

**Spring Branch Independent School District**  
**Rummel Creek Elementary School**  
**2020-2021 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.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Demographics (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	5
Student Learning	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: STUDENT ACHIEVEMENT. Every Rummel Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.	14
Goal 2: STUDENT SUPPORT. Every Rummel Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.	18
Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.	20
Goal 4: FISCAL RESPONSIBILITY. Rummel Creek Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.	22
Campus Funding Summary	24
Addendums	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rummel Creek Elementary School is a neighborhood school in Spring Branch Independent School District. In the 2019-2020 school year RCE had 796 students enrolled in grades PreK-5. 5.78% of students are economically disadvantaged and 11.3% are classified as English Learners. 15.2% of students qualify as Gifted & Talented. 8% of students receive special education services. See the chart below for further demographic information.

Student Demographics (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	Count	Percent
Gender		
Female	376	47.24%
Male	420	52.76%
Ethnicity		
Hispanic-Latino	127	15.95%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	119	14.95%
Black - African American	13	1.63%
Native Hawaiian - Pacific Islander	0	0.00%
White	502	63.07%
Two-or-More	35	4.40%

### Demographics Strengths

Rummel Creek has a very low mobility rate, falling below 4% year-over-year. Most students stay at Rummel Creek throughout their elementary school years. To support English learners, all teachers at RCE are ESL certified and we have an ESL teachers assistant to provide additional, targeted supports for these students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Rummel Creek staff demographics do not mirror the demographics of our student population. **Root Cause:** Many Rummel Creek staff members have  
Rummel Creek Elementary School  
Generated by Plan4Learning.com

worked on the campus for many years, and have been teaching for more than 10 years. The demographics of our community have changed over time.

# Student Learning

## Student Learning Summary

### 2019-2020 STAAR/MAP Data:

Due to COVID-19 RCE students did not take the STAAR exam or the End of Year (EOY) MAP assessments.

### 2018-2019 STAAR/MAP Data:

#### Reading Math

##### Grade 3

Approaches 95% 97%  
 Meets 78% 83%  
 Masters 56% 59%

##### Grade 4

##### Writing

Approaches 95% 98% 94%  
 Meets 79% 91% 81%  
 Masters 55% 82% 44%

##### Grade 5

##### Science

Approaches 100% 100% 99%  
 Meets 98% 100% 87%  
 Masters 71% 92% 58%

### 2019-2020 MAP Data (Fall & Winter only):

All	%		#	
	Oct	Dec	Oct	Dec
Below GL	4%	3%	22	18
Approach. GL	49%	19%	287	110
On GL	32%	50%	188	299
Above GL	15%	28%	91	166
Tested			588	593

## Student Learning Strengths

Historically Rummel Creek Elementary students perform well on standardized measures of content mastery. Although students did not take STAAR or EOY MAP tests in the 2019-2020 school year due to COVID-19, the comparison of Beginning of Year (BOY) and Middle of Year (MOY) MAP scores in conjunction with STAAR interim assessment data suggest that most students at Rummel Creek would have Met or Mastered standard in all assessed content areas.

### 2018-2019 Data:

Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Compative Closing the Gaps, Postsecondary Readiness

84% of 3rd, 4th, and 5th grade students achieved Meets Standard on Reading STAAR. 91% of 3rd, 4th, and 5th grade students achieved Meets Standard on Math STAAR. This is a slight increase from 2017-2018 in reading and is equal to 2017-2018 in math.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While most students do well on standardized measures of assessment, our economically disadvantaged students do not perform as well as our non-EcoDis students. **Root Cause:** A lack of resources can limit access to additional supports for students. The campus needs to look for ways to provide equitable resources to all students.



# School Processes & Programs

## School Processes & Programs Summary

Rummel Creek has a strong team of interventionists who support students alongside their grade level teachers. Students also have opportunities for extension both within their classroom and through the Spiral and Math Movers programs. Rummel Creek has a rigorous screening and interview process for new hires, and interviews are conducted by committees. We are fortunate to have two assistant principals in addition to the principal, which allows for more interaction with both students and teachers throughout the school day.

Entering the 2020-2021 school year focus is being placed on protecting time for identifying and addressing specific learning needs of all students as a result of COVID-19.

## School Processes & Programs Strengths

Teacher teams work closely together to design instruction for their students. Teachers in grades 2-5 are departmentalized to allow teachers to become experts in 1-2 content areas. Rummel Creek is a destination campus for both new and veteran teachers, which gives us the benefit of having a rich pool of highly-qualified applicants for all open positions.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Specific learning needs and gaps will need to be identified and addressed for all students as a result of COVID-19 campus closures. **Root Cause:** Students missed face-to-face instruction during the final 9 weeks of the 2019-2020 school year due to COVID-19.

# Perceptions

## Perceptions Summary

The spring Panorama survey was not administered to staff, families, or students due to COVID-19.

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. We have a highly professional staff at RCE. Overall, the staff is positive and hard working. We have many different assessments and surveys to help drive our instruction and meet students' needs. This year, we will continue administering the MAP test which provides us with student growth data three times per school year in Reading and Math. The strong majority of staff, parents, and students report feeling that the school holds rigorous expectations and there is a focus on core values and safety.

## Perceptions Strengths

Rummel Creek has a very positive reputation within the community and district. There are many second-generation families currently attending RCE, and there are even several RCE alumni that now work on the campus. Students and parents report feeling supported by the staff on campus, and the perception data around communication is very favorable.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Instructional staff report a desire for more specific feedback and coaching on their work. **Root Cause:** Feedback from administrators has been surface level and lacks specificity.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Rummel Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2021, Rummel Creek Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 3 points at each performance level (approaches, meets, masters).



2019-20: Not Rated due to COVID









2018-19: Reading: 97% (approaches), 84% (meets), 60% (masters); Math: 99% (approaches), 91% (meets), 77% (masters)

2017-18: Reading: 96% (approaches), 83% (meets), 55% (masters); Math: 99% (approaches), 91% (meets), 64% (masters)

**Evaluation Data Sources:** STAAR 3-8 Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> In August, RCE teachers will spend a full day with Luis Cruz of Solution Tree refining their understanding of the PLC process, determining non-negotiables, and planning for implementation in the upcoming school year.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective PLC functioning, improved academic outcomes for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Interventionists Classroom Teachers</p> <p><b>Funding Sources:</b> Funds to pay for Solution Tree facilitator - 199 PIC 99 - Undistributed - \$1,383</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> At the start of the school year, teachers will identify essential standards for their grade level, guided by the support of district specialists and administration, as well as feedback from the grade level teams above and below them.</p> <p><b>Strategy's Expected Result/Impact:</b> A more focused and streamlined curriculum and more effective closing of post-COVID learning gaps</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> During a specified daily protected time, RCE teachers and specialists will provide Tier II or III instruction to students according to their needs without sacrificing crucial Tier I instructional time. Teachers will determine student needs during weekly PLC discussions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance of all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists Interventionists Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Teachers will meet weekly as a PLC to review instructional data, plan common assessments, and determine student needs with the support of administration and instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance of all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Interventionists Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: STUDENT ACHIEVEMENT.** Every Rummel Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: GAP-CLOSING:** By June 2021, Rummel Creek Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.







2019-20: Not Rated due to COVID

2018-19: (All Subjects, 9.9% of students classified as EL)  
Approaches: English Learners 88%; Non-English Learners 97%

2017-18: (All Subjects, 9.3% of students classified as EL)  
Approaches: English Learners 84%; Non-English Learners 96%

**Evaluation Data Sources:** State Accountability Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> RCE teachers will participate in professional learning focused on ELPS and effective ESL instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased usage of ESL strategies in all classrooms, increased academic performance of EL students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Classroom teachers will work with the ESL paraprofessional to determine student needs and collaborate to provide support both within the classroom and during the protected RTI time.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective use of the ESL support paraprofessional and increased support of EL students at the beginner and intermediate level</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals ESL Support Paraprofessional Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1: STUDENT ACHIEVEMENT.** Every Rummel Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH:** By June 2021, Rummel Creek Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 5 points, Math (K-5) increase by 3 points.




2019-20: Not Rated due to COVID

2018-19: Reading - 67% met CGI; Math - 69% met CGI

2017-18: Reading - 62% met CGI; Math - 68% met CGI


**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Following the administration of the BOY and MOY MAP assessments, teachers will review Reading and Math data with their grade level PLCs and develop a plan to address student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased EOY Reading and Math MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Language arts teachers will utilize the Teacher's College curriculum and periodic running records to ensure that all students achieve literacy learning targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading and writing performance for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Reading Specialists Language Arts Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> RCE will implement Active Learning stations in common areas to provide students with physical movement opportunities without disrupting learning in the classroom. Utilizing the activities throughout the day will stimulate motor neurons in the brain, helping students with executive functioning skills, self-directed learning, and classroom behavior goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use the Active Learning stations to lengthen attention spans and increase motivation for extended engagement in learning, ultimately increasing academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Librarian Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2: STUDENT SUPPORT.** Every Rummel Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2021, the % of Rummel Creek Elementary School students who feel connected as both individuals and learners will increase by at least 3 points.







2019-20: Not Rated due to COVID

2018-19 (Spring): School Belonging: 78% Rigorous Expectations: 89% Teacher-Student Relationships: 81%

2017-18 (Spring): School Belonging: 76% Rigorous Expectations: 84% Teacher-Student Relationships: 78%

**Evaluation Data Sources:** Panorama Student Survey

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Teachers and staff will create a sense of community within each classroom and across the campus, utilizing community circles, collaboratively developed behavior expectations, the PurposeFull People curriculum, the Panorama Playbook, and other district recommended activities, such as No Place for Hate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in end of year Panorama scores within the targeted areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor Librarian Classroom Teachers</p> <p><b>Funding Sources:</b> Funds to pay for Character Strong facilitator - 199 PIC 99 - Undistributed - \$1,373.70</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Teachers and staff will demonstrate high expectations for all students, regardless of socio-economic status, native language, or learning disability, by encouraging them to achieve their full potential and seeking increasingly effective methods of instruction utilizing Response to Intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> A narrowing of the gap between FRPL, EL, or sped students and those not classified as such in response to rigorous expectation questions on the Panorama survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor Librarian Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2: STUDENT SUPPORT.** Every Rummel Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

**Summative Evaluation:** None


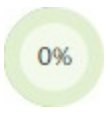




<p><b>Strategy 1:</b> The counselor, supported by administration and key teacher leaders, will lead students and staff in the implementation of the PurposeFull People Curriculum at RCE through classroom guidance lessons, campus-wide activities, and specific strategies shared during faculty meetings and professional development time.</p> <p><b>Strategy's Expected Result/Impact:</b> A campus wide focus on character and social-emotional wellness</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Key teacher leaders will attend PurposeFull People professional development to support campus wide character development and social-emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective campus-based professional development and wider, more collaborative implementation of the PurposeFull People curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor Teacher leaders invited to attend the PD</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

**Summative Evaluation:** None









<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

**Summative Evaluation:** None






<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: FISCAL RESPONSIBILITY.** Rummel Creek Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$32,740.00
<b>+/- Difference</b>					\$32,740.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$775.00
<b>+/- Difference</b>					\$775.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,220.00
<b>+/- Difference</b>					\$2,220.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,925.00
<b>+/- Difference</b>					\$1,925.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds to pay for Solution Tree facilitator		\$1,383.00



**199 PIC 99 - Undistributed**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1	Funds to pay for Character Strong facilitator		\$1,373.70
<b>Sub-Total</b>					\$2,756.70
<b>Budgeted Fund Source Amount</b>					\$26,110.00
<b>+/- Difference</b>					\$23,353.30
<b>Grand Total</b>					\$2,756.70

# Addendums