

Schertz-Cibolo Universal City Independent School District

Rose Garden Elementary

Campus Improvement Plan

2020-2021



Mission Statement

Rose Garden Elementary is dedicated to providing a safe, nurturing learning environment in partnership with parents and the community. Through high expectations, goals, and quality engaging instruction, we empower our students to become responsible, successful leaders.

Vision

Inspire - Innovate - EXCEL!

Value Statement

Leadership, Character, Commitment, Service, & Learning

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview

When looking at the STAAR Component 5/10 Targets were met in 2018-2019

We need to adjust our goals to meet targets in STAAR and in NWEA...

Student Success Status															
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45	
Target Met	Y	Y	Y	N				N	Y	N	N		Y	N	
STAAR Component Score	47	47	43	52	-	53	*	45	40	35	15	18	48	44	
% at Approaches GL Standard or Above	77%	79%	75%	76%	-	80%	*	88%	71%	66%	30%	50%	78%	75%	
% at Meets GL Standard or Above	43%	42%	40%	48%	-	40%	*	41%	36%	24%	11%	5%	44%	41%	
% at Masters GL Standard	20%	19%	14%	32%	-	40%	*	6%	14%	14%	3%	0%	22%	16%	
Total Tests	623	62	335	183	-	**	*	34	274	29	64	22	358	265	
Total Indicators															5 10

School Processes & Programs

School Processes & Programs Summary

Campus Leadership Team - Meets twice per month - K - 4 Grade Level Chairs, 2 Sped Reps, 2 OPS reps, 1 Intervention Rep, 2 Admin, 1 Counselor moving Priority One forward - Academic and Behavior (SEL)

Vertical Team - Empowered Teams - Math/Science, ELAR/SS, RTI, P2/P3 - meet once per month - each grade level has a rep on these meetings to align processes and ensure that we are moving forward in these areas of need

A-Team - Admin/Counseling Team - Meets Weekly - 2 admin, 1 Counselor, 1 CIS Coordinator, 1 Instructional Coach, 1 Campus Secretary

PTC - Meets monthly - Family Engagement segment will be planned for October - Kinder performance Positive Energy, November 7th - 4th performance Night to Honor Veteran's, January 23 - 3rd grade, February 13th - 2nd grade, March 26th - 1st Grade.

Pride Days - created through Specials/Rotations for student engagement

School Processes & Programs Strengths

Through our CLT we are able to improve grade level PLC planning and understanding of the 4 questions that guide our PLC.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Behavior (SEL) team often did not get the attention that ILT was given at the PLC for grade levels **Root Cause:** Teachers felt the focus was on Instruction more so that SEL

Perceptions

Perceptions Summary

Rose Garden Staff, Student and Parent data indicate a positive culture and climate.

Staff Energage - 78% engaged staff

Yearly Attendance Rate: 95.78%

(2018/2019 Data) No data for 2019-20 due to COVID-19 school closure [Parent survey - Increased from 4.38 to 4.42 in overall satisfaction Student survey - Slightly decreased from 4.27 to 4.22]

Perceptions Strengths

Rose Garden Elementary has a strong culture of community and a belief in all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and student indicate they want to know how well they are learning. **Root Cause:** We did not track students over the course of the 9-weeks (only TXGRADEBOOK)

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain

Goals

Goal 1: 100 % students will increase their reading performance on all district and state assessments.

Performance Objective 1: We are going to move from 75 to 80 in student achievement (Approaches 81, Meets 50, Masters 27% average)

We are going to move from a scale score of 75 to a scale score of a 82 in academic growth of our 4th grade students.

We are going to move from a scale score of 69 to a 75 in the area of closing gaps for all students specifically in the area of relative performance.

We are going to move from the 2019 values of 7 out of 16 to new values of 9 out of 16. In the area of growth, we are going to move from 11 out 12 to 12 out 12. In the area of Student Success, we are going to move from 5 out of 10 to 9 out of 10. This will indicate that the student groups, White, English Learners, and Economically Disadvantaged have met the standard set by TEA.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: NWEA-MAPS

STAAR

TELPAS

Summative Evaluation: None

<p>Strategy 1: Classroom Teachers will use Guided Instruction for Reading and Math in Tier 1 supported by feedback from the administrative team and district leaders.</p> <p>Strategy's Expected Result/Impact: Alignment/Ease of progress monitoring at the Tier 2 level. Progress monitoring will be used to drive the instructional plans. (make real time adjustments to lesson plans)</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach District Coordinators</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Tier 1 Intervention Plan will be implemented for students who are in failing a core subject area.</p> <p>Strategy's Expected Result/Impact: Provide extra academic support Increase the performance of those not meeting grade level expectations. Provides students academic support to fill gaps in learning.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 Part A - 211 - Title I, Part A - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize Universal Screener Data, MAPS, to make ongoing evidence based decisions for students not meeting grade level expectations within the response to intervention process.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students will set and track learning goals through the frequent use of data tracking sheets.</p> <p>Strategy's Expected Result/Impact: Students will understand their progress towards their goals, and we able to share what area they are focused on improving.</p> <p>Staff Responsible for Monitoring: Classroom teachers CLT Admin.</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Grade Levels committed to: * Start RTI earlier, more frequently, be more purposeful and share kids</p> <p>Strategy's Expected Result/Impact: Intervention Teacher will conduct ongoing data analysis meetings focused on the review of MAPS data. The first meeting was held on 8/27/20.</p> <p>Staff Responsible for Monitoring: None</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Grade level PLCs weekly agendas will include time to discuss student data.</p> <p>Strategy's Expected Result/Impact: PLCs will identify trends and themes, and design lessons to focused on student learning needs.</p> <p>Staff Responsible for Monitoring: Admin and CLT</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: 100 % students will increase their reading performance on all district and state assessments.

Performance Objective 2: Rose Garden Elementary will increase the percentage of 3rd and 4th grade Special Education students "Meeting" expectations of NWEA MAPS by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: NWEA MAPS

Summative Evaluation: None





Strategy 1: Conduct Weekly Formative Assessments Strategy's Expected Result/Impact: Equitable teaching and assessment of all students with the intent to make adjustments in instructional practices. Teams calibrate assessment data and instructional equity (depth and rigor.) Staff Responsible for Monitoring: Classroom Teachers Intervention Team Administrative ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Backwards Design Planning Strategy's Expected Result/Impact: To begin the unit by clearly articulating what mastery looks like at RGES. Staff Responsible for Monitoring: Classroom Teachers Intervention Team Admin. District Coor. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Annually increase the percentage of students who understand and exemplify the SCUC Traits of a Graduate.

Performance Objective 1: RGES will increase 3% in rating on each trait of a graduate.

Evaluation Data Sources: Panorama

Summative Evaluation: None





<p>Strategy 1: All staff members receive training on Restorative Discipline. Daily SEL practices, such as, Restorative Circles. Strategy's Expected Result/Impact: Build positive relationships and rich classroom communities, in an effort to maximize instructional opportunities Staff Responsible for Monitoring: CLT will monitor the implementation of restorative circles Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Staff Satisfaction Data will increase from 78% to 82% positive

Performance Objective 1: Maintain or improve in My Manager helps me learn and grow. Improve in "There is good interdepartmental cooperation in SCUC."

Evaluation Data Sources: A-Team Out and About spreadsheet, TTESS Strive, Empowered Team Agendas

Summative Evaluation: None

<p>Strategy 1: Admin team will commit to: 5-7 walk throughs per week & frequent quality feedback to teachers, students, and parents.</p> <p>Strategy's Expected Result/Impact: Staff will be able to receive support/coaching, and they will also be able to share their concerns.</p> <p>Staff Responsible for Monitoring: A-Team and CLT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue to include Departments at RGEs: invite content coordinators/dept. leaders to CLT and/or staff meetings, collaboration days, etc. Teams and students will celebrate custodians, cafeteria, and bus drivers quarterly.</p> <p>Strategy's Expected Result/Impact: increase in staff collaboration and support of departments throughout SCUC</p> <p>Staff Responsible for Monitoring: Empowered Team Agendas-Connection to "Fueling the Ride" spreadsheet</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Staff Satisfaction Data will increase from 78% to 82% positive

Performance Objective 2: Engage in Culturally Responsive Professional Development to increase sense of belonging and connectedness of staff.

Goal 4: Parent Survey Data will increase from 4.42 (88.4) to 4.45 (89%) on a 5 point scale
Student Survey Data will increase from 4.22 (84%) to 4.27 (85%) on a 5 point scale

Performance Objective 1: Improve in parents knowing "how well my student is learning".
Improve in student statement, "I set and track my learning goal."

Evaluation Data Sources: Parent and Student Survey 2020

Summative Evaluation: None

Goal 4: Parent Survey Data will increase from 4.42 (88.4) to 4.45 (89%) on a 5 point scale
Student Survey Data will increase from 4.22 (84%) to 4.27 (85%) on a 5 point scale

Performance Objective 2: Continue Zone of Regulation in Grades K-4.

Evaluation Data Sources: Panorama

Summative Evaluation: None

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

2019-2020 Plan Data

Combined Universal Screener percentage On Level or above INCREASED from 80.98% to 85%

Combined STAAR Reading (3 and 4) “Meets grade level” performance DECREASED from 42.11% to 39% in 2019.

GOAL OF 80% passing, 55% Meets Grade level, 30% Masters on all subjects WAS NOT REACHED - 76% Approaches, 41.58% Meets, 19.29% Masters on all subjects.

GOAL OF 70% of students will meet Student Growth measures WAS NOT REACHED - 55% of students in ELAR and 65% of student in Math for combined 60% expected or accelerated growth.

Student Attendance DECREASED from 96.14 to 95.8% GOAL OF 100% of respondents on student engagement survey will indicate awareness of Traits of a Graduate WAS NOT REACHED - 69% answered favorably on Panorama.

GOAL OF 85% Staff Satisfaction was NOT REACHED - 80% responded favorably in to 3 (of 7) scoring bands. GOAL OF 4.5 Students Satisfaction rating was NOT REACHED - Students had a rating of 4.22 GOAL OF 4.5 Parent Satisfaction was NOT REACHED - Parents rated RGES at 4.42

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Add dates from Leadership Academy

Add dates from PD days August 2020

2.2: Regular monitoring and revision

CIC Review 9/4/20

2.3: Available to parents and community in an understandable format and language

PDF of this plan will be on Rose Garden Website - updated after every CIC Meeting

2.4: Opportunities for all children to meet State standards

1. RTI will have clear understanding on all grade levels (Empowered vertical team, Calendar of processes, CSST meetings scheduled, Interventionists document)
2. Subs provided to teachers for RTI/CSST meetings, PLC meetings, ongoing PD
3. Frequent Admin feedback on teaching and learning. Instructional Coaching cycles with targeted staff members.
4. Short Cycle Assessments to plan high impact PLCs reviewed weekly. Students track learning goals and performance

2.5: Increased learning time and well-rounded education

1. Relationships (SEL and Circles) will create less time correcting behaviors and more time on deeper learning.
2. Feedback on teaching and learning through Fundamental 5 and Talk-Read-Talk-Write will engage students in high levels of learning in all content areas.

2.6: Address needs of all students, particularly at-risk

Review of Short-Cycle formative assessments weekly.

All grade levels utilize Really Great Reading

5-7 walkthroughs from Admin weekly with feedback toward student learning

Fundamental 5 campus implementation

High Impact PLC

Effective Schools Framework

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Rose Garden Elementary School Parent Involvement Policy

Rose Garden Elementary School will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- and that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). [Section 9101(32), ESEA.]

In compliance with Section 1118(a)(2), of the Elementary and Secondary Education Act (ESEA), Rose Garden Elementary School agrees to implement required statutory requirements to:

- Involve parents in the joint planning and development of the school's Title I plan through representation on the school Campus Improvement Committee and participation in fall and spring CIC meetings.
- Involve parents in an Annual Local Review of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation. The Annual Review will be conducted each spring and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent/teacher/and/or student survey data, and a summary analysis of the effectiveness of Title I Services.
- Involve parents in the development, implementation, and review of Parent School Compact. A copy of the compact will be given to parents and reviewed at the fall parent conference. The compact will also be posted on the district website.
- Involve parents in the planning and development of effective parent involvement activities through representation on the school's Campus Improvement Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind.
- Build the schools' and parents' capacity for parent involvement by: Providing parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting, through quarterly progress notices, at parent-teacher conferences and on the school website.

- Providing materials, resources and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications, through the school website, and Communities in Schools. Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a family Literacy Night, Math Night, Science & Health Night, etc.
- Communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, Title I meetings, classroom newsletters, an annual parent survey, parent school compact, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time, as requested by parents.
- Coordinating parent involvement activities with other initiatives including Fall Family Fun Night, a Spring Event, Family Science & Health Night, Pride Day, Parent Teacher Committee and other events created.
- Providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

This Rose Garden School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs as evidenced by several meeting dated: September 6, September 7, September 12, September 14, and September 19, 2017. This policy was adopted by the Rose Garden Elementary Campus Improvement Committee on September 27, 2017. The school will distribute this policy to all parents.

3.2: Offer flexible number of parent involvement meetings

9/4/2020: CIC-8:00 AM Campus Improvement Committee

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Instructional Coach	Heidi Schriewer	
Administrator	Jennifer Keller	AP
Counselor	Laurie Wagner	
Classroom Teacher	Robin Buck	
CIS	Melissa Valdez	
Classroom Teacher	Anna Brown	
Classroom Teacher	Shelley Frost	
Classroom Teacher	April Goertz	
Classroom Teacher	Nancy Vaille	
Non-classroom Professional	Jillian Pratt	
Classroom Teacher	Tanya Acklen	
Non-classroom Professional	David Beck	
Non-classroom Professional	Amy Bailey	
Non-classroom Professional	Carolyn Connelley	
Non-classroom Professional	Robyn Scott	
Campus Secretary	Karen Fey	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,200.00
Sub-Total					\$1,200.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title 1 Part A		\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$4,200.00

Addendums