

Spring Branch Independent School District
Rummel Creek Elementary School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

Rummel Creek Elementary school is a neighborhood school in Spring Branch ISD. In the 15-16 school year, we had 705 students. We span PreK-5. 3.5% of our students are economically disadvantaged and 9.1% are English Language Learners. We have a mobility rate of 3.5%.

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.

Last year only 69% of our economically disadvantaged student passed the reading staar test. 46% of our special education students passed the reading staar. Both of these numbers are low and need work.

Student Achievement

Student Achievement Summary

On the Performance Index Report, RCE scored a 94% in Index 1 which measures Student Achievement. This means that 94% of our students that took STAAR tests, met 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 Challenge, Care, and Classroom Management.

School Culture and Climate Needs

Our lowest Tripod score was Consolidate at 280. The statements we will address are: My teacher takes time to help us remember what we learn, To help us remember, my teacher talks about things that we already learned, My teacher takes the time to summarize what we learn each day, In this class, we learn a lot almost everyday.

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 3 teachers retire this past school year and 1 resigned. All other teachers are remaining for another school year.

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

Our 3rd-5th grade students report that they feel challenged in the classroom on the Tripod survey. The challenge score continues to be our highest score.

Curriculum, Instruction, and Assessment Needs

Our lowest score on TRIPOD is Consolidate. Our students report that teachers need to help them remember or summarize what they have learned.

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. Last school year, we moved from our transition campus onto our new campus. Our new campus has many additions due to the generosity of our parents to the PTA. PTA provided more playground equipment, art, water bottle filling stations, and many other enhancements.

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. They have also funded 3 part time interventionist positions for the 16-17 students. This year will be our first year with WATCH Dogs, a program that encourages dads to volunteer on campus.

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

This will be our first entire school year in our new building. We look forward to refining all procedures and learning even more about our new building.

School Context and Organization Strengths

We implemented new arrival and dismissal procedures on this campus with limited issues. We will be prepared to adapt them as needs arise.

School Context and Organization Needs

Moving into the new building created new procedures for everything. We need to adapt these are problems arise. We will continue to communicate them clearly with all staff and students. Teachers have expressed a dissatisfaction with the noise level in the hallways and the mess that is left in the cafeteria each day.

Technology

Technology Summary

RCE is a campus that uses technology in many different ways. Our students are very comfortable and familiar with technology. Our 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 the primary grades recieved new technology in the spring of 2016, teachers are learning how to use and implement the new technology.

Comprehensive Needs Assessment Data Documentation

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

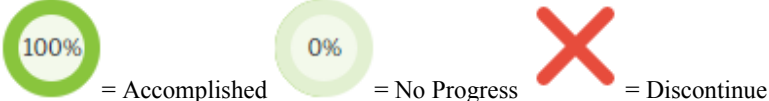
Goals

Goal 1: By the 2017-2018 school year, 80% of RCE students will meet Postsecondary Readiness standard on STAAR.

Performance Objective 1: In the 2016-2017 school year, 78% of RCE students will meet Postsecondary Readiness standard on STAAR.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible	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) 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 RtI dashboard. RCE will actively monitor student progress through PLC meetings.	Principal, AP all teachers, interventionists	STAAR passing rates DRA Grades NRT scores			
4) 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			
5) Use vertical PLCs to identify areas of strengths and weaknesses in the RCE curriculum and incorporate rigor.	Principal, AP, Teachers	Lesson planning that reflects higher order questioning, deeper thinking			
6) Through PLCs, monitor progress of ELL students by focusing on ELPS to increasing TELPAS ratings.	Principal, AP, interventionists, LEP assistance				
					




Goal 2: By the 2017-2018 school year, our attendance rate will be at 97.9%.

Performance Objective 1: In the 2016-2017 school year, RCE's attendance rate will be 97.8%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide lessons for students 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, ADA	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	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. 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, Librarian	Increased attendance rate			

 = Accomplished
  = No Progress
  = Discontinue




Goal 3: At least once monthly, teachers will meet in Professional Learning Communities to review data, set goals, and plan intervention for students.

Performance Objective 1: Establish Rummel Creek as a Professional Learning Community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) RCE Administration and staff will learn about the fundamentals of PLCs through professional development and guided practice. We will develop a common vocabulary and a consistent understanding of key PLC processes.	Principal, AP	PLC notes, student performance			
2) Rummel creek staff will determine mission of the school. What's our why? Why do we exist?	Principal, AP	Mission developed through a collaboration process			
3) RCE staff will determine our vision - What must our school become to accomplish the purpose?	Principal, AP	Finalized & publicized vision			
4) RCE staff will determine our values - How must we behave to achieve our vision?	Principal, AP, all staff	Values obtained through collaboration and consensus, staff abides by values			
5) RCE staff will establish our goals - How will we mark our progress?	Principal, AP, all staff	Goals developed and progress made toward each			
6) Develop, review, revise, and agree to abide by norms.	Principal, AP, all teaching staff	meeting agendas, notes			
7) Analyze student progress on priority standards using district created PSAs (Priority Standard Assessments).	Principal, AP, teachers, interventionists	PSA scores - growth STAAR scores			
8) Analyze BOY DRA and OS scores. Create intervention plans (SSI) and monitor student progress.	Principal, AP, interventionists, teachers	DRA scores, STAAR scores, OS scores			

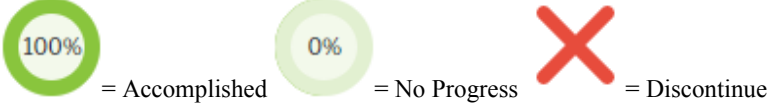
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  = No Progress
  = Discontinue

Goal 4: RCE students and staff will utilize technology for communication and information.

Performance Objective 1: By the end of the 2016-2017 school year, all teachers will develop class websites in order to increase parent/teacher communication.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will develop websites to communicate academic information with parents.	Principal, AP, Librarian, Teachers	Parents accessing teacher websites, Websites updated frequently			
2) Karen Harrell provides Google sites training for all staff in summer of 2016.	Principal, AP, librarian	teacher attendance at summer staff development			
					

Goal 5: 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.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Staff Responsible	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, Librarian, Counselor, LEP Assistant	grades, STAAR scores, informal assessments			
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, Librarian, Interventionists	STAAR,, DRA, OS data			
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, Helen Ann Brasher, and Dinah Meischen provide intervention support, as needed.	Principal, AP, Interventionists, Teachers	STAAR, PSA, DRA			

<p>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.</p>	Principal, AP, Librarian	teacher retention, library lessons, staff members implementing technology			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p>	Principal, AP, Counselor	Attendance at Parent seminar in October			
<p>6) Provide professional development based on level of expertise and need in the following areas: * 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, Librarian, Counselor	Attendance at PD			
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p>	Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, Life Skills Teacher, Resource Teacher	LRE ratio			

<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>ARD notes, STAAR scores</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>Timeline compliance</p>			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p>	<p>Principal, AP, Interventionists</p>	<p>Student progress, students exit at-risk</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>	<p>Principal, AP, Teachers, Interventionists</p>	<p>At-risk kids participating in raz kids, TTM, STAAR scores, EOY assessments</p>			
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p>	<p>Principal, AP, Christine Godin, Jenny Steane, Counselor</p>	<p>Number & attendance at spirit nights</p>			

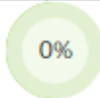
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology 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, Librarian, Counselor</p>	<p>CIT meeting notes</p>			
<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>	<p>Principal, AP, Librarian, Counselor</p>	<p>PLC notes, Faculty Meeting agendas, Teacher PD during year</p>			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	<p>Principal, AP, Librarian, Counselor, Meredith Ramey, Kate Evetts</p>	<p>new teacher retention</p>			
<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>	<p>Principal, AP</p>	<p>Job fair attendance, resumes collected, interviews</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.	Principal, AP, Librarian, Teachers				
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	Principal, AP, PreK, Kinder Teachers	number of students enrolling in Kinder at RCE			
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.	Principal, AP, Librarian, Counselor	Teachers in compliance with GT requirements			
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.	Principal, AP, Librarian, Counselor				
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.	Principal, AP, Librarian, Counselor				

<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>C-SHAC meeting notes</p>			
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= Accomplished



= No Progress



= Discontinue

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	At-Risk	6399	\$312.00
Sub-Total					\$312.00
Grand Total					\$312.00