will continue increasing rigor during the screening and interview process by amending questions and speaking to many applicants before calling them in for team interviews.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have many different assessments and surveys to help drive our instruction and meet student needs. Besides STAAR and NRT, we administer the TRIPOD survey and the District Organizational Health Survey. These allow students and staff to provide feedback on classroom instruction and school procedures.

Curriculum, Instruction, and Assessment Strengths

82% of our children report feeling challenged by the instruction and lessons given by our teachers. 83% express that teachers are able to clarify instruction in multiple ways. This will continue to be a focus area for growth this next year.

Curriculum, Instruction, and Assessment Needs

Only 59% of students feel that the lessons are captivating. We will work on determine relevance and increasing student engagement during lessons. This will require further staff development with staff on rigor and relevance.

Family and Community Involvement

Family and Community Involvement Summary

RCE has a very active community. Parents are constantly at school volunteering and are actively involved in their children's education. We even had parent and community involvement in the planning of new RCE buildings.

Family and Community Involvement Strengths

We have a very active PTA. Our PTA provides us with support. They serve the teachers and students, as well as provide money for extra programming and various instructional materials. In addition our PTA provided \$500,000 worth of building enhancements for the new RCE.

Family and Community Involvement Needs

We will continue to encourage all families and staff members to join our PTA. We will also encourage and include parents that work during the school day to be active participants in the RCE community.

School Context and Organization

School Context and Organization Summary

We spent the past year at a transition campus while our school is being torn down and rebuilt. This year, we will stay here for the fall semester. The plan is to move into the new campus in late December. This school year will bring a whole new set of transitions as we move into our new school halfway through the year. This fall, the staff leaders and the administration will work together to finalize all the routines and procedures for the new RCE.

School Context and Organization Strengths

We implemented new arrival and dismissal procedures on this campus with limited issues. We will be prepared to change them again when we move into the new building. This school has a great committee system that oversees and makes improvements for all parts of the curriculum and learning.

School Context and Organization Needs

Moving into the new building will create new procedures for everything. We need to establish all of these things before moving in. We will also have to communicate them clearly with all staff and students. We have planned a 'Meet the School' event to familiarize students and parents with the look, feel and layout of the building.

Technology

Technology Summary

RCE is a campus that uses technology in many different ways. Our students are very comfortable and familiar with technology. Our current Librarian stays current on technology and offers help/support during, before and after school hours.

Technology Strengths

Many teachers are very comfortable with using technology in the classroom and create lessons that incorporate technology. A number of our teachers continue to take technology trainings and they share their new learning with other staff members.

Technology Needs

We will continue teaching students how to use technology appropriately and in a kind way. We will also look for ways to allow student choice when using technology to learn new information or complete assignments or projects. Since PreK, Kinder, 1st, and 2nd will be receiving new iPads, we will provide teacher training and times for collaboration.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: By the 2017-2018 school year, 75% of RCE students will meet Post Secondary Readiness standard on STAAR.

Performance Objective 1: In the 2015-2016 school year, 68% of RCE students will meet Post Secondary Readiness standard on STAAR.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Nov | Jan | Mar |
| 1) Recognize students for high academic achievement and academic improvement. | Principal, AP, Teachers | Recognition on Report Cards | | | |
| 2) Implement best practices during the Fine Arts lessons that make connections to literacy, math, social studies, and science. | Principal, AP, Art Teacher, Music Teachers, HF coaches | Lesson plans, walk thrus, student performance | | | |
| 3) Implement Rigor and Relevance Rubric during teacher walk thrus. | Principal, AP, iCoach, Librarian, Counselor | Quadrant D activities in the classroom | | | |
| 4) RCE staff will promote the importance of continuing education beyond high school graduation (T-2-4) through GenTx week and wearing college t-shirts on Wednesdays. | Principal, AP, Counselor All staff | Participation in GenTX week College T-shirt Wednesdays | | | |
| 5) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan. RCE will actively monitor student progress through grade level SSC meetings. | Principal, AP all teachers | STAAR passing rates DRA Grades NRT scores | | | |
| 6) Teachers will plan lessons by beginning with the standard, then strategy, then activity. Professional development on this topic is provided by Melissa Stadtfeld. | Principal, AP all teachers | planning meetings lesson plans | | | |
| 7) A small group of teachers will participate in a book study on Visible Learning for Teachers by John Hattie. They will learn how to positively impact student growth. | Principal, AP, Librarian, teachers | reflection of new learning in planning and lesson plans, student growth | | | |
| 8) Teachers will implement the strategy of an "exit ticket" during their lessons in order to check for student progress on learning goals. | Principal, AP, Librarian, iCoach, Counselor, all teachers | lesson plans, student reflections on exit tickets | | | |
| 9) Teachers will participate in peer observations. Each teacher will be expected to observe a teacher from another grade level and record feedback on a google doc. | | | | | |
| 10) Teachers will implement goal setting with students. Students will pinpoint where they are with their learning and set a goal for future progress. | Principal, AP, All Staff | increase in student growth measure on STAAR, increased DRA levels | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | |

Goal 2: By the 2017-2018 school year, our attendance rate will be at 98%.

Performance Objective 1: In the 2015-2016 school year, RCE's attendance rate will be 97.6%.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Jan | Mar |
| 1) Provide staff training on bullying awareness and prevention to prevent students not wanting to come to school. Develop anti-bullying strategy lessons that empower students to prevent and address bullying. | Principal, AP Counselor all staff | Guidance lessons Small groups with Counselor office referrals TRIPOD | | | |
| 2) Students will be recognized for perfect attendance each 9 weeks and for the entire school year. | Principal, AP | Increased number of students with perfect attendance | | | |
| 3) RCE will schedule special events on days when attendance is typically lower: Field Day and Do-nuts with dads schedule the day before Spring Break | Principal, AP, all staff | Increased attendance on the day before a holiday | | | |
| 4) Communicate the importance of attendance to parents and community groups by explaining funding and how it relates to state accountability. A special slide show presentation will be created and presented to parents at Back to School Night. We will also publish information in our PTA newsletter. | Principal, AP, teachers | Increased attendance of students and less family vacations scheduled during the school year. | | | |
| 5) Teachers will establish relationships with students so that they are motivated to attend school: greet students at the door each morning with a smile and handshake/high five | Principal, AP, Counselor, iCoach, Librarian | Increased attendance rate | | | |
| 6) Provide teacher incentives for the classes with the highest attendance rate each 9 weeks. | Principal, AP, registrar | increased student attendance | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | |

Goal 3: By the 2017-2018 school year, RCE's total reading score on NRT will be in the 7th stanine.

Performance Objective 1: In the 2015-2016 school year, grades 2, 3, 4, and 5 will receive total reading scores in the 6th stanine on NRT.










| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|--|-------------------|-----|-----|
| | | | Nov | Jan | Mar |
| 1) Continue a focus on word study and vocabulary development in order for students to become independent readers. Provide a timeline for skill alignment for each grade level. | Principal, AP, Interventionist, Dyslexia teacher, all Staff | NRT results, Local Assessments | | | |
| 2) Increase the number of students reaching "Developing as Expected" and "Advanced Development" on DRA. Teachers will maintain a formal assessment notebook that contains each student's yearly assessment and an informal notebook which contains regular records of oral reading assessments and anecdotal records. | Principal, AP All staff | DRA scores | | | |
| 3) A group of teachers will participate in a summer books study titled What Really Matters in Response to Intervention which addresses reading improvement. They will post their reflections and feedback in a facebook group. | Principal, AP, staff participating in book study | DRA scores | | | |
| 4) The staff will promote literature to students by picking "hot reads" and promoting those to students. | Principal, AP , all classroom teachers | increase of library circulation, students checking out "hot reads" books | | | |
| 5) RCE will host a Literacy Cafe two times this school year where staff members share books with the student body. | Principal, AP, teachers | Students that attend the Literacy Cafe and the increased number of books checked out | | | |
| 6) During the Literacy Committee meetings, provide time for vertical conversations regarding word study so that instruction is aligned and based on grade level TEKS. | Principal, Literacy Team | Successful performance on word study portion of NRT | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | |















Goal 4: To remain in compliance with Federal and State law.

















Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Summative Evaluation: All strategies will be implemented.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---|------------------------------------|-------------------|-----|-----|
| | | | Nov | Jan | Mar |
| 1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. | Principal, AP, Karen Harrell, Romelia Mejia | | | | |
| 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. We monitor student progress through the SSC process. | Principal, AP, ICoach, Librarian | | | | |
| 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. We monitor student progress through the SSC process. Mary Kerr provides intervention support, as needed. | Principal, AP, ICoach, Teachers | | | | |
| 4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. | Principal, AP, Librarian | | | | |
| 5) Promote parent and community involvement in drug and violence prevention programs/ activities. | Principal, AP, ICoach, Counselor | | | | |

| | | | | | |
|--|--|--|---|---|--|
| <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Developmental Assests * TRIBES * Love and Logic | <p>Principal, AP, ICoach, Librarian, Counselor</p> | |  |  | |
| <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> | <p>Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, AIM Teacher, Life Skills Teacher, Resource Teacher</p> | |  | | |
| <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> | <p>Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, AIM Teacher, Life Skills Teacher, Resource Teacher</p> | |  |  | |
| <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> | <p>Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, AIM Teacher, Life Skills Teacher, Resource Teacher</p> | |  |  | |
| <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist | <p>Principal, AP, Interventionists</p> | |  |  | |

| | | | | | |
|--|---|--|---|---|--|
| <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support Summer School Computer assisted instruction includes: Think through Math, Raz Kids, Spelling City, StemScopes, Math In Focus</p> | Principal, AP, Teachers, Interventionists | |  |  | |
| <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> | Principal, AP, Christine Godin, Counselor | |  |  | |
| <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</p> | Principal, AP, ICoach, Librarian, Counselor | |  |  | |
| <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> | Principal, AP, ICoach, Librarian, Counselor | |  |  | |
| <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> | Principal, AP, ICoach, Librarian, Counselor | |  |  | |
| <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website. Campus Administration attends job fairs.</p> | Principal, AP | |  |  | |
| <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> | Principal, AP, ICoach, Librarian, Counselor | |  |  | |

| | | | | | |
|--|--|--|---|---|--|
| <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. PreK student tours, Round Up meetings</p> | <p>Principal, AP, PreK, Kinder Teachers</p> | |  |  |  |
| <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p> | <p>Principal, AP, Librarian, Counselor</p> | |  |  | |
| <p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> | <p>Principal, AP, ICoach, Librarian, Counselor</p> | |  |  | |
| <p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> | <p>Principal, AP, ICoach, Librarian, Counselor</p> | |  |  | |
| <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey</p> | <p>Principal, AP, Nurse, Librarian, Counselor</p> | |  |  | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | |