Spring Branch Independent School District

Rummel Creek Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25% Student Progress
Postsecondary Readiness

Mission Statement

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

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rummel Creek Elementary school is a neighborhood school in Spring Branch ISD. In the 16-17 school year, we had _706__students. We span PreK-5. _2.7__% of our students are economically disadvantaged and _8.4__% are English Language Learners. We have a mobility rate of _5__%.

Demographics Strengths

RCE has a very small mobility rate. The majority of students stay at Rummel Creek for their entire elementary schooling.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With a small percentage of our students being English Language Learners, we must work so that students acquire the English language quickly and perform at academic levels near the level of their non-ELL peers. **Root Cause**: Home languages other than English

Student Academic Achievement

Student Academic Achievement Summary

On the Performance Index Report, RCE scored a _96__% in Index 1 which measures Student Achievement. This means that 96___% of our students that took STAAR tests, met the passing standard.

Student Academic Achievement Strengths

81% of our 5th graders scored Advanced on Math STAAR.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our greatest need is for more students to score in the advanced performance range on the STAAR Reading and Math test and for students to show more than one year's growth each school year. **Root Cause**: Level of rigor needs to increase in all grades, lack of non-fiction reading in grade levels

School Processes & Programs

School Processes & Programs Summary

Rummel Creek is known for having a warm and welcoming climate. Students, teachers, staff, and parents report feeling a family atmosphere when entering school grounds. We have a highly professional staff at RCE. Overall, the staff is positive and hard working.

We have many different assessments and surveys to help drive our instruction and meet students' needs. Besides STAAR and DRA, we administer the MAP test which provides us with student growth data three times per school year in Reading and Math.

School Processes & Programs Strengths

According to the TRIPOD survey from 15-16, the three areas that students reported as strengths were Challenge, Care, and Classroom Managment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 15-16, our lowest Tripod score was Consolidate. **Root Cause**: Teachers not reviewing previously learned concepts or spiraling back

Perceptions

Perceptions Summary

RCE has a very active community. Parents are constatnly at our school volunteering and are actively invloved in their children's education.

Perceptions Strengths

Our PTA provides us with support in many ways. They provide money for additional programming and various instructional materials, as well as opportunites for enrichment through field trips, Hands on Science, and the Science Fair. The 16-17 school year was our first year with the WATCH Dogs program. The fathers that volunteered at RCE were very helpful in providing academic and emotional support to children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff continues to express concern regarding many students not following school wide routines and procedures. **Root Cause**: Noise level in hallways, mess left in cafeteria after lunch

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Student Growth: At least once monthly, teachers will meet in Professional Learning Communities to review data, set goals, and plan intervention and acceleration for students.

Performance Objective 1: As a result of planning in PLCs, 60% of all students will demonstrate one year growth on the MAP exam in reading and math.

    Evaluation Data Source(s) 1: SBISD PLC rubric, MAP, Common assessments, Formative assessments

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) RCE Administration and staff will continue learning about the fundamentals of PLCs through professional development and guided practice. We will continue development a common vocabulary and a consistent understanding of key PLC processes.	Principal, AP	PLC notes, student performance			
2) RCE staff will determine our vision - What must our school become to accomplish the purpose?	Principal, AP	Finalized & publicized vision			
3) RCE staff will determine our values - How must we behave to achieve our vision?	Principal, AP, all staff	Values obtained through collaboration and consensus, staff abides by values			
4) RCE staff will establish our goals - How will we mark our progress?	Principal, AP, all staff	Goals developed and progress made toward each			
5) Develop, review, revise, and agree to abide by norms.	Principal, AP, all teaching staff	meeting agendas, notes			
6) Analyze student progress on priority standards using district created PSAs (Priority Standard Assessments).	Principal, AP, teachers, interventionists	PSA scores - growth STAAR scores			
7) Analyze BOY DRA and OS scores. Create intervention plans (SSI) and monitor student progress.	Principal, AP, interventionists, teachers	DRA scores, STAAR scores, OS scores			

8) Analyze student growth through MAP	Principal, AP, teachers, interventionists	growth on MAP			
9) Protect one day a week for teacher planning and team meetings. Administration will protect Tuesdays so that teams have time to meet and collaborate.	Principal, AP, Counselor, Diag	Increase in frequency of team planning and collaboration			
10) Vertical PLCs will meet at least once monthly to align curriculum and best practices.	Principal, AP, Counselor, Librarian, Interventionists				
11) We will use the two PD days to allow teachers to visit other schools, plan vertically and horizontally, and conduct focus groups. (October 6, April 23)	Principal, AP, Counselor, Librarian, Interventionists				
12) Allow teachers to conduct focus groups 3-4 times during the school year. Topics may include: All in Learning, Dream Box, Kahn Academy, Neuhuas, Greg Tang, Ron Clark, ItsLearning, GT strategies	Principal, AP, Counselor, Librarian, Team Leaders				
13) The SEL committee will develop a plan to increase positive behavior on campus through implementation of routines and procedures. They will utilize the following resources: *Ron Clark Academy *The Essential 55 *Boys Town *Leah Burris *System of Care	Principal, AP, Counselor, Librarian, Team Leaders, SEL Committee	decreased office referrals, decreased noise level in the hallway			

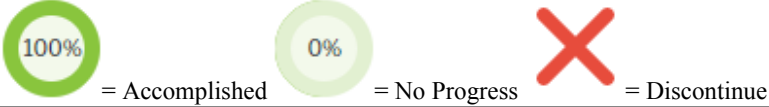100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: Student Connectedness: RCE teachers and staff will establish and implement new behavior expectations known as the Road Runner Way to increase student self-monitoring of behavior and foster a sense of pride and connection to the school community.

Performance Objective 1: With the assistance of SBISD System of Care and the RCE staff, we will establish the Roadrunner Way expectations, reducing office referrals by 5%.

    Evaluation Data Source(s) 1: Observation of students, reduction of infractions and office referrals, and data from Panorama Survey
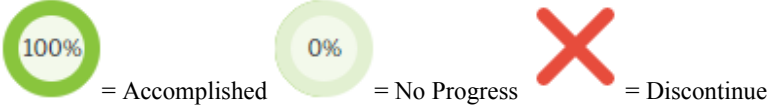
    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop a consistent set of expectations for behavior in the hallways, cafeteria, restrooms, and outdoor areas, and determine a plan for communicating those expectations to students and parents.	Behavior committee members, System of Care, Principal, AP	Clarity of shared expectations will reduce misbehavior and help teachers to support and reinforce the expectations with their own students			
2) RCE teachers and staff will continue learning and promoting the expectations for hallways, cafeteria, restrooms, and outdoor areas. This will occur in classroom lessons, announcements, and reminder signs and signals from teachers.	Principal, AP, Teachers, Patrols	Safety of students, promotes social/emotional well-being, and cooperation with other students and staff			
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 3: School Connectedness: By the 2017-2018 school year, our attendance rate will be at 97.9%. School belonging will be at 82%.

Performance Objective 1: In the 2017-2018 school year, RCE students will be 82% connected to school and attendance rate will be at 97.9%. Panorama will be the measure for connectedness.

> **Evaluation Data Source(s) 1:** District Dashboard, Panorama

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide lessons for students on bullying awareness and prevention to prevent students not wanting to come to school. Develop anti-bullying strategy lessons that empower students to prevent and address bullying.	Principal, AP Counselor all staff	Guidance lessons Small groups with Counselor office referrals			
2) Students will be recognized for perfect attendance each 9 weeks and for the entire school year.	Principal, AP, ADA	Increased number of students with perfect attendance			
3) RCE will schedule special events on days when attendance is typically lower: Field Day and Do-nuts with dads	Principal, AP, all staff	Increased attendance on the day before a holiday			
4) Communicate the importance of attendance to parents and community groups by explaining funding and how it relates to state accountability. We will also publish information in our PTA newsletter.	Principal, AP, teachers	Increased attendance of students and less family vacations scheduled during the school year.			
5) Teachers will establish relationships with students so that they are motivated to attend school: greet students at the door each morning with a smile and handshake/high five	Principal, AP, Counselor, Librarian	Increased attendance rate			
6) Administration will utilize the Hansen It! Truanacy Management Program to track students that have excessive absences, communicate with parents about the consequences, and collaboratively develop a plan to reduce absences.	Principal, AP, ADA	A reduction in the number of unexcused absences and truancy.			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 4: School Connectedness: Onboarding of new and novice teachers

Performance Objective 1: By the end of the 2017-2018, Rummel Creek new staff will have a better understanding of the expectations, procedures, and culture of Rummel Creek school environment.

Evaluation Data Source(s) 1: Satisfaction survey for new teachers and staff at the end of the school year will be 70% or higher

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide comprehensive onboarding, meeting at least three times within the school year for reflection, and visiting informally and formally in classrooms at least once a month.	Principal, AP, mentors	Increased retention of new teachers and staff, as well as increased teaching effectiveness			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 5: Post-Secondary Readiness, Achievement: By the 2017-2018 school year, 85% of RCE students will meet Postsecondary Readiness MEETS standard on STAAR.

Performance Objective 1: In the 2017-2018 school year, 85% of RCE students will perform at the Met Standard level on STAAR.

Evaluation Data Source(s) 1: Baseline data from 2016-2017

Summative Evaluation 1:

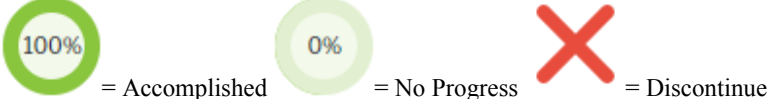| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Recognize students for high academic achievement and academic improvement.	Principal, AP, Teachers	Recognition on Report Cards			
2) Implement best practices during the Fine Arts lessons that make connections to literacy, math, social studies, and science.	Principal, AP, Art Teacher, Music Teachers, HF coaches	Lesson plans, walk thrus, student performance			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the RtI dashboard. RCE will actively monitor student progress through PLC meetings.	Principal, AP all teachers, interventionists	STAAR passing rates DRA Grades MAP scores			
4) Use vertical PLCs to identify areas of strengths and weaknesses in the RCE curriculum and incorporate rigor.	Principal, AP, Teachers	Lesson planning that reflects higher order questioning, deeper thinking			
5) Through PLCs, monitor progress of ELL students by focusing on ELPS to increasing TELPAS ratings.	Principal, AP, interventionists, LEP assistance				
6) The Science Committee will meet to determine methods used to make science a school wide focus. - Morning announcements - Monthly Science Lessons in Lab - Student Ownership and Teaching	Principal, AP, Candase Charles				

7) After cohort of 8 staff members attend Greg Tang, we will develop a plan for using these strategies to increase math performance.	Principal, AP, Interventionists, Michelle Rincon, Rene Hamilton, Deb Hanlen, Hayley Davis, Erin Hiner, Melanie Schubert, Courtney Briggs				
8) After cohort of 8 staff members attend Neuhaus Training, we will meet to develop a plan for implementation of reading intervention strategies across all grade levels.	Principal, AP, Jenyfer Egger, Shelbie Ghiotto, Ally Smith, Hayley Davis, Erin Hiner, Laura Marshall, Kate Evetts, Dana Machen, Brandy Demeris				
9) This year 2-5 grade will take all PSA in Science in order to improve Science performance over all.					
10) This Year grades 3- 5 will increase student growth by 2% in Reading and Math.					

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

Goal 6: Post Secondary Readiness, Achievement: RCE students and staff will utilize technology for communication and information.

Performance Objective 1: 80% of staff will utilize ItsLearning for differentiation and enrichment activities.

   Evaluation Data Source(s) 1: itsLearning use, All in Learning, Google classroom

   Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Karen Harrell will provide ItsLearning training for all staff in summer of 2017.	Principal, AP, librarian	teacher attendance at summer staff development			
2) Each grade level will implement a blended learning lesson through Its Learning, either by creating their own course or adapting one already created for their classroom.	Principal, AP, Librarian				
3) This school year we will have a technology committee again after a hiatus.	Principal, AP, Librarian				
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 6: Post Secondary Readiness, Achievement: RCE students and staff will utilize technology for communication and information.

Performance Objective 2: 80% of RCE students will perform at the Met Standard level on STAAR.

    Evaluation Data Source(s) 2: STAAR

    Summative Evaluation 2:

Goal 7: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

    Evaluation Data Source(s) 1: All strategies will be implemented.
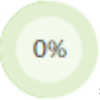
    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal, AP, Librarian, Counselor, LEP Assistant	grades, STAAR scores, informal assessments			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. We monitor student progress through the SSC process.	Principal, AP, Librarian, Interventionists	STAAR, DRA, OS data			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. We monitor student progress through the SSC process. Mary Kerr, Helen Ann Brasher, and Dinah Meischen provide intervention support, as needed.	Principal, AP, Interventionists, Teachers	STAAR, PSA, DRA			

4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	Principal, AP, Librarian	teacher retention, library lessons, staff members implementing technology			
5) Promote parent and community involvement in drug and violence prevention programs/ activities.	Principal, AP, Counselor	Plan parent seminar through PDAP.			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Ron Clark -Essential 55 * Love and Logic	Principal, AP, Librarian, Counselor	Attendance at PD			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, Life Skills Teacher, Resource Teacher	LRE ratio			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments?	Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, AIM Teacher, Life Skills Teacher, Resource Teacher	ARD notes, STAAR scores			

9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Principal, AP, Diagnostician, Speech Therapist, APPLE Teacher, AIM Teacher, Life Skills Teacher, Resource Teacher	Timeline compliance			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:	Principal, AP, Interventionists	Student progress, students exit at-risk			
* Language Arts * Math * Science * Social Studies * LEPIntervention Specialist	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - $312.00				
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support Summer School Computer assisted instruction includes: Dream Box, All In Learning, Raz Kids, Spelling City, StemScopes, Math In Focus	Principal, AP, Teachers, Interventionists	At-risk kids participating in raz kids, TTM, STAAR scores, EOY assessments			
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships *volunteer appreciation	Principal, AP, Christine Godin, Jenny Steane, Counselor	Number & attendance at spirit nights			

13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Problem-Based Learning * Small Group Instruction * Ron Clark *Greg Tang *Neuhaus	Principal, AP, Librarian, Counselor	CIT meeting notes			
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	Principal, AP, Librarian, Counselor	PLC notes, Faculty Meeting agendas, Teacher PD during year			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff.	Principal, AP, Librarian, Counselor, Ally Smith, Brandy Demeris, Deb Hanlen	new teacher retention			
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website. Campus Administration attends job fairs.	Principal, AP	Job fair attendance, resumes collected, interviews			
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	Principal, AP, Librarian, Teachers				

18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. PreK student tours, Round Up meetings	Principal, AP, PreK, Kinder Teachers	number of students enrolling in Kinder at RCE			
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	Principal, AP, Librarian, Counselor	Teachers in compliance with GT requirements			
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	Principal, AP, Librarian, Counselor				
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.	Principal, AP, Librarian, Counselor				
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements .	Principal, AP, Nurse, Librarian, Counselor, Health Fitness Teacher	C-SHAC meeting notes			

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

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$23,096.00
				+/- Difference	$23,096.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$725.00
				+/- Difference	$725.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,500.00
				+/- Difference	$1,500.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$350.00
				+/- Difference	$350.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$16,559.00
				+/- Difference	$16,559.00
				Grand Total	$0.00