

Spring Branch Independent School District
Rummel Creek Elementary School
2021-2022 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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rummel Creek Elementary School is a neighborhood school in Spring Branch Independent School District. In the 2020-2021 school year RCE had 787 students enrolled in grades PreK-5. 4.83% of students are economically disadvantaged, 12.83% are identified as Limited English Proficient (LEP) and 11.82% are classified as English as a Second Language (ESL). 1487% of students qualify as Gifted & Talented. 8.77% 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	381	48.41%
Male	406	51.59%
Ethnicity		
Hispanic-Latino	138	17.53%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	123	15.63%
Black - African American	15	1.91%
Native Hawaiian - Pacific Islander	0	0.00%
White	478	60.74%
Two-or-More	33	4.19%

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 teacher assistant to provide additional, targeted supports for these students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although the mobility rate is low and enrollment is stable at RCE, many new families are moving into the neighborhood and are not feeling connected to the school community. **Root Cause:** We have many multi-generational Rummel Creek families and community connections are tight and long-lasting. This can create a barrier for new

families moving into the neighborhood as there are many long-standing traditions and unwritten rules that drive community involvement in and around campus.

Student Learning

Student Learning Summary

2020-2021 STAAR Data:

Reading Math

Grade 3

Approaches	92%	94%
Meets	68%	72%
Masters	47%	44%

Grade 4

Writing

Approaches	95%	89%	96%
Meets	79%	89%	83%
Masters	41%	69%	58%

Grade 5

Science

Approaches	95%	96%	90%
Meets	84%	90%	65%
Masters	67%	75%	33%

2020-2021 MAP Data:

2020-2021	BOY		MOY		EOY	
Math MAP: 2nd-5th	%	#	%	#	%	#
Did Not Meet	7.5%	36	7.1%	33	6.7%	32
Approaches	29.4%	141	30.0%	140	21.5%	103
Meets	32.8%	157	32.5%	152	32.5%	156
Masters	30.3%	145	30.4%	142	39.4%	189
Tested		479		467		480

2020-2021	BOY		MOY		EOY	
Reading MAP: 2nd-5th	%	#	%	#	%	#
Did Not Meet	7.3%	35	7.3%	34	7.5%	36
Approaches	20.9%	100	22.9%	107	19.7%	95
Meets	27.3%	131	26.8%	125	23.2%	112
Masters	44.5%	213	43.0%	201	49.7%	240
Tested		479		467		483

Student Learning Strengths

Historically Rummel Creek Elementary students perform well on standardized measures of content mastery. As there was no accountability measure associated with the STAAR tests for the 2020-2021 school year, and because the state will be moving to a fully-online assessment system in the 2022-2023 school year, the RCE team decided to take a risk and move to online testing this year. With the exception of 4th grade writing (which was taken on paper), all but a handful of students took the Reading, Math, and Science tests online. While we saw a small dip in scores as compared to historical data, overall Rummel Creek students continued to excel in this measure of academic progress.

2018-2019 Data (the last time such data was reported):

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Considering the high achievement level of students at Rummel Creek, the percentage of students achieving "masters" level on STAAR is remaining constant or declining, rather than increasing. **Root Cause:** While teachers have resources and a rich understanding of their grade level content and interventions for striving learners, there are fewer resources and strategies for extension for our high achieving student population.

School Processes & Programs

School Processes & Programs Summary

Rummel Creek has a strong team of interventionists and instructional specialists 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. The master schedule has protected time for grade level teams to meet as professional learning teams, as well as "What I Need" (WIN) Time during the school day. During WIN Time first instruction pauses and all students get what they need, whether that be a pull-out intervention or extension, an extra reading or math small group with a grade level teacher, or social-emotional supports. This is one of the strategies we utilize to ensure high levels of learning for all students.

School Processes & Programs Strengths

Teacher teams work closely together to design instruction for their students. Teachers in grades 3-5 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: Meeting the needs of all students is our collectively responsibility. Teacher teams must work collaboratively and creatively to meet the learning needs of all students at Rummel Creek. **Root Cause:** The health and safety guidelines associated with the COVID-19 pandemic during the 2020-2021 school year limited our teachers ability to share students across classrooms during WIN Time to ensure the learning needs of all students were met. Teachers are planning for ways to maximize this time in the 2021-2022 school year.

Perceptions

Perceptions Summary

Rummel Creek is known for having a warm and welcoming atmosphere. Even though community access to campus was severely limited during the 2020-2021 school year, due to the COVID-19 pandemic, students reported feeling nurtured and cared for on campus. Teachers, staff, and administrators worked hard to reach families through other measures such as virtual meetings, phone calls, and emails. While not the same as in-person interactions, RCE staff worked hard to help families continue to feel connected to our school. 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: RCE had many front office personnel changes in the 2020-2021 school year, including a new principal, and families and the community had limited access to the campus due to the COVID-19 pandemic. Helping the community feel connected to these new staff members will need to be a priority as the campus opens in the 2021-2022 school year. **Root Cause:** The front office staff are the first points of contact for the community. Having many new members to that team during a year when the public did not have access to the campus created some communication barriers that will need to be addressed going forward.

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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (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 benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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, 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
- 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
- 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 2022, 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).





2020-21: Reading: 94% (approaches), 77% (meets), 52% (masters); Math: 96% (approaches), 84% (meets), 64% (masters)


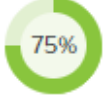




2019-20: Not Rated due to COVID

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During August professional learning teachers will look closely at data from the 2020-2021 school year, including STAAR, MAP, and Running Record data with their grade level and vertical teams to strategically plan for instruction at the start of the school year.</p> <p>Strategy's Expected Result/Impact: More effective PLC functioning, improved academic outcomes for students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Classroom Teachers</p> <p>Funding Sources: Instructional resources and supplies - 199 PIC 99 - Undistributed - \$1,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: A more focused and streamlined curriculum and more effective implementation of intervention and extension.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Classroom Teachers</p> <p>Funding Sources: Specialized training and support for ensuring growth in all learners - 199 PIC 99 - Undistributed - \$1,000</p>	Formative		
	Oct	Jan	Apr
			

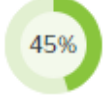


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During a specified daily protected time, RCE teachers and specialists will provide Tier II or III instruction to students according to their needs without sacrificing crucial Tier I instructional time. Teachers will determine student needs during weekly PLC discussions.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Interventionists Classroom Teachers</p> <p>Funding Sources: Instructional materials such as TCRWP consumables - 199 PIC 99 - Undistributed - \$3,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increased academic performance of all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Classroom Teachers</p> <p>Funding Sources: TCRWP Consumable Materials and Math resources - 199 PIC 99 - Undistributed - \$3,000</p>	Formative		
	Oct	Jan	Apr
			
 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: EARLY LITERACY: By June 2022, Rummel Creek Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 2 percentage points or \geq to 85%.

2020-21: Kindergarten 98% On Grade Level or Above Grade Level; 1st Grade: 87% On Grade Level or Above Grade Level; 2nd Grade: 92% On Grade Level or Above Grade Level

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional training to teachers in grades K, 1, and 2 on the implementation of effective strategies for small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students reading on grade level by the end of 2nd grade.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Instructional Specialists Teachers</p> <p>Funding Sources: Substitute teachers to allow time for teachers to attend professional learning - 199 PIC 11 - Instructional Services - \$8,000, Materials for teachers to utilize during professional learning and in classrooms - 199 PIC 99 - Undistributed - \$1,200</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increased academic performance of all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Interventionists Classroom Teachers</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased academic performance of all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Classroom Teachers</p>	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize interventionists, dedicated substitutes, teacher assistants, and volunteers to help teachers ensure all students are getting individualized and/or small group instruction several times each week at their instructional level.</p> <p>Strategy's Expected Result/Impact: At least one year's growth for all readers in grades K, 1, and 2.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Teachers</p>	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Grade level teams and vertical teams will meet twice per year to identify essential standards, create common assessments, review data, and plan for intervention/extension.</p> <p>Strategy's Expected Result/Impact: At least one year's worth of growth for all students.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Assistant Principals Principal</p> <p>Funding Sources: Substitutes for planning days - 199 PIC 11 - Instructional Services - \$13,200</p>	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide time for Kindergarten and 1st grade teachers to assess and intervene for striving readers.</p> <p>Strategy's Expected Result/Impact: All students will end the year on or above grade level in reading.</p> <p>Funding Sources: Substitutes to allow teachers time to work 1:1 with students for assessment and intervention - 199 PIC 11 - Instructional Services - \$3,000</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


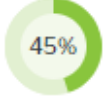
Goal 1: STUDENT ACHIEVEMENT. Every Rummel Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2022, 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 4 percentage points for English Learners.

2020-21: English Learners 63%; non-English Learners 77%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RCE teachers will participate in professional learning focused on ELPS and effective ESL instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased usage of ESL strategies in all classrooms, increased academic performance of EL students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom Teachers</p> <p>Funding Sources: Consumables for ESL intervention - 199 PIC 25 - ESL/Bilingual - \$100, Consumables for ESL intervention - 199 PIC 99 - Undistributed - \$2,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: More effective use of the ESL support paraprofessional and increased support of EL students at the beginner and intermediate level</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals ESL Support Paraprofessional Classroom Teachers</p> <p>Funding Sources: Consumable resources for ESL intervention - 199 PIC 25 - ESL/Bilingual - \$1,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize interventionists, dedicated substitutes, teacher assistants, and volunteers to help teachers ensure all EL students are getting individualized and/or small group instruction several times each week at their instructional level.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of all EL students</p>	Formative		
	Oct	Jan	Apr

Staff Responsible for Monitoring: Principal

Assistant Principals

Interventionists

ESL Support Paraprofessional

Classroom Teachers

Teacher Assistants



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 4: STUDENT GROWTH: By June 2022, 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 5 points.



2020-21: Reading - 53% met CGI; Math - 64% met CGI






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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased % of students meeting CGI at EOY</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Instructional Specialists Classroom Teachers</p> <p>Funding Sources: Targeted intervention resources for students receiving special education services - 199 PIC 23 - Special Education - \$1,410, Substitutes to allow teachers to attend professional learning to address individual student needs through small group instruction. - 199 PIC 11 - Instructional Services - \$3,400, Resources for teachers to utilize during small group instruction in reading and math. - 199 PIC 99 - Undistributed - \$1,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increased reading and writing performance for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Literacy Instructional Specialists Interventionists Language Arts Teachers</p> <p>Funding Sources: Substitutes to allow teachers to attend professional learning and planning sessions - 199 PIC 11 - Instructional Services - \$2,000, TC resources to be utilized during instruction - 199 PIC 99 - Undistributed - \$2,000</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide additional training for all classroom teachers on the reports and resources available within the NWEA MAP program to ensure they are monitoring student progress toward meeting CGI.</p> <p>Strategy's Expected Result/Impact: Increase the number of students at all grade levels meeting their CGI target.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Literacy Instructional Specialist District Assessment Staff Classroom Teachers</p> <p>Funding Sources: Substitutes for language arts teachers to analyze data and plan for instruction - 199 PIC 11 - Instructional Services - \$735</p>	Formative		
	Oct	Jan	Apr
			
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Goal 1: STUDENT ACHIEVEMENT. Every Rummel Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

2020-21: TELPAS Progress Rate 78%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and ESL paraprofessional will collaborate around data for English Learners to provide targeted small group instruction to each student.</p> <p>Strategy's Expected Result/Impact: The percentage of English Learners reclassifying will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals ESL Paraprofessional Teachers</p> <p>Funding Sources: Resources for targeted small group instruction for English Learners - 199 PIC 25 - ESL/Bilingual - \$1,000</p>	Formative		
	Oct	Jan	Apr
	 45%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize interventionists, dedicated substitutes, teacher assistants, and volunteers to help teachers ensure all EL students are getting individualized and/or small group instruction several times each week at their instructional level.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of all EL students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Classroom Teachers Teacher Assistants</p> <p>Funding Sources: Substitute Teachers to allow time for additional intervention for EL students - 199 PIC 11 - Instructional Services - \$2,000</p>	Formative		
	Oct	Jan	Apr
	 50%		
 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 2022, the % of Rummel Creek Elementary School students who feel connected as both individuals and learners will increase by at least 5 percentage points.

2020-21: School Belonging: 69% Rigorous Expectations: 80% Teacher-Student Relationships: 73%
 2019-20: Not Rated due to COVID
 2018-19: School Belonging: 78% Rigorous Expectations: 89% Teacher-Student Relationships: 81%
 2017-18: School Belonging: 76% Rigorous Expectations: 84% Teacher-Student Relationships: 78%









Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in end of year Panorama scores within the targeted areas</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Librarian Classroom Teachers</p> <p>Funding Sources: Posters & consumables for guidance lessons - 199 PIC 24 - At Risk - \$820, Posters & consumables for guidance lessons - 199 PIC 99 - Undistributed - \$840</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: A narrowing of the gap between economically disadvantaged, English Learner, or students receiving special education and those not classified as such in response to rigorous expectation questions on the Panorama survey.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Librarian Classroom Teachers</p>	Formative		
	Oct	Jan	Apr
			
 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: A campus wide focus on character and social-emotional wellness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor</p> <p>Funding Sources: Consumable resources for guidance lessons - 199 PIC 99 - Undistributed - \$1,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Redistribute responsibilities traditionally assigned to the school counselor to allow more time for guidance lessons and working with students.</p> <p>Strategy's Expected Result/Impact: Counselor will have significantly more time to dedicate to guidance lessons and counseling by being freed up from the responsibilities of GT and CBE testing.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Interventionists</p> <p>Funding Sources: Substitutes for interventionists to facilitate and coordinate GT and CBE testing - 199 PIC 11 - Instructional Services - \$1,000</p>	Formative		
	Oct	Jan	Apr
			
 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative		
	Oct	Jan	Apr
			
 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: 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>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative		
	Oct	Jan	Apr
			
 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 3: Utilize PPE to minimize the spread of bacteria and viruses on campus.








Evaluation Data Sources: Reduce the number of illness-related absences over the course of the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure teachers have access to PPE in all classrooms Strategy's Expected Result/Impact: Reduction in the number of illness-related absences Staff Responsible for Monitoring: Campus Safety Officer Principal Funding Sources: PPE (hand sanitizer, sanitizing wipes, masks, etc) - 199 PIC 99 - Undistributed - \$10,000	Formative		
	Oct	Jan	Apr
			
 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)

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Substitute teachers to allow time for teachers to attend professional learning		\$8,000.00
1	2	5	Substitutes for planning days		\$13,200.00
1	2	6	Substitutes to allow teachers time to work 1:1 with students for assessment and intervention		\$3,000.00
1	4	1	Substitutes to allow teachers to attend professional learning to address individual student needs through small group instruction.		\$3,400.00
1	4	2	Substitutes to allow teachers to attend professional learning and planning sessions		\$2,000.00
1	4	3	Substitutes for language arts teachers to analyze data and plan for instruction		\$735.00
1	5	2	Substitute Teachers to allow time for additional intervention for EL students		\$2,000.00
2	2	2	Substitutes for interventionists to facilitate and coordinate GT and CBE testing		\$1,000.00
Sub-Total					\$33,335.00
Budgeted Fund Source Amount					\$33,335.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Targeted intervention resources for students receiving special education services		\$1,410.00
Sub-Total					\$1,410.00
Budgeted Fund Source Amount					\$1,410.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Posters & consumables for guidance lessons		\$820.00
Sub-Total					\$820.00
Budgeted Fund Source Amount					\$820.00
+/- Difference					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Consumables for ESL intervention		\$100.00
1	3	2	Consumable resources for ESL intervention		\$1,000.00
1	5	1	Resources for targeted small group instruction for English Learners		\$1,000.00
Sub-Total					\$2,100.00
Budgeted Fund Source Amount					\$2,100.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional resources and supplies		\$1,000.00
1	1	2	Specialized training and support for ensuring growth in all learners		\$1,000.00
1	1	3	Instructional materials such as TCRWP consumables		\$3,000.00
1	1	4	TCRWP Consumable Materials and Math resources		\$3,000.00
1	2	1	Materials for teachers to utilize during professional learning and in classrooms		\$1,200.00
1	3	1	Consumables for ESL intervention		\$2,000.00
1	4	1	Resources for teachers to utilize during small group instruction in reading and math.		\$1,000.00
1	4	2	TC resources to be utilized during instruction		\$2,000.00
2	1	1	Posters & consumables for guidance lessons		\$840.00
2	2	1	Consumable resources for guidance lessons		\$1,000.00
3	3	1	PPE (hand sanitizer, sanitizing wipes, masks, etc)		\$10,000.00
Sub-Total					\$26,040.00
Budgeted Fund Source Amount					\$26,040.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$83,500.00
+/- Difference					\$83,500.00
Grand Total					\$63,705.00

Addendums