

Spring Branch Independent School District
Rummel Creek Elementary School
2023-2024 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 serves students in grades PK-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 35 students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 822

2021-2022: Enrollment – 811

2020-2021: Enrollment – 787

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Rummel Creek Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Asian. During the 2022-2023 school year, 13.8% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 20.4% At-Risk; 6.5% Economically Disadvantaged; 1.6% Immigrant; 11.0% of students were identified for special education services; and 18.3% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 9 (1.1%)

2021-2022: African American – 11 (1.4%)

2020-2021: African American – 15 (1.9%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 140 (17.0%)

2021-2022: Asian – 127 (15.7%)

2020-2021: Asian – 123 (15.6%)

2022-2023: Hispanic – 130 (15.8%)

2021-2022: Hispanic – 140 (17.3%)

2020-2021: Hispanic – 138 (17.5%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 494 (60.1%)
2021-2022: White – 492 (60.7%)
2020-2021: White – 478 (60.7%)

2022-2023: Two-or-more – 45 (5.5%)
2021-2022: Two-or-more – 40 (4.9%)
2020-2021: Two-or-more – 33 (4.2%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 168 (20.4%)
2021-2022: At-Risk – 192 (23.7%)
2020-2021: At-Risk – 167 (21.2%)

2022-2023: Economically Disadvantaged – 53 (6.5%)
2021-2022: Economically Disadvantaged – 46 (5.7%)
2020-2021: Economically Disadvantaged – 38 (4.8%)

2022-2023: Emergent Bilingual/English Learner – 113 (13.8%)
2021-2022: Emergent Bilingual/English Learner – 120 (14.8%)
2020-2021: Emergent Bilingual/English Learner – 101 (12.8%)

2022-2023: Gifted and Talented – 150 (18.3%)
2021-2022: Gifted and Talented – 133 (16.4%)
2020-2021: Gifted and Talented – 117 (14.9%)

2022-2023: Homeless – 0 (0.0%)
2021-2022: Homeless – *
2020-2021: Homeless – 0 (0.0%)

2022-2023: Immigrant – 13 (1.6%)
2021-2022: Immigrant – 10 (1.2%)
2020-2021: Immigrant – 13 (1.7%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 91 (11.0%)
2021-2022: Special Education – 79 (9.7%)
2020-2021: Special Education – 69 (8.8%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2020-2021: 97.6%
2019-2020: 99.1%
Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 2.4%
2019-2020: 0.3%
Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

Enrollment at Rummel Creek has remained steady over the past several years. Rummel Creek is a community school, where many families walk or bike to school each day. Over the past three years we have seen an increase the number of students identified as gifted and talented, with over 18% of students qualifying. Attendance rates remain high year-over-year, while chronic absenteeism rates remain low.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our percentage of Emergent Bilingual students increases year-over-year we are not increasing our reclassification rates. **Root Cause:** Support for emergent bilingual students is limited to a part-time paraprofessional and instructional strategies implemented to varying degrees by general education teachers in the classroom.

Problem Statement 2: Our students receiving special education services do not demonstrate the same rate of progress as our general education students, particularly in standardized measures such as STAAR. **Root Cause:** Increased training is necessary for teachers to successfully recommend and implement accommodations for students with learning disabilities to ensure access to grade level content.

Student Achievement

Student Achievement Summary

Rummel Creek Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Communities (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 90% Approaches; 80% Meets; 57% Masters

2021: 3rd Grade Reading - 92% Approaches; 68% Meets; 45% Masters

2022: 4th Grade Reading - 95% Approaches; 87% Meets; 64% Masters

2021: 4th Grade Reading - 96% Approaches; 81% Meets; 41% Masters

2022: 5th Grade Reading - 97% Approaches; 88% Meets; 73% Masters

2021: 5th Grade Reading - 95% Approaches; 84% Meets; 67% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 72% Approaches; 53% Meets; 26% Masters

2021: SPED All Grades Reading - 69% Approaches; 56% Meets; 17% Masters

2022: EB/EL All Grades Reading - 85% Approaches; 75% Meets; 62% Masters

2021: EB/EL All Grades Reading - 88% Approaches; 65% Meets; 35% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 93% Approaches; 78% Meets; 50% Masters

2021: 3rd Grade Mathematics - 93% Approaches; 73% Meets; 43% Masters

2022: 4th Grade Mathematics - 96% Approaches; 75% Meets; 53% Masters

2021: 4th Grade Mathematics - 98% Approaches; 89% Meets; 69% Masters

2022: 5th Grade Mathematics - 96% Approaches; 88% Meets; 60% Masters

2021: 5th Grade Mathematics - 96% Approaches; 90% Meets; 75% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 67% Approaches; 49% Meets; 28% Masters

2021: SPED All Grades Mathematics - 78% Approaches; 64% Meets; 33% Masters

2022: EB/EL All Grades Mathematics - 91% Approaches; 77% Meets; 57% Masters

2021: EB/EL All Grades Mathematics - 93% Approaches; 74% Meets; 58% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Students at Rummel Creek continue to perform well on standardized measures. In reading across all grade levels, students receiving special education services, and emergent bilingual students, the percentage of students achieving at the masters level increased from 2021 to 2022. The percentage of 4th grade students achieving at the masters level increased by 23 points. More than 90 percent of emergent bilingual students and nearly 70 percent of students receiving special education services passed the math STAAR in 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students scoring at the masters level in math is lower across all grade levels than in reading. **Root Cause:** Students experienced more "learning loss" in math than in reading during the global pandemic. Teachers need additional training and planning time to prepare for providing instruction to high achieving students.

Problem Statement 2: Only 67% of students receiving special education services passed math STAAR in 2022. **Root Cause:** Students need exposure to multiple item types, taking assessments online, and using embedded supports in the online system earlier in the school year to ensure they are prepared to effectively demonstrate their knowledge on the assessment.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Rummel Creek Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 0 FTE (0.0%)

2021-2022: Beginning – 2 FTE (4.3%)

2020-2021: Beginning – 5.8 FTE (12.9%)

2022-2023: 1-5 Years – 14 FTE (29.0%)

2021-2022: 1-5 Years – 14 FTE (30.0%)

2020-2021: 1-5 Years – 8.8 FTE (19.5%)

2022-2023: 6-10 Years – 7 FTE (14.5%)

2021-2022: 6-10 Years – 5 FTE (10.7%)

2020-2021: 6-10 Years – 7.5 FTE (16.6%)

2022-2023: 11-20 Years – 15 FTE (31.1%)

2021-2022: 11-20 Years – 13.1 FTE (28.1%)

2020-2021: 11-20 Years – 13 FTE (28.8%)

2022-2023: Over 20 Years – 11.2 FTE (23.2%)

2021-2022: Over 20 Years – 12.5 FTE (26.8%)

2020-2021: Over 20 Years – 10 FTE (22.2%)

2022-2023: Total – 48.2 FTE (100%)

2021-2022: Total – 46.6 FTE (100%)

2020-2021: Total – 45.1 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Rummel Creek continues to experience very high staff retention rates. We are able to recruit and hire experienced teachers when vacancies arise, and the majority of our teachers have more than 10 years of experience.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We continue to struggle recruiting and retaining paraprofessionals in instructional positions, particularly for special education classrooms. **Root Cause:** Low pay and challenging student behaviors make recruitment and retention of quality paraprofessionals an ongoing challenge.

Problem Statement 2: Providing teachers with substitutes for planning and collaboration will be limited in the coming year. **Root Cause:** With the expiration of ESSER III funding, the campus will have limited funds to provide teachers with extra supports during the instructional day for planning and collaboration. We also will not have access to dedicated substitutes or kindergarten teacher assistants in the coming year.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Rummel Creek Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Rummel Creek Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Rummel Creek continues to benefit from the supports of our incredible PTA. The PTA funds multiple instructional positions on our campus, including interventionists, a full time counselor, and a full time testing coordinator. We have a high number of regular volunteers on campus, in addition to our WatchDOGS who come daily to help greet students in the morning and once a month for Hands on Science. We host many community events on campus, including Fall Festival, International Day, Engineering Day, and Science Day.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Balancing high levels of community involvement and participation with ensuring the safety and security of our building is challenging. **Root Cause:** Many visitors fail to complete the volunteer background check prior to coming to campus and then become frustrated with campus staff when they are told they are not able to volunteer in the classrooms.

Problem Statement 2: Securing the building by maintaining one entrance and one exit for all visitors impedes our ability to efficiently get visitors on and off campus during large events. **Root Cause:** Signing all visitors in through Raptor, checking IDs, and restricting visitors to one entrance and exit requires a great deal of manpower. When multiple grade levels have events on the same day this creates staffing challenges.

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 2024, Rummel Creek Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 2 percentage points in approaches, 3 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 96% (approaches), 87% (meets), 64% (masters); Math: 94% (approaches), 84% (meets), 55% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

Strategy 1: During August professional learning teachers will look closely at data from the 2022-2023 school year, including MAP, PSA, and literacy benchmark 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: Analyzing prior year data at the beginning of the school year will result in targeted instruction from the start of the school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers

Funding Sources: Instructional Resources and supplies - 199 PIC 24 - At Risk - \$500, Instructional Resources and supplies - 199 PIC 99 - Undistributed - \$4,000, Instructional Resources and Supplies - 199 PIC 11 - Instructional Services - \$10,000

Strategy 2 Details

Strategy 2: At the start of the school year, teachers will study the TEKS and 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: Utilizing district curriculum documents, identifying essential standards, and analyzing data for the students in their classrooms will allow teachers to ensure at least one year of growth for ALL students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Classroom Teachers

Funding Sources: Instructional resources and supplies - 199 PIC 99 - Undistributed - \$500, Instructional resources and supplies - 199 PIC 11 - Instructional Services - \$1,500

Strategy 3 Details

Strategy 3: During a specified daily protected time (WIN 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, administrators, and parents will determine student needs during weekly PLC discussions, SSC meetings, 504 meetings, and ARD meetings.

Strategy's Expected Result/Impact: Increased academic performance of all students, with a minimum of one year's growth for ALL.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Classroom Teachers

Funding Sources: Intervention and Extension Resources - 199 PIC 23 - Special Education - \$500, Intervention and Extension Resources - 199 PIC 99 - Undistributed - \$3,000, Intervention and Extension Resources - 199 PIC 11 - Instructional Services - \$5,000

Strategy 4 Details

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, with a minimum of one year's growth for ALL.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Rummel Creek Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 89%/56% (Reading); 82%/38% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details
<p>Strategy 1: Teachers will study 22-23 STAAR data, PSTAAR data, and benchmark data to design targeted instruction, intervention, and extension for all students.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth in reading and math throughout the school year, as well as year-over-year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: Substitutes for teacher planning - 199 PIC 11 - Instructional Services - \$6,000, Instructional Resources - 199 PIC 99 - Undistributed - \$1,280, Instructional Resources and Materials - 199 PIC 11 - Instructional Services - \$4,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will meet weekly with their PLCs, instructional coaches, assistant principals, and support staff to ensure the integration of best instructional practices and to analyze both district and campus assessment data.</p> <p>Strategy's Expected Result/Impact: All students will grow at least one grade level in reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: Instructional resources - 199 PIC 11 - Instructional Services - \$2,000</p>

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Rummel Creek Elementary School will achieve all academic indicators at the meet or exceed level on interim targets in the redesigned closing the gaps domain by 3 component points.

2022-23: 31 of 32 Academic Achievement Points Met; 96.9% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Differentiate the level of content complexity and enrichment to close the gaps between students receiving special education services and students not identified with a learning disability.</p> <p>Strategy's Expected Result/Impact: The percentage of students receiving special education services who achieve approaches or better on STAAR will increase and align more closely to the scores of students not receiving special education services.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: Instructional Resources - 199 PIC 23 - Special Education - \$510, Instructional resources and materials - 199 PIC 11 - Instructional Services - \$1,500</p>
Strategy 2 Details
<p>Strategy 2: Ensure consistency and fidelity of interventions in math and reading with students identified as needing Tier II and/or Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Students receiving RtI services will show the incremental growth necessary to achieve approaches or better on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: Instructional resources and materials - 199 PIC 11 - Instructional Services - \$3,000, Instructional resources and materials - 199 PIC 99 - Undistributed - \$500</p>

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 66% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Teachers will plan for targeted instruction of each EB student in their class(es) addressing each domain. Students will understand the focus of each domain and what they need to be able to do to demonstrate growth.</p> <p>Strategy's Expected Result/Impact: All EB students will increase at least one composite score and/or reclassify by the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers, EL teacher assistants.</p> <p>Funding Sources: Instructional resources and supplies - 199 PIC 25 - ESL/Bilingual - \$840</p>
Strategy 2 Details
<p>Strategy 2: EL teacher assistants, teachers, and interventionists will provide intervention to EB students in reading and in math informed by formal and informal assessment data.</p> <p>Strategy's Expected Result/Impact: All EB students will demonstrate growth in reading and math from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers, EL teacher assistants.</p> <p>Funding Sources: Instructional resources and supplies - 199 PIC 25 - ESL/Bilingual - \$1,500</p>
Strategy 3 Details
<p>Strategy 3: Teachers will participate in training with the multilingual department and will implement strategies from Talk, Read, Talk, Write to increase language acquisition in all domains for EB students.</p> <p>Strategy's Expected Result/Impact: All EB students will demonstrate growth in reading, math, and science from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers, EL teacher assistants, Interventionists.</p>

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

Performance Objective 5: EARLY LITERACY: By June 2024, Rummel Creek Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

Strategy 1: Utilize literacy benchmark data to inform small group instruction for all students in grades K-2. Provide intervention and extension to ensure at least one year's growth for all students.

Strategy's Expected Result/Impact: All students will demonstrate at least one year of growth in reading, and at least 95% of students in grades K-2 will be reading on or above grade level.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: Instructional resources - 199 PIC 99 - Undistributed - \$1,000, Instructional Resources - 199 PIC 24 - At Risk - \$600, Instructional resources - 199 PIC 11 - Instructional Services - \$630

Strategy 2 Details

Strategy 2: Design differentiated and individualized instruction to ensure the instructional needs of all students are met.

Strategy's Expected Result/Impact: Each student will receive the supports and enrichment necessary to ensure high levels of learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: Interventional and Extension Resources - 199 PIC 11 - Instructional Services - \$1,500

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Rummel Creek Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 2 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: Utilize protected WIN Time, Interventionists, and small group instruction to ensure students are meeting or exceeding district and campus benchmark expectations.</p> <p>Strategy's Expected Result/Impact: All students in grades K-2 will be on or above grade level in math by EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p>
Strategy 2 Details
<p>Strategy 2: Teachers will work with the Math Instructional Specialist to prepare for, implement, and analyze the data from benchmark and common formative assessments to identify student needs and ensure student growth.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth in math from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: Math resources and tools - 199 PIC 11 - Instructional Services - \$1,000</p>

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Rummel Creek Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Plan and develop strategies and activities for enrichment, embedded in weekly plans.

Strategy's Expected Result/Impact: All students receive the enrichment they require in order to excel in math instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: Substitutes for teacher planning - 199 PIC 11 - Instructional Services - \$6,000, Instructional Resources - 199 PIC 99 - Undistributed - \$1,000

Strategy 2 Details

Strategy 2: Through grade level and vertical team PLC meetings, ensure the integration of best instructional practices informed by formal and informal assessments and the analysis of data.

Strategy's Expected Result/Impact: Teachers will learn with and from each other in order to refine their craft and implement best practices and a more standardized approach to best practices across campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: Substitutes for teacher planning and data analysis - 199 PIC 11 - Instructional Services - \$2,000

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, 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

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, Classroom Teachers, Counselors

Strategy 2 Details

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 and will demonstrate problem solving and time management skills.

Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers, Counselors

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

Performance Objective 2: INTERVENTIONS: By June 2024, Rummel Creek Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Grade level teams will collaborate with specialists and administrators to plan for the needs of individual students requiring intervention.

Strategy's Expected Result/Impact: All students will be provided with differentiated instruction that meets their individual needs and will experience at least one year's growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers, CAIS

Funding Sources: Instructional Resources - 199 PIC 11 - Instructional Services - \$1,000

Strategy 2 Details

Strategy 2: Campus SSC team will set specific goals for all students receiving Tier II and Tier III interventions and will progress monitor to ensure growth.

Strategy's Expected Result/Impact: All students receiving Tier II and Tier III interventions will experience growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers, CAIS

Funding Sources: Instructional materials and resources - 199 PIC 11 - Instructional Services - \$1,000

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Rummel Creek Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Campus administrators will meet with the families of any students with excessive excused and/or unexcused absences to develop an Attendance Improvement Plan (AIP).

Strategy's Expected Result/Impact: Attendance Improvement Plans will result in increased attendance for any students with excessive excused and/or unexcused absences.

Staff Responsible for Monitoring: Assistant Principals.

Strategy 2 Details

Strategy 2: The campus will host engaging in-person activities on campus immediately before and/or after school holidays to encourage families not to take their kids out of school early or return late from trips.

Strategy's Expected Result/Impact: Attendance in the days leading up to and immediately following school holidays will improve.

Funding Sources: Supplies & materials for engagement events. - 199 PIC 11 - Instructional Services - \$3,000

Goal 3: SAFE SCHOOLS. Rummel Creek Elementary School will ensure a safe and secure learning 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
<p>Strategy 1: Our campus will continue to implement the Capturing Kids' Hearts model as a campus-wide behavior system to encourage positive behaviors and personal responsibility.</p> <p>Strategy's Expected Result/Impact: Students at RCE will continue to be safe, respectful, and responsible, and the number of behavior referrals will remain low.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, counselors, classroom teachers.</p>
Strategy 2 Details
<p>Strategy 2: Rummel Creek counselors will implement proactive behavior lessons in classrooms to address campus behavior expectations as well as any classroom or grade level specific behavior needs.</p> <p>Strategy's Expected Result/Impact: By proactively addressing behavior expectations and common misbehaviors student behavior referrals will decrease.</p> <p>Staff Responsible for Monitoring: Principal, counselors</p> <p>Funding Sources: Counselor resources for classroom lessons - 199 PIC 11 - Instructional Services - \$1,000</p>

Goal 3: SAFE SCHOOLS. Rummel Creek Elementary School will ensure a safe and secure learning 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 and calendar

Strategy 1 Details
<p>Strategy 1: The Campus Safety Committee will meet three times each semester to conduct reviews of our safety and security processes and procedures. Strategy's Expected Result/Impact: Our campus will continue to protect our staff and students by carefully reviewing our safety & security. Staff Responsible for Monitoring: Principal, assistant principals, campus improvement team, campus safety committee</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audits. 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</p>

Goal 3: SAFE SCHOOLS. Rummel Creek Elementary School will ensure a safe and secure learning 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
<p>Strategy 1: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</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>
Strategy 2 Details
<p>Strategy 2: 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>

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
<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>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources and Supplies		\$10,000.00
1	1	2	Instructional resources and supplies		\$1,500.00
1	1	3	Intervention and Extension Resources		\$5,000.00
1	2	1	Substitutes for teacher planning		\$6,000.00
1	2	1	Instructional Resources and Materials		\$4,000.00
1	2	2	Instructional resources		\$2,000.00
1	3	1	Instructional resources and materials		\$1,500.00
1	3	2	Instructional resources and materials		\$3,000.00
1	5	1	Instructional resources		\$630.00
1	5	2	Interventional and Extension Resources		\$1,500.00
1	6	2	Math resources and tools		\$1,000.00
1	7	1	Substitutes for teacher planning		\$6,000.00
1	7	2	Substitutes for teacher planning and data analysis		\$2,000.00
2	2	1	Instructional Resources		\$1,000.00
2	2	2	Instructional materials and resources		\$1,000.00
2	3	2	Supplies & materials for engagement events.		\$3,000.00
3	1	2	Counselor resources for classroom lessons		\$1,000.00
Sub-Total					\$50,130.00
Budgeted Fund Source Amount					\$50,130.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention and Extension Resources		\$500.00
1	3	1	Instructional Resources		\$510.00
Sub-Total					\$1,010.00
Budgeted Fund Source Amount					\$1,010.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources and supplies		\$500.00
1	5	1	Instructional Resources		\$600.00
Sub-Total					\$1,100.00
Budgeted Fund Source Amount					\$1,100.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional resources and supplies		\$840.00
1	4	2	Instructional resources and supplies		\$1,500.00
Sub-Total					\$2,340.00
Budgeted Fund Source Amount					\$2,340.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources and supplies		\$4,000.00
1	1	2	Instructional resources and supplies		\$500.00
1	1	3	Intervention and Extension Resources		\$3,000.00
1	2	1	Instructional Resources		\$1,280.00
1	3	2	Instructional resources and materials		\$500.00
1	5	1	Instructional resources		\$1,000.00
1	7	1	Instructional Resources		\$1,000.00
Sub-Total					\$11,280.00
Budgeted Fund Source Amount					\$11,280.00
+/- Difference					\$0.00
Grand Total Budgeted					\$65,860.00
Grand Total Spent					\$65,860.00
+/- Difference					\$0.00