

Spring Branch Independent School District
Rummel Creek Elementary School
2022-2023 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: The percentage of Emergent Bilingual students scoring approaches or higher on the reading STAAR test continues to be lower than the percentage of non-EL students scoring approaches or higher. On the Reading STAAR test in the 2021-2022 school year 76% of Emergent Bilingual students scored approaches or better compared to 96%

of non-EL students scoring approaches or better. **Root Cause:** While many of our Emergent Bilingual students are high achieving, we do not have extensive resources for providing targeted instruction, and the only direct services are provided by a 1/2 time paraprofessional.

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: Comparative 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 math has declined over the past few years. **Root Cause:** While teachers have multiple resources, a rich understanding of their grade level content and interventions, and multiple layers of support for language arts instruction, there are fewer resources and supports in math.

Problem Statement 2: English learners and students receiving special education services are performing at rates lower than other student populations. **Root Cause:** Teachers need additional training on how to support and intervene for English language learners and students receiving special education services.

Problem Statement 3: While our community is highly involved on our campus, for many parents this involvement is focused around events or performances, rather than instruction and/or learning. **Root Cause:** Due to the COVID-19 pandemic visitors and volunteers were removed from the school building for more than a year. During the 2021-2022 school year we were so excited to welcome them back in and get back to "normal," but were not intentional about planning events that focused on learning.

Problem Statement 4: Now that RCE is 1:1 with student devices, we are looking for ways to leverage technology most effectively without overdoing the screen time for students. **Root Cause:** When teachers were planning instruction that could "flip virtual overnight" they relied heavily on technology to ensure student access. Moving back to using it only as a tool to enhance learning requires intentionality.

Problem Statement 5: Professional Learning Communities must be committed to continuous cycles of improvement to improve student outcomes. **Root Cause:** Rummel Creek is in the initiating and implementing stages of our PLC journey.

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:** Teachers and interventionists need to have ownership over the SSC/RTI process so that those who know the child's instructional needs best, and those who will be providing the intervention, are deeply involved in the data analysis and goal setting process.

Problem Statement 2: Considering the high achievement level of students at Rummel Creek, the percentage of students achieving "masters" level on STAAR math has declined over the past few years. **Root Cause:** While teachers have multiple resources, a rich understanding of their grade level content and interventions, and multiple layers of support for language arts instruction, there are fewer resources and supports in math.

Problem Statement 3: English learners and students receiving special education services are performing at rates lower than other student populations. **Root Cause:** Teachers need additional training on how to support and intervene for English language learners and students receiving special education services.

Problem Statement 4: Professional Learning Communities must be committed to continuous cycles of improvement to improve student outcomes. **Root Cause:** Rummel Creek is in the initiating and implementing stages of our PLC journey.

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: While our community is highly involved on our campus, for many parents this involvement is focused around events or performances, rather than instruction and/or learning. **Root Cause:** Due to the COVID-19 pandemic visitors and volunteers were removed from the school building for more than a year. During the 2021-2022 school year we were so excited to welcome them back in and get back to "normal," but were not intentional about planning events that focused on learning.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

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
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- 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. Rummel Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.








Performance Objective 1: ACHIEVEMENT: By June 2023, 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).

2021-22: Reading: 94% (approaches), 85% (meets), 64% (masters); Math: 95% (approaches), 80% (meets), 55% (masters)

2020-21: Reading: 95% (approaches), 78% (meets), 51% (masters); Math: 96% (approaches), 85% (meets), 63% (masters)

Evaluation Data Sources: State Accountability Report Domain 1 (available mid- August)

Strategy 1 Details	Reviews			
Strategy 1: During August professional learning teachers will look closely at data from the 2021-2022 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. Strategy's Expected Result/Impact: More effective PLC functioning, improved academic outcomes for students Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional resources and supplies - 199 PIC 99 - Undistributed - \$1,840, Instructional resources and supplies - 199 PIC 24 - At Risk - \$820	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: At the start of the school year, and during protected planning time throughout 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. Strategy's Expected Result/Impact: A more focused and streamlined curriculum and more effective implementation of intervention and extension. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Classroom Teachers Funding Sources: Substitutes to provide planning time for teachers - 282 ARP21 (ESSER III Campus Allocations) - \$20,000, Materials to support teacher planning - 199 PIC 11 - Instructional Services - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased academic performance of all students Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Interventionists Classroom Teachers Funding Sources: Instructional materials such as TCRWP consumables - 199 PIC 99 - Undistributed - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased academic performance of all students Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Classroom Teachers Funding Sources: TCRWP Consumable Materials and Math resources - 199 PIC 99 - Undistributed - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



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




Performance Objective 2: EARLY LITERACY: By June 2023, 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 3 percentage points or \geq 85%.






2021-22: Kindergarten 91% On/Above Grade Level; 1st Grade: 92% On/Above Grade Level; 2nd Grade: 81% On/Above Grade Level

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide additional training to teachers in grades K, 1, and 2 on the implementation of effective strategies for small group instruction. Strategy's Expected Result/Impact: Increase the percentage of students reading on grade level by the end of 2nd grade. Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Instructional Specialists Teachers 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	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased academic performance of all students Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Interventionists Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased academic performance of all students Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: At least one year's growth for all readers in grades K, 1, and 2. Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Teachers Funding Sources: Resources to support small group instruction - 282 ARP21 (ESSER III Campus Allocations) - \$500, Resources to support small group instruction - 199 PIC 11 - Instructional Services - \$1,885	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Grade level teams will meet once each 9 weeks to identify essential standards, create common assessments, review data, and plan for intervention/extension. Strategy's Expected Result/Impact: At least one year's worth of growth for all students. Staff Responsible for Monitoring: Teachers Interventionists Assistant Principals Principal Funding Sources: Substitutes for planning days - 199 PIC 11 - Instructional Services - \$4,000, Substitutes for planning days - 282 ARP21 (ESSER III Campus Allocations) - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 6 Details	Reviews			
Strategy 6: Provide time for Kindergarten and 1st grade teachers to assess and intervene for striving readers. Strategy's Expected Result/Impact: All students will end the year on or above grade level in reading. Funding Sources: Substitutes to allow teachers time to work 1:1 with students for assessment and intervention - 199 PIC 11 - Instructional Services - \$3,000, Resources to support 1:1 and small group instruction for striving readers - 282 ARP21 (ESSER III Campus Allocations) - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

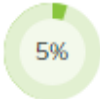




Goal 1: STUDENT ACHIEVEMENT. Rummel Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Rummel Creek Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or \geq to 85%.

2021-22: Reading - 50% met CGI; Math - 59% met CGI (Baseline Year)

Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased % of students meeting CGI at EOY Staff Responsible for Monitoring: Principal Assistant Principals Interventionists Instructional Specialists Classroom Teachers Funding Sources: 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, Targeted intervention resources for students receiving special education services - 199 PIC 23 - Special Education - \$1,410	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased reading and writing performance for all students. Staff Responsible for Monitoring: Principal Assistant Principals Literacy Instructional Specialists Interventionists Language Arts Teachers 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, Instructional resources to support curriculum implementation - 199 PIC 99 - Undistributed - \$1,520	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase the number of students at all grade levels meeting their CGI target. Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Literacy Instructional Specialist District Assessment Staff Classroom Teachers Funding Sources: Substitutes for language arts teachers to analyze data and plan for instruction - 199 PIC 11 - Instructional Services - \$735	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES): By June 2023, Rummel Creek Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 57% met CGI; Math - 51% met CGI; 84% of STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-5

Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)







Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Small group instruction will be a campus-wide expectation in reading, writing, and math daily this year. We will utilize interventionists, resource teachers, and dedicated substitutes to increase the opportunity for all students to participate in small groups as often as feasible. Strategy's Expected Result/Impact: We will see increases student growth across all achievement levels, ensuring even our highest achieving students are challenged. Staff Responsible for Monitoring: Principal, assistant principals, interventionists, guiding coalition, teachers. Funding Sources: Materials to support small group instruction. - 199 PIC 11 - Instructional Services - \$8,000, Resources to support small group instruction - 282 ARP21 (ESSER III Campus Allocations) - \$15,000				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or \geq to 80%.

2021-22: TELPAS Progress Rate 64% (Based on completed TELPAS administrations in both 2021 and 2022.)






Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
Strategy 1: Teachers and ESL paraprofessional will collaborate around data for English Learners to provide targeted small group instruction to each student. Strategy's Expected Result/Impact: The percentage of English Learners reclassifying will increase. Staff Responsible for Monitoring: Principal Assistant Principals ESL Paraprofessional Teachers Funding Sources: Resources for targeted small group instruction for English Learners - 199 PIC 25 - ESL/Bilingual - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased academic performance of all EL students. Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Classroom Teachers Teacher Assistants Funding Sources: Substitute Teachers to allow time for additional intervention for EL students - 199 PIC 11 - Instructional Services - \$2,000, Resources to support emergent bilingual students - 199 PIC 25 - ESL/Bilingual - \$380, Materials to support instruction of emergent bilingual students - 199 PIC 99 - Undistributed - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Rummel Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Rummel Creek Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.



Evaluation Data Sources: PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP






Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionists will take ownership of the SSC/RTI process on campus, leading teams through the data analysis and goal setting process. Strategies and a timeline will be developed collectively, including identifying ownership of each aspect of the plan, and teams will meet back regularly to monitor student progress and determine next steps.</p> <p>Strategy's Expected Result/Impact: By having interventionists and teachers working collectively to own the SSC/RTI process, rather than the assistant principals, the decisions will be made by those doing the work. This will result in more growth for students and increased collective teacher efficacy.</p> <p>Staff Responsible for Monitoring: Interventionists, guiding coalition, teachers, assistant principals, principal</p> <p>Funding Sources: Training for Interventionists on RTI processes - 282 ARP21 (ESSER III Campus Allocations) - \$2,000, Training for Interventionists and teachers - 199 PIC 24 - At Risk - \$120, Training for Interventionists and teachers - 199 PIC 25 - ESL/Bilingual - \$1,000, Resources and training to support students receiving special education services - 199 PIC 23 - Special Education - \$150</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Rummel Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Rummel Creek Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters






Strategy 1 Details	Reviews			
Strategy 1: Rummel Creek staff will use a common language to support students' academic and social-emotional needs across the campus. This will ensure students are Academically Prepared, Ethical and Service Minded, Empathetic and Self-Aware, and strong Communicators and Collaborators. Strategy's Expected Result/Impact: Students will understand the Core Characteristics and will hear staff across the campus using common language to support that understanding. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Guiding Coalition, PTA, CIT. TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Teacher training - 282 ARP21 (ESSER III Campus Allocations) - \$26,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Purposefully teach and model effective study habits and time management skills. Protect time for students to practice these skills. Strategy's Expected Result/Impact: Students will be Academically Prepared. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers Funding Sources: Materials and resources to support time management instruction and routines. - 199 PIC 99 - Undistributed - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: In order to increase evidence that our students are Persistent and Adaptable, teachers and other school staff will model giving and receiving feedback, as well as learning from making mistakes. Strategy's Expected Result/Impact: Students will show an increased ability to persist when tasks become	Formative			Summative
	Oct	Jan	Apr	June

<p>difficult or when they do not succeed on their first attempt. Students will embrace the idea that failure is part of the learning process and will continue to try.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Funding Sources: Classroom materials to support goal setting and tracking with students - 199 PIC 11 - Instructional Services - \$4,000</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: SAFE SCHOOLS. Rummel Creek Elementary School will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.






Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
Strategy 1: Rummel Creek staff will use a common language to support students' academic and social-emotional needs across the campus. Teacher will use the discipline management plan to address behavior and/or discipline concerns. Strategy's Expected Result/Impact: Students will hear staff across the campus using common language that supports a safe campus culture and maximizes student learning. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Guiding Coalition. Funding Sources: Resources and materials to assist in communication of collective expectations - 199 PIC 99 - Undistributed - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Rummel Creek Elementary School will ensure a safe and orderly environment.

Performance Objective 2: 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	Reviews			
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. 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. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
	 5%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Rummel Creek Elementary School will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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	Reviews			
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. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. Rummel Creek Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials to support teacher planning		\$2,500.00
1	2	1	Substitute teachers to allow time for teachers to attend professional learning		\$8,000.00
1	2	4	Resources to support small group instruction		\$1,885.00
1	2	5	Substitutes for planning days		\$4,000.00
1	2	6	Substitutes to allow teachers time to work 1:1 with students for assessment and intervention		\$3,000.00
1	3	1	Substitutes to allow teachers to attend professional learning to address individual student needs through small group instruction.		\$3,400.00
1	3	2	Substitutes to allow teachers to attend professional learning and planning sessions		\$2,000.00
1	3	3	Substitutes for language arts teachers to analyze data and plan for instruction		\$735.00
1	4	1	Materials to support small group instruction.		\$8,000.00
1	5	2	Substitute Teachers to allow time for additional intervention for EL students		\$2,000.00
2	2	3	Classroom materials to support goal setting and tracking with students		\$4,000.00
Sub-Total					\$39,520.00
Budgeted Fund Source Amount					\$39,520.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Targeted intervention resources for students receiving special education services		\$1,410.00
2	1	1	Resources and training to support students receiving special education services		\$150.00
Sub-Total					\$1,560.00
Budgeted Fund Source Amount					\$1,560.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional resources and supplies		\$820.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Training for Interventionists and teachers		\$120.00
Sub-Total					\$940.00
Budgeted Fund Source Amount					\$940.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Resources for targeted small group instruction for English Learners		\$1,000.00
1	5	2	Resources to support emergent bilingual students		\$380.00
2	1	1	Training for Interventionists and teachers		\$1,000.00
Sub-Total					\$2,380.00
Budgeted Fund Source Amount					\$2,380.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional resources and supplies		\$1,840.00
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	Resources for teachers to utilize during small group instruction in reading and math.		\$1,000.00
1	3	2	Instructional resources to support curriculum implementation		\$1,520.00
1	3	2	TC resources to be utilized during instruction		\$2,000.00
1	5	2	Materials to support instruction of emergent bilingual students		\$2,000.00
2	2	2	Materials and resources to support time management instruction and routines.		\$2,000.00
3	1	1	Resources and materials to assist in communication of collective expectations		\$2,000.00
Sub-Total					\$19,560.00
Budgeted Fund Source Amount					\$19,560.00
+/- Difference					\$0.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes to provide planning time for teachers		\$20,000.00
1	2	4	Resources to support small group instruction		\$500.00
1	2	5	Substitutes for planning days		\$10,000.00
1	2	6	Resources to support 1:1 and small group instruction for striving readers		\$10,000.00
1	4	1	Resources to support small group instruction		\$15,000.00
2	1	1	Training for Interventionists on RTI processes		\$2,000.00
2	2	1	Teacher training		\$26,000.00
Sub-Total					\$83,500.00
Budgeted Fund Source Amount					\$113,877.00
+/- Difference					\$30,377.00
Grand Total Budgeted					\$177,837.00
Grand Total Spent					\$147,460.00
+/- Difference					\$30,377.00