Spring Branch Independent School District

Rummel Creek Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

At RCE, we inspire and grow lifelong independent learners who are socially, academically, and emotionally prepared to be contributing members of society.

Vision

RCE will empower our students to become world changers who are creative, collaborative, and innovative problem solvers that succeed beyond academics, through their caring for others, while making a positive difference in the world.

Respect, Courage, Excellence, Action, Grit, Fitness & Confidence

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2020, at least 68% of RCE students will meet or exceed growth expectations in reading and math on MAP.

2018-19: Reading - 65% met CGI; Math - 66% met CGI
2017-18: Reading - 60% met CGI; Math - 66% met CGI

> **Evaluation Data Source(s) 1:** MAP EOY Data
>
> **Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 1:** Continue current goal for 20-21 as we did not have EOY data for 19-20

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) RCE will use interventionists/assistant principal to meet with teachers for continuing professional development on MAP.	Principal, AP, Team Leaders	Teachers should have more tools to help students meet their MAP growth targets.	20%	70%	90%
2) Following fall and winter MAP assessments, PLCs will review MAP data to develop a plan for the success of each individual student.	Principal, AP, Team Leaders, Interventionists	Teachers will have a better idea of each student's progress and needs as a result of the protected PLC time, which will increase student performance.	20%	70%	90%
Funding Sources: 199 PIC 11 - Instructional Services - 1000.00					
3) Teacher teams will receive a planning day to review assessment data and revise their upcoming curriculum in light of student needs.	Principal, AP, Team Leaders	Teachers will be able to fully disaggregate the data available to them and plan appropriately challenging lessons for their students.	65%	100%	100%
Funding Sources: 199 PIC 99 - Undistributed - 500.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2020, at least 70% of 3-5 graders will respond favorably on the Mindset portion of the Panorama survey, and 85% will respond favorably on the Teacher-Student Relationships portion.

18-19: Mindset - 67%; Student-Teacher relationships - 84%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Explore other aspects of the Panorama survey to target, focusing on school connectedness

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) RCE will explore these topics in the Panorama Playbook and the Character Strong curriculum to utilize during mini-lessons in the classroom.	Principal, AP, Team Leaders	Students should be more knowledgeable regarding growth mindset and their ability to improve their academic performance or behavior. Students should be more likely to report that adults at school care about them.	15%	30%	70%
Funding Sources: 199 PIC 99 - Undistributed - 780.00					
2) Primary and Intermediate grade levels will continue to implement community circles as a way to foster the emotional development of individual students and support a positive classroom culture.	Principal, AP, Counselor, Team Leaders	Students will be more likely to feel that their thoughts and feelings are valid and importnat to the adults in their lives.	30%	50%	95%
3) The RCE Instructional Leadership Team will conduct a book study together on the leadership skills and crucial conversations which foster a positive school climate.	Principal, AP, Couselor, Librarian, and aspiring teacher leaders	To develop a shared language and set of strategies for approaching difficult situations with grace while maintaining positive relationships with coworkers.	40%	80%	95%
Funding Sources: 199 PIC 24 - At Risk - 300.00					
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 3: In order to achieve T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at least 93% of RCE students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).

2018-19: 91% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 83% performed at post-secondary readiness levels as defined by SBISD Measures of Success

    Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue current goal for 20-21 as we did not have EOY data for 19-20

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Teachers will receive additional professional development and guidance on the PLC process during faculty and team leader meetings to help them tailor lessons to meet the needs of all students.	Principal, AP, Team Leaders	Teachers will become more comfortable with the PLC process and more data driven in their planning conversations.	50%	70%	90%
Funding Sources: 199 PIC 11 - Instructional Services - 200.00					
2) Teachers will utilize Its Learning or Seesaw for use with their students in the pursuit of individualized learning.	Principal, AP, Librarian, Teachers	Students will experience purposefully chosen digital lessons which allow for a personalized path to mastery.	20%	40%	100%
3) Select teachers will participate in a book study to better understand the PLC process and personalized instruction.	Principal, AP, Teachers	RCE will model personalization in teacher professional development while allowing teachers to explore a topic of interest related to student success.	30%	60%	90%
Funding Sources: 199 PIC 11 - Instructional Services - 1000.00					
4) 2nd through 5th grade teachers will administer all science PSAs and use the data to inform their instruction.	Principal, AP, Teachers	The standardized, TEKS-aligned assessments will provide teachers with feedback on their instruction as well as individual student needs, resulting in improved academic performance.	100%	100%	100%
5) All science teachers will focus on hands-on investigations in the classroom and outdoors for at least 50% of the time in 4th and 5th grade, 60% in 2nd and 3rd grade, and 80% in kinder and 1st grade.	Principal, AP, Teachers	Adhering to the investigation ratio set forth in the TEKS will help ensure that students are learning science at the higher levels of Bloom's, resulting in higher performance on science assessments.	30%	50%	85%
Funding Sources: 199 PIC 24 - At Risk - 650.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Goal 4: In order to achieve T-2-4, students will receive equitable learning opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, RCE will close existing gaps in post secondary readiness by at least 10% for LEP, SPED, and Economically Disadvantaged students, while all performance improves.

2018-19: Special Ed 59%; non-Special Ed 94%
2017-18: Special Ed 62%; non-Special Ed 85%

2018-19: EL 87%; non-EL 92%
2017-18: EL 58%; non-EL 85%

2018-19: Eco-Dis 80%; non-Eco-Dis 92%
2017-18: Eco-Dis 68%; non-Eco-Dis 85%
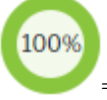
Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue current goal for 20-21 as we did not have EOY data for 19-20

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) RCE will implement a data study team to refine and improve the RtI/SSC process for the benefit of struggling students with the assistance of system of care.	Principal, AP, Teachers, SOC	A renewed emphasis on the intervention cycle and setting short term goals for student success, utilizing both small groups in the classroom and the help of interventionists.	30%	60%	80%
Funding Sources: 199 PIC 23 - Special Education - 440.00					
2) RCE will continue to help teachers hone their strategies for reaching ELL students.	Principal, AP	Teachers will increase their skill set for working with LEP students, and as such have higher expectations for the success of these students.	20%	35%	55%
Funding Sources: 199 PIC 25 - ESL/Bilingual - 335.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Primary teachers will utilize Orton Gillingham strategies in Tier II and Tier III interventions.	Principal, AP, and Team Leaders	The Neuhaus strategies, which are designed to assist students with dyslexia, should benefit all students with spelling, phonics, and reading comprehension.	100%	100%	100%
Funding Sources: 199 PIC 11 - Instructional Services - 1500.00					

100%	0%	✕
= Accomplished	= No Progress	= Discontinue

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: Develop and/or strengthen capacity of new teachers to support measurable growth in reading as measured by an increase in % of students "Developing as Expected" in the reading standards according to TCWRP.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to comply with federal, state, and district requirements, but compliance will no longer be a CIP objective.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SEC, 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	50%	80%	90%
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	50%	75%	95%
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	0%	80%	90%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
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 TEKS and 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	teacher retention, library lessons, staff members implementing technology	25%	55%	100%
5) Promote parent and community involvement in drug and violence prevention programs/activities	Principal, AP, Counselor	Plan parent seminar through PDAP	50%	75%	80%
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, Ron Clark Essential 55 and Love and Logic	Principal, AP, Librarian, Counselor	Attendance at PD	50%	70%	85%
7) Special Education - Monitor LRE ratio, develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio	Principal, AP, Diagnostician, Speech Therapist, APPLE Teachers, LifeSkills Teacher, Resource Teacher	LRE Ratio	50%	75%	85%
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?	Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, AIM Teacher, LifeSkills Teacher, Resource Teacher	ARD notes, STAAR scores	35%	55%	55%
9) Special Education - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, LifeSkills Teacher, Resource Teacher	Timeline compliance	50%	75%	90%
10) State Comp Ed - Provide supplemental At-Risk services/support in the content areas: Language Arts, Math, Science, Social Studies, LEP Intervention Specialist	Principal, AP, Interventionists	Student progress, students exit at-risk	50%	75%	85%
	Funding Sources: 199 PIC 24 - At Risk - 500.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
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 including Dream box, All In Learning, RAZ Kids, Spelling City, StemScopes, Math in Focus	Principal, AP, Teachers, Interventionists	At-Risk kids participating in RAZ Kids, TTM, STAAR scores, EOY assessments	50%	75%	90%
	Funding Sources: 199 PIC 24 - At Risk - 500.00				
12) Develop, monitor and evaluate campus volunteer/partnership programs that include: recruitment, training/support, recognition of volunteers/partnerships and volunteer appreciation	Principal, AP, Christine Godin, Jenny Steane, Counselor	Number and attendance at spirit nights	50%	75%	90%
	Funding Sources: 199 PIC 99 - Undistributed - 250.00				
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 TEKS in the content areas of English/Language Arts, social studies, and/or science, and/or math; problem based learning, small group instruction; Ron Clark; Greg Tang; OG	Principal, AP, Librarian, Counselor	PLC notes, Faculty Meeting agendas, Teacher PD during the year	25%	60%	90%
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.	Principal, AP, Librarian, Counselor	PLC notes, Faculty Meeting agendas, Teacher PD during year	25%	50%	65%
15) Provide support for new teachers with ongoing mentoring and planning with certified staff	Principal, AP, Librarian, Counselor, Ally Smith, Brandy Demeris, Deb Hanlen	new teacher retention	30%	60%	80%
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind 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	Principal, AP	Job fair attendance, resumes collected interviews	25%	55%	80%
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		30%	50%	75%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
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 and Round Up meetings.	Principal, AP, PreK, Kinder Teachers	number of students enrolling in Kinder at RCE	20%	60%	75%
19) Gifted and Talented - Provide opportunities for GT professional development, based on level of expertise and need, in one of the following areas: a. nature and needs of GT students; b. assessing and identifying GT student needs; c. differentiating curriculum for GT students; d. assessing social and emotional needs of GT students; e. creativity and instructional strategies for GT students	Principal, AP, Librarian, Counselor	Teachers in compliance with GT requirements	50%	100%	100%
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		50%	75%	90%
21) Gifted and Talented - Conduct annual GT evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority GT students, low SES GT students and those students showing great potential but who are difficult to identify as intellectually-gifted.	Principal, AP, Librarian, Counselor		25%	60%	80%
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	Principal, AP, Nurse, Librarian, Counselor, Health Fitness Teacher	C-SHAC meeting notes	30%	65%	75%

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	substitutes	199.11.6112.000.112.11.0.112	$1,000.00
3	1	1	snacks	199.23.6499.00.112.99.0.112	$200.00
3	1	3	books	199.23.6399.000.112.99.0.112	$1,000.00
4	1	3	extra classroom materials	199.11.6399.000.112.11.0.112	$1,500.00
				Sub-Total	$3,700.00
				Budgeted Fund Source Amount	$26,905.00
				+/- Difference	$23,205.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	snacks/supplies and materials for data study team	199.23.6499.000.112.99.0.112	$125.00
4	1	1	substitutes for SpEd teachers for Staff Development		$315.00
				Sub-Total	$440.00
				Budgeted Fund Source Amount	$1,240.00
				+/- Difference	$800.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	social skills books	199.11.6399.000.112.24.0.112	$300.00
3	1	5	Supplies and materials	199.11.6399.000.112.24.0.112	$650.00
5	1	10	Dictionaries, work books	199.11.6399.0.112.24.0.112	$500.00
5	1	11	software	199.11.6398.000.112.24.0.112	$500.00
				Sub-Total	$1,950.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$1,700.00
				+/- Difference	$-250.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	miscellaneous supplies	199.11.6399.000.112.25.0.112	$335.00
				Sub-Total	$335.00
				Budgeted Fund Source Amount	$1,640.00
				+/- Difference	$1,305.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	lunch for staff	199.23.6499.000.112.99.0.112	$500.00
2	1	1	guidance curriculum, fidget items	199.31.6399.000.112.99.0.112	$780.00
5	1	12	volunteer appreciation gifts	199.23.6399.000.112.99.0.112	$250.00
				Sub-Total	$1,530.00
				Budgeted Fund Source Amount	$24,800.00
				+/- Difference	$23,270.00
				Grand Total	$7,955.00

Rummel Creek Elementary School
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