

Rock Prairie Elementary



Campus Improvement Plan
2015-2016

Executive Data Summary 2014

2014 STAAR Results: % Meeting Level II Satisfactory Performance

Groups	4th Writing 2015	3rd Reading 2015	4th Reading 2015	←same group's 2014 reading score	3rd Math 2015	4th Math 2015	←same group's 2014 math score
State- All	70	77	74	74	77	73	70
District- All	81	91	85	85	86	87	79
RP- All	86	92	91	86	93	99	86
RP- Econ. Disad.	76	89	81	75	89	100	68
RP- Asian	90	88	90	90	100	100	100
RP- AA	79	67	83	60	78	100	47
RP- Hispanic	77	88	82	77	88	95	85
RP- White	94	98	98	93	95	100	93
RP- LEP	71	69	71	67	100	n/a	100
RP- At-Risk	56	76	63	68	100	100	81

*areas at or below 75 percent are highlighted

Attendance Rate

10-11	97.5%
11-12	97.1%
12-13	96.3%
13-14	97.1%
14-15	96.8%

CSISD Community Based Accountability System Rock Prairie Elementary 2014

Markers in the CBA System received a rating of Exemplary, Recognized, Acceptable or Unacceptable.

The following are areas in the CSISD CBA System which yielded scores below exemplary for RP Elementary. Only those indicators using campus based data are listed.

Indicator	Rating
Percentage of Math teachers implementing workshop consistently.	Recognized
Percentage of students reading at or above grade level at the end of 1st grade	Recognized
Percentage of students passing 3rd grade reading STAAR	Recognized
Percentage of 2nd grade students scoring average or above on end of year TEMI (Texas Early Math Inventory)	Recognized
Staff certification in ESL	Acceptable
Campuswide implementation of character education programs	Recognized
Students have opportunities to explore career options.	Acceptable
Ratio of students to district technology devices	Recognized
Rating on STaR chart system (technology based instruction and infrastructure)	Recognized

Narrative Summary

RP Elementary received state distinctions in the following areas for 2015:

- Reading / ELA
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

RP students scored well overall on the 3rd and 4th grade STAAR tests in reading and writing surpassing district and state passing percentages. When analyzing the subgroup STAAR data, areas for growth are apparent. Economically Disadvantaged students scored lower on the 4th grade writing test than other subgroups. African American, Limited English Proficient and At-Risk student subgroup scores show areas lower than other subgroups also in 3rd and 4th grade reading and 4th grade writing. The table above has areas for concern highlighted.

STAAR math results yield the following:

The percent of students meeting state expectations in 4th grade was 99 %.

The percent of students meeting state expectations in 3rd grade was 93 %.

Third grade math scores for African Americans show room for improvement.

Attendance rates for RP Elementary meet state criteria for quartile 1 as an indicator in the state accountability system. This score contributes to RP Elementary receiving 4 out of 5 eligible distinctions for the 2014 reporting year.

The CSISD Community Based Accountability system shows the following RP areas for growth:

RP will focus on the areas receiving the "acceptable" rating. These areas include Staff Certification in ESL in all core classes and the exploration of career options for students.

RP will monitor the following areas receiving the "recognized" rating. These areas include percentage of staff implementing math workshop, percentage of 1st grade students reading on grade level at the end of the year, percentage of 3rd grade students passing reading STAAR, percentage of 2nd grade students scoring average or above on end of year math assessments, campuswide character education implementation, ratio of students to devices and campus rating on the STaR (technology teacher self rating) chart.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen. 2. Support the needs of diverse learners as they engage in rigorous coursework. 3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.
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Activities	Person(s) Resp	Resources	Timeline
A. Continue Academic Planning for each grade level focusing on deep understanding of the TEKS and implementation of district scope and sequence.	RP staff	n/a	year long
B. Designate grade level Science Rep to work horizontally and vertically on deep understanding of TEKS and implementation of district science curriculum with adequate materials and set up for experiences. (Consult with Jennifer Smith)	Principal, Grade level rep	n/a	year long
C. Designate grade level Social Studies Rep to work horizontally and vertically on deep understanding of the TEKS and implementation of district social studies curriculum with appropriate use of the new teaching resources. (Consult with Amy Anderson)	Principal, Grade level rep	n/a	year long
D. Provide staff development on appropriate and realistic tracking and recording of Tier 1 interventions for classroom teachers and specialists (RTI).	Specialists, Principal, A.P, Diagnostician	n/a	year long
E. Implement AVMR (Add+Vantage Math Recovery) techniques for struggling students, provide professional development as able to bring this material to the classroom teachers.	Math Specialist, Classroom teachers	\$5,000 needed to train entire campus	year long

Evaluation	Community-Based Accountability data at the following link .
	<ul style="list-style-type: none"> -Disaggregated STAAR data from science and social studies tests with RP data broken out. -Science / SS Curriculum Based Measures -RP Database data talks -Progress monitoring of math interventions- data talks

Goal 2	Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.
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Objective(s)	<ol style="list-style-type: none"> 1. Provide opportunities for students to utilize technology in their own learning. 2. Offer a wide array of learning opportunities to meet the individual needs of students. 3. Provide extra-curricular, co-curricular, and enrichment opportunities for every student.
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Activities	Person(s) Resp	Resources	Timeline
A. Utilize technology for classroom instruction focused on student choice. (smart boards, ipads, laptops, computer labs)	Classroom teachers	n/a	year long
B. Provide professional development on instructional uses of technology beyond apps and games, focused on student choice.	Technology specialist, other staff members	Staff travel budget as needed	August and year long
C. Provide professional development on instructional practices. (student groupings, varied scheduling, 3R's & 3 C's, Principles of Learning, growth mindset, coaching)	Principal, staff development presenters	n/a	year long
D. Complete student interest surveys at the beginning of the year to establish extracurricular student activity interest.	Classroom teachers, enrichment specialist	n/a	first week of school
E. Provide extra-curricular activities (chess club, student council, UIL, Kindness Club, book club etc.) based on student interests	Voluntary staff members	\$500	year long, monthly
F. Provide school wide thematic activities that allow for choice and customization as well as career exploration. (enrichment days: Celebrate Freedom, Food Frenzy, Head to Toe, Happy Birthday Texas)	Entire staff, enrichment specialist	\$500	early release days

Evaluation	Community-Based Accountability data at the following link .
	<ul style="list-style-type: none"> -Walkthrough data focused on the use of technology and instructional practices -Teacher feedback -Student feedback

Goal 3	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all RP staff meet the social/emotional needs of our students. 2. Ensure that the school environment is safe and conducive to learning. 3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally. 4. Nurture relationships among staff to promote personal and professional growth. 5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.
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Activities	Person(s) Resp	Resources	Timeline
A. Provide school wide activities as opportunities to build community (Booster-thon, Great Kindness Challenge, Relay for Life, fundraising, food drives, dress up days etc).	PTO, activity sponsors	n/a	year long, see RP calendar
B. Ongoing staff development on social and emotional learning (H.E.A.R.T.)	Counselor, classroom teachers	Staff travel as needed	year long
C. Provide morning announcements using family building language and focusing on a specific skill of H.E.A. R. T.	Principal, students	n/a	year long
D. Implement a mentoring program for students in need.	Counselor, entire staff	n/a	year long
E. Implement CHAMPS in school wide areas and classrooms.	SELTeam, classroom teachers	n/a	year long
F. Continued regular and focused counseling lessons with an emphasis on positive interactions.	Counselor	n/a	year long, pre scheduled according to RP calendar
G. Demonstrate consistency in addressing disciplinary concerns focusing on staff understanding of mild, moderate and severe infractions.	Principal, A.P	n/a	Aug, Oct. faculty meeting
H. Add discipline data to the ongoing data review of students.	A.P.	n/a	year long
I. Continue peer observation and coaching within staff focused on specific skills.	Coaching team	n/a	year long
J. Implement all safety provisions as required by federal, state and local policies regarding drills and emergency plans.	A.P., entire staff	n/a	year long

Evaluation	Community-Based Accountability data at the following link .
	<ul style="list-style-type: none"> -Walkthrough data -Teacher feedback -Student feedback -Disaggregation of student discipline data for RP

Goal 4	Empower families and the community to be full partners in students' educational success.
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Objective(s)	<ol style="list-style-type: none"> 1. Provide opportunities for families to support their children in the learning process. 2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.
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Activities	Person(s) Resp	Resources	Timeline
A. Provide staff development and work time to consolidate and incorporate various methods to communicate with families through the use of technology (eschool email, websites, facebook, Remind, electronic newsletters, youtube channels)	Staff development presenters	n/a	August, as needed during year
B. Promote/provide parent access to curriculum resources (home access center, textbooks, supplemental resources, videos, links, apps) through various medium including but not limited to: magnets, folder stickers etc.	Committee task force	\$250	September
C. Continue to provide an academic focused family night as an opportunity for families and staff to work collaboratively on techniques to further understanding of academic concepts.	Specialists, Committee task force	\$500	Fall event and spring event
D. Provide parent academic academies to further understanding of concepts students are learning at school.	Specialists, voluntary classroom teachers	\$250	year long

Evaluation	Community-Based Accountability data at the following link .
	<ul style="list-style-type: none"> -Review numbers of families using various RP social media outlets -Review numbers of families using curricular resources -Parent feedback / survey data

Goal 5	Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.
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Objective(s)	<p>1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results.</p> <p>2. Comply with all state and federal requirements.</p>
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Activities	Person(s) Resp	Resources	Timeline
<p>A. College Station ISD will continue to develop and refine a meaningful accountability system that measures what this community believes is important. Rock Prairie will be involved and comply with this process. The Community-Based Accountability System will address</p> <ul style="list-style-type: none"> ● Fine arts ● Wellness and PE ● Community and parent involvement ● 21st century workforce development ● Second language acquisition ● Digital learning environment ● Dropout prevention strategies ● Gifted and talented programs ● Reporting and policy requirements ● Qualified staff ● Scope & sequence ● Choice in learning ● Literacy and mathematics ● College ready ● Financial resources <p>B. Services will be provided for at-risk students to increase academic achievement including specialists pull out / push in support, teaching resources and staff development.</p> <p>C. Continue to use and improve RP Databases for data collection and review.</p>	Principal	n/a	June
	Specialists	State Compensatory Funds, \$222,280	year long
	Classroom teachers, SIT team	n/a	year long

Evaluation	<p>-Community-Based Accountability data at the following link.</p> <p>- State and federal accountability system results.</p> <p>- State and local assessment results.</p> <p>-RP Database data</p>
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RP Professional Development Plan 2015-16

Overview of Topics to be covered: (academic planning, faculty meetings and staff development days)

- G/T 6 hour update
- Required eduhero trainings
- TEKS understanding and implementation within the scope and sequence framework
- Tracking and recording of interventions
- A.V.M.R.
- H.E.A.R.T.
- Uses and application of instructional technology
- Innovated groupings and scheduling
- Varied parent communication and engagement methods
- Science and Social Studies vertical and horizontal curricular work
- Math technology integration
- Peer visits / coaching sessions

These themes will run through all trainings:

- 3 R's and 3 C's regarding teaching and learning
- Growth Mindset
- Coaching and Self Reflection
- Social and Emotional Development (play!)

Rock Prairie Professional Development Overview 2015-2016

***required Eduhero trainings done individually by staff**

Dates	Rigor, Relevance	Choice, Customization, Creativity	Social and Emotional / Safe Environments
August professional development days	-Choice rotations on campus: Writing conferring, math technology tools -Focused academic planning in science and social studies with a look at the new resources -Math updates -ELA updates, word study	-Choice rotations on campus: Technology in the classroom, using creativity in the classroom -IEP and 504 planning with gen ed and case management staff -ELA word study	-Choice rotations on campus: H.E.A.R.T. overview, effective parent communication -Team Building for campus climate
September faculty meeting	Book Study Groups- Introduction, chose a group leader and timeline -Staff chose from 4 books: Daring Greatly, How Children Succeed, Engaging Students with Poverty in Mind, and Mindsets in the Classroom	Book Study Groups- Introduction, chose a group leader and timeline --Staff chose from 4 books: Daring Greatly, How Children Succeed, Engaging Students with Poverty in Mind, and Mindsets in the Classroom	Book Study Groups- Introduction, chose a group leader and timeline --Staff chose from 4 books: Daring Greatly, How Children Succeed, Engaging Students with Poverty in Mind, and Mindsets in the Classroom
October faculty meeting	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development
October 15th professional development day	Parent Conference Day	Parent Conference Day	Parent Conference Day
November faculty meeting	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development

November 11th early release day	-Math: Focus on needs identified through academic planning sessions -ELA: Focus on needs identified through academic planning sessions	-Swivel introduction to entire staff through shared video	-C.H.A.M.P.S review and sharing on implementation
December faculty meeting			Team building for campus climate
January faculty meeting	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development
January 27th early release day	-Math: Focus on needs identified through academic planning sessions -ELA: Focus on needs identified through academic planning sessions		H.E.A.R.T review of concepts and activities related to this concept
February faculty meeting	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development
February 15th professional development day	Vertical Curriculum Discussions, STAAR Training	STAAR Training, G/T training	STAAR Training
March faculty meeting	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development	Book Study Groups: Each month the groups will have a customized study guide for a portion of the book related to RP learning and each area of professional development
April 6th early release day	Campus Improvement Planning	Campus Improvement Planning	Campus Improvement Planning
April faculty meeting	Cross Group Book Share of Main Themes	Cross Group Book Share of Main Themes	Cross Group Book Share of Main Themes
May faculty meeting			-EOY procedures, announcements and check out procedures