

Eagle Mountain-Saginaw Independent School District

Remington Point Elementary

2020-2021 Campus Improvement Plan



Mission Statement

The purpose of Remington Point Elementary is to instill a passion for learning that is built on a firm foundation of individual academic success for all students.

Vision

The mission of Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Value Statement

An expression of fundamental values; ethical code, overriding convictions, and rock-solid principles.

1. Every student is a unique individual with unique potential.

2. Timely and accurate communication is key to success.

3. Engaged and interested students learn more effectively.

4. Education is a team effort.

5. High quality educational facilities optimize student and staff success.

6. Accountability is essential to success.

7. A physically and emotionally safe environment promotes student learning.

8. A high quality education is barrier free.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total enrollment- 548

AA- 12.44%

Asian-1.96%

White- 26.190%

Hisp.-53.85%

SPED- 9.49%

Two or more- 4.75%

At-Risk-45.17%

ED-57.12%

LEP-28%

G/T- 4.42%

Demographics Strengths

2019 STAAR Data (2020 STAAR data unavailable):

3rd Grade STAAR MATH: Overall score increase 71% to 83%, increase scores of the following subpops: Hisp., Eco. Dis., LEP

READING: Overall score increase 67% to 68%, increase score of the following subpops: Hisp., LEP

4th grade STAAR MATH: Increase in scores of the following subpops: African American, Caucasian

READING: Overall score increase 71% to 72%, increase in scores of the following subpops: African American, Caucasian, LEP

WRITING: Overall score increase 58% to 65%, increase in scores of the following subpops: Hisp., Caucasian, LEP

Increase in composition scores: 5's grew from 4 to 18, 6's grew from 6 to 10, 7's grew from 2 to 4

5th grade STAAR MATH: Overall score increase 89% to 90%, increase in scores of the following subpops: Hisp., Caucasian, SPED

READING: Overall score increase 83% to 86%, increase in scores of the following subpops: Hisp., Eco. Dis., LEP

SCIENCE: Overall score increase 72% to 78%, increase in scores of the following subpops: Hisp., Eco. Dis., LEP

Problem Statements Identifying Demographics Needs

Problem Statement 1: When student attendance increases, student achievement in creases as well. **Root Cause:** Overall attendance rate was 95.84%, goal is 97%.

Student Achievement

Student Achievement Summary

Student achievement is being measured and monitored regularly through use of the SLO goal setting and RtI. Teachers are regularly monitoring student comprehension and application of strategies and work output. We utilize out time in PLC meetings to disaggregate student data for the purpose of monitoring goals and providing enrichment or interventions as appropriate. Forms of assessments that are used to gauge learning are BOY, MOY and EOY BAS scores, district common assessments, universal screeners, STAAR scores, student progress reports/report cards and other formative and summative assessments. Goal setting and progress monitoring is conducted in part by students and shared with parents. Campus specialists also provide support and intervention to Tier 3 to students.

Student Achievement Strengths

3rd Grade STAAR MATH: Increase in overall score (+12), Subpop score increase in Hispanic, Eco. Disadvantages, LEP and SPED students

READING: Increase in overall score (+4), Subpop score increases in Hispanic and LEP students

4th grade STAAR MATH: Subpop score increases in African American and Caucasion students

READING: Increase in overall score (+1), Subpop score increases in African American, Caucasion, and LEP students

WRITING: Increase in overall score (+8), Subpop score increase in Hispanic, Caucasion, and LEP students,

Increase in students earning a composition score (students earning 5's increased from 4 to 18, 6's increased from 6 to 10, 7's increased from 2 to 4).

5th grade STAAR MATH: Increase in overall score (+1), Subpop score increases in Hispanic, Caucasion, and SPED students

READING: Increase in overall score (+3), Subpop score increase in African American and Hispanic scores

SCIENCE: Increase in overall scores (+6), subpop score increase in Hispanic, Eco. Disadvantaged and LEP scores

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are retuning for the 2020-21 school year with increased academic deficits. **Root Cause:** Loss of 11 weeks of typical, in-class instruction due to COVID-19

School Culture and Climate

School Culture and Climate Summary

Staff: According to our staff climate survey, teachers report they feel engaged in their work and are proud to work for EMS ISD. We continue to focus our efforts to improve teacher recognition and promote the many opportunities for teacher leadership on the campus and within the district.

Student: Students are recognized in various ways for their positive behavior and appropriate decision making. We teach and model behaviors that will grow students into becoming outstanding citizens of their home and school communities. Leadership roles and responsibilities are provided to students as well.

School Culture and Climate Strengths

Over the past year, teachers share that they feel they have more of a voice. We have encouraged teacher leadership through our various committees and in PLC meetings. More collaboration opportunities have led to productive conversations that address student achievement and thinking "outside the box" to problem solve.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: When teachers feel recognized for their work and effort, they are more likely to feel appreciated and have feelings of efficacy. **Root Cause:** According to the school climate survey, teachers feel that they need more recognition for their work.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year we have integrated a K-5 bilingual program into our campus which is approximately 8 new classrooms with one of those teachers being new to EMS ISD. There are 4 teachers and 2 new paraprofessionals. Staff quality is measured by their student data and strong Tier 1 instruction. To continue to improve instructional practices, teachers will be provided professional development and learning opportunities that tie directly to our campus mission and vision as well as district curriculum and INSPIRE 2022 strategies. Instruction will be monitored regularly with feedback given that supports student growth and teacher instruction.

In addition to providing the staff with academic and instructional supports, we are also focusing on giving teachers training and supports needed to address maladaptive behavior in the classroom. Trainings will focus on how to identify the root causes (needs that are not being met), the importance of building a rapport with students and issuing fair and appropriate consequences using PBIS strategies.

Staff Quality, Recruitment, and Retention Strengths

Remington Point Elementary continues to recruit and maintain quality teachers through a careful selection process. Teachers that require additional levels of instructional support are provided growth opportunities through T-TESS and work with campus administrators. Feedback is given regularly and observations/evaluation conducted to monitor teacher growth and performance. Student data is also used as a measure of teacher growth.

We review resumes for highly qualified candidates and have a screening process where teachers and administrators work together to select the best fit candidate that shares the same mission and vision for student achievement. Our campus supports teachers personal and professional goals and maintains a "family first" environment.

Parent and Community Engagement

Parent and Community Engagement Summary

RPE works closely with the community and parents to ensure bridges are built, especially this year with the integration of a K-5 bilingual program. Our PTA is a strong supporter and coordinator of our community/parent events. They are hosting events such as a Back to School picnic on September 19, 2019 as well as other opportunities for families to come together: Muffins with Mom, Granola with Grandparents, Donuts with Dad, family movie night, Family Literacy night, "Cookies and Canvas", Pi Day (pie and math night), Perot science truck and a bicycle safety night during Bike Safety Week. Our campus also hosts donations for Thanksgiving and Christmas family meals, sock drive, winter coat drive and an Angel Tree during the holidays.

Priority Problem Statements

Goals

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 1: All students assessed with the BAS will make one years growth.

Evaluation Data Sources: BOY, MOY and EOY BAS data and SLO progress monitoring

Summative Evaluation: None

<p>Strategy 1: All reading teachers will regularly progress monitor their student's BAS scores. The data will be tracked on the SLO data tracking form. Teachers will analyze what specific literacy elements are being mastered and which ones the student is still having trouble with so that instructional practices can be adjusted.</p> <p>Strategy's Expected Result/Impact: Students will gain at least one years worth of literacy growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Title Reading teacher, Literacy Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 - Title 1, Part A</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: The campus Intervention Coaches will support teachers ongoing learning in the areas of literacy, specifically Guided Reading, collecting and analyzing running records, and providing quality instruction both virtually and in-person, to all students.</p> <p>Strategy's Expected Result/Impact: The coaching support will:</p> <p>1. Increase teacher instructional efficacy 2. Show regular gains in BAS growth</p> <p>Staff Responsible for Monitoring: Instructional coaches, campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Intervention Coach materials - 211 - Title 1, Part A - \$500</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 2: 80% of the 3rd, 4th and 5th grade students will meet or exceed the expectations of a 70% passing rate on each nine weeks district common reading and math assessments.

Evaluation Data Sources: Nine week district common assessment data

Summative Evaluation: None

<p>Strategy 1: 100% of the 3rd, 4th and 5th grade math and reading teachers will participate in regular planning sessions (both face-to-face and virtually) with campus administrators and specialists to analyze the curriculum guide and plan for instruction, assessment and intervention.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more efficacious about their Tier 1 instruction, and data will support an increase in student achievement.</p> <p>Staff Responsible for Monitoring: 3rd-5th reading and math teachers, campus administrators and specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: Title 1 funds, substitute teachers - 211 - Title 1, Part A - \$1,440</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will employ the below strategies to assess student learning in preparation for each common assessment: -Backward design lesson planning -Kagan and/or Lead4Ward structures -Planning instruction using the R/R/SE framework -High-Yield instructional strategies -PLC data digs -SIOP</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on each of the 9 weeks common assessments in reading and math.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Title specialists, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

<p>Strategy 3: Teachers will participate in Kagan collaborative learning structures. These structures are designed to enhance learner engagement, support classroom management and student achievement. It also aligns with the Fundamental 5 chapter 4 (Work in the Power Zone) and chapter 5 (Frequent, small-group, purposeful talk about the learning.</p> <p>Strategy's Expected Result/Impact: Kagan structures will be utilized to promote purposeful student talk and allow opportunities to engage in conversation that is based on explanation and justification.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, math specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 3: 100% of our teachers will progress monitor student learning using the SLO model and student data tracking form.

Evaluation Data Sources: Student SLO tracking form

Summative Evaluation: None

<p>Strategy 1: Each teacher will set a student goal for the class and regularly monitor student progress. Teachers will use the SLO form that will be used for PLCs and instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss student results documented in the tracking form and identify necessary changes and adjustments to instruction based on the data.</p> <p>Staff Responsible for Monitoring: Campus teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Students will set and track their own academic goals in their goal folder.</p> <p>Strategy's Expected Result/Impact: Student achievement will rise when students set their own goal, progress monitor, and set action plans for how they will achieve that goal.</p> <p>Staff Responsible for Monitoring: Classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 4: 100% of all teachers, specialists and campus administrators will participate in RtI meetings to monitor students in Tier 2/3.

Evaluation Data Sources: RtI student intervention logs kept by classroom teachers and specialists

Summative Evaluation: None

<p>Strategy 1: RtI meetings will be held every 25-35 instructional days with campus administrators, instructional specialists and classroom teachers to review Tier 2 and 3 student data. Goals will be reviewed, instructional strategies discussed, and new goals proposed.</p> <p>Fall dates are TBA and will be based on our school start date and calendar</p> <p>Strategy's Expected Result/Impact: Struggling learners will receive targeted instruction based on their needs and learning styles to close their achievement gap.</p> <p>Staff Responsible for Monitoring: Campus administrators, classroom teachers and instructional specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 1: 100% of classroom teachers will work in Professional Learning Communities (PLC) to review student achievement data virtually through TEAMS or in-person

Evaluation Data Sources: Teacher submitted meeting minutes and agenda

Summative Evaluation: None

<p>Strategy 1: Teachers will meet regularly to discuss student achievement of designated learning objectives. Teachers will use the data to make adjustments to their instruction in order to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: The PLC time will allow teachers to discuss the 4 guiding questions and analyze student data that gauges understanding.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 2: The campus and PTA will partner to provide parents with educational and social events via ZOOM that are designed to strengthen the school/home/community partnerships.

Evaluation Data Sources: Event attendance, feedback, community link and other local merchants

Summative Evaluation: None

<p>Strategy 1: Our campus PTA will host virtual events for parents and students that target building home-to-school partnerships, community involvement, parent involvement, promote citizenship and give parents opportunities to learn how they can support their child's social and academic growth at home.</p> <p>Strategy's Expected Result/Impact: The PTA hosted activities will strengthen lines of communication and interaction between parents, the school and our community so that we can build a partnership that improves the lives of students socially, emotionally and academically.</p> <p>Staff Responsible for Monitoring: Campus administration, PTA president (1st grade teacher)</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 3: The campus Community Outreach Committee will utilize the program, "Raising Highly Capable Kids". The program is designed to provide parents with tools that assist them with how to raise children in the 21st century. The program will be offered in the Spring of 2021 pending return to in-person learning. If in-person learning is not possible, the trainign will be offered virtually.

Evaluation Data Sources: Parent University attendance record

Summative Evaluation: None

<p>Strategy 1: RPES will offer a Parent University training, "Raising Highly Capable Kids", to support parents as they work with the school to raise students who are productive citizens in their home and school communities.</p> <p>Strategy's Expected Result/Impact: Increased partnership between school and community, increased parent efficacy in how to help raise independent and highly-functioning children.</p> <p>Staff Responsible for Monitoring: P.U. facilitators</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Feeding attendees - 211 - Title 1, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 1: 100% of students will participate virtually in character building opportunities and learning sessions that are designed to improve campus culture and individual social/emotional growth. The learning will be lead by our campus counselor.

Evaluation Data Sources: Discipline referrals, LiiNK observation data, counseling sessions

Summative Evaluation: None

<p>Strategy 1: Our KG-4th grade students will participate in the LiiNK Project. The teachers will implement daily Positive Actions lessons that teach students how to interact appropriately, problem solve independently.</p> <p>Strategy's Expected Result/Impact: With integration of the LiiNK project, students will be given the opportunity to appropriately exert their physical energy, remain focused on class work, and learn how to interact in a positive way with other students in authentic social settings.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: LiiNK kits for new teachers - 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: 100% of the students in grades 3-5 will be taught social skills and conflict resolution strategies through use of the Great Expectations methodologies.</p> <p>Strategy's Expected Result/Impact: Students will meet with the school counselor and classroom teachers to discuss and model coping strategies, how to resolve conflict peacefully, and advocate appropriately for self. Expected impact is that students will be able to interact in a way that is productive and conduct themselves in a manner that is conducive to healthy relationships and positive self-image.</p> <p>Staff Responsible for Monitoring: Classroom teachers, school counselor, administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 2: A Counseling Committee will be assembled to collaborate about goal setting, plans of action and implementation toward creating a safe and nurturing environment for all students.

Evaluation Data Sources: Reduced discipline and counseling referrals, attendance, observations

Summative Evaluation: None

<p>Strategy 1: A committee comprised of staff, parents and community members will work together to offer virtual and face-to-face activities and opportunities for social/emotional student growth and development.</p> <p>Strategy's Expected Result/Impact: -Students will appreciate and value others based on both similarities and differences. -Students will be able to demonstrate good character and responsibility in their home and school communities. -Students will also be able to research and understated opportunities to them post- high school. -Attendance rate will increase (97% or higher each nine weeks)</p> <p>Staff Responsible for Monitoring: School counselor, teachers, administrators</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: RRW supplies - 199 - General Fund - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 3: All of our instructional staff will participate a book study that targets helping teachers understand the dynamic social and emotional needs of students and how to meet their needs.

Evaluation Data Sources: Teacher participation and reflection pieces

Summative Evaluation: None

<p>Strategy 1: All instructional staff will be introduced to the Dr. Ruby Payne framework for understanding emotional poverty as it relates to our demographic of students. We will also incorporate our learning from our 2019-2020 bookstudy, "If She Only Knew me", by Jeff Gray and Heather Thomas.</p> <p>Strategy's Expected Result/Impact: The anticipated outcome is that teachers understand how to address student's social and emotional needs through a variety of resources.</p> <p>Staff Responsible for Monitoring: Teachers and campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	LiiNK kits for new teachers		\$1,000.00
3	2	1	RRW supplies		\$2,000.00
Sub-Total					\$3,000.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Intervention Coach materials		\$500.00
1	2	1	Title 1 funds, substitute teachers		\$1,440.00
2	3	1	Feeding attendees		\$1,000.00
Sub-Total					\$2,940.00
Grand Total					\$5,940.00

Addendums