

Randolph Field Independent School District
Randolph Elementary School
2015-2016 Campus Improvement Plan



Mission Statement

The purpose of education at Randolph Field ISD is to prepare individuals to be continual learners who are successful, productive, responsible citizens. To achieve this purpose, students will access and process information, solve problems, and communicate, working as individuals and as team members, using technology to facilitate their learning.

Vision

All members of the Randolph Field ISD community will work as a unified team to support and promote high levels of achievement for each student, every day by setting clear expectations, establishing mutual accountability, and demonstrating commitment at all levels.

Value Statement

Therefore, as members of the RFISD team, we commit to:

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refining standards and practices that support our vision and applying them consistently.

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- asking questions for clarity, respecting the value of time, and establishing a climate that promotes “learning by doing.”

- collaborating to create assessments, systematically providing intervention and enrichment, and sharing best practices to facilitate student learning.

- exercising flexibility to change, modify, and improve our goals and expectations while allowing all voices to be heard and supporting the will of the group.
- challenging and encouraging each student to work to his or her highest potential, regardless of prior performance, while honoring individual strengths and weaknesses.
- continuing to foster relationships and shared responsibility within the school community through open and clear communication.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Out of the 589 students currently enrolled at Randolph Elementary, 19% are Hispanic, 11% Multi-racial, 49% are White, 15% are Black, 2% are Asian, 3% are Native American or Alaskan Native, 1% are Hawaiian or Pacific Islander. In addition, 9.6% are economically disadvantaged, 1% are English Language Learners, 10% are At-Risk, and RES has a 20.6% mobility rate. Class size averages are consistent with the state.

Demographics Strengths

Students are able to focus on their learning, as their needs are being met, and language is not a barrier.

Demographics Needs

A continuing challenge at Randolph Elementary is our continuous student mobility rate from year to year and during the school year as military rotation orders directly impact the student population. Our current mobility rate is at an average of 20%. New students that arrive at various points in the school year have to be caught up with those TEKS skills gaps that are quickly identified and are then taught up to grade level expectations. ESL, while still a small percentage of our population, continues to grow in more areas of language other than just Spanish and is a challenge for our ESL program. With the continued improvement on identifying and supporting Dyslexia populations Randolph Elementary has supported the service needs of students with identified with Dyslexia. With the unique nature of the direct intervention required by the state, Dyslexia services will continue to be an area of concern and need.

Student Achievement

Student Achievement Summary

Students last year at Randolph Elementary performed at 89% or above in all STAAR assessed subject areas and within all demographic groups. The percentage of students scoring at the advanced level in reading was 38%, Math 27%, Writing 13%, and Science 12%. African American and Hispanic students are scoring **slightly** below white students at the advanced level. TPRI data shows that 63 out of 97 Kindergarten students were at a developed level in their initial assessment at the beginning of the year. 68 out of 97 Kindergarten students were still developing in Deleting initial sounds and 80 out of 97 kindergarten students were Deleting final sounds. In First grade 61 out of 102, 60%, first grade students scored Developed on reading comprehension on the initial assessment, and Second grade 61 out of 94, 65%, students scored Developed in reading comprehension on the initial assessment.

Student Achievement Strengths

In all grade levels of our testing population, we had 38% at the academically advanced level in reading and 27% at the academically advanced level on the math assessment. TPRI data shows that students in the early childhood grades are being successful in reading.

Student Achievement Needs

Only 13% of grade 4 students scored at the advanced level on the writing assessment. The data showed that an area of weakness is in the writing process in expository writing and a continued focus on improving editing and revising skills. Therefore, our campus SMART goal directly addresses these areas of the writing assessment.

A question was raised by the Campus Improvement Committee about the depth of service provided for the GT program. The GT coordinator provided additional information regarding current district practice. The District provides for training of all classroom teachers their 6 hour GT update as well as providing time to teachers to pursue the 30 hour qualification. GT is differentiated within the classroom and through the time provided for intervention and enrichment. There is currently no pull out program to work on project based instruction.

School Culture and Climate

School Culture and Climate Summary

Randolph Elementary School operates as a Professional Learning Community with a culture of collaboration and a focus on student learning. School schedules are designed to allow for maximum time to collaborate during the school day. Teacher leadership is encouraged and supported through professional development and coaching. Staff have worked together to commit to common principals under which the campus operates.

School Culture and Climate Strengths

Schedules and processes are in place to allow for effective collaboration. The vast majority of teachers understand and are committed to the collaborative work of the teacher/grade level teams.

School Culture and Climate Needs

Staff turnover, while not high, requires ongoing professional development and support each year for the structures and functions of the PLC model. A higher than usual turnover rate will be monitored if it occurs and teacher mentorships and coaching will be offered for new staff if necessary.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over 50% of the teachers have more than 10 years experience in the teaching profession. 6% of the students are served by special education and 5.2% are served in the Gifted and Talented program. 100% of Randolph elementary teachers are Highly Qualified.

Staff Quality, Recruitment, and Retention Strengths

RFISD employs experienced teachers able to meet the needs of the students.

Staff Quality, Recruitment, and Retention Needs

As an increase in the number of students in ESL and Dyslexia services increase, there will be a need to increase staff or a change in program design.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Randolph Elementary teachers implement a system of both formative and summative assessments in order to ensure timely intervention and enrichment take place. Teachers are equipped with a multitude of resources in order to ensure the TEKS are taught at the depth required for student success. Technology is an important aspect of instruction and all classrooms are equipped with interactive whiteboards as well as both laptops and iPads.

Curriculum, Instruction, and Assessment Strengths

Reading instruction is supported by two and a half-time reading specialists who work with teachers to improve reading instruction across the campus. Additionally, mathematics instruction is supported by a math specialist with a focus on grades K-2.

Curriculum, Instruction, and Assessment Needs

Student assessment data indicates that writing is an area that needs improvement.

Family and Community Involvement

Family and Community Involvement Summary

In the 2014-2015 school year, RES logged a total of 6,140 volunteer hours. This was a decrease of hours from previous school year by 1,240. PTO reported a disruption in the data recorded due to many members lost at the end of the previous school year and at the beginning of the next and the slow process of reconstituting a functioning PTO. As a result the level of documented hours at the beginning of the school year was not present. Additional communication and support in working with the PTO members and better systems of recording parent participation in School wide functions have been implemented.

Family and Community Involvement Strengths

RES has exceptionally high levels of parent involvement and support in a variety of activities and events both on and off-campus. As a result of the beginning of the year struggles, better tracking guidelines for parent involvement should represent more parent participation hours.

Family and Community Involvement Needs

Randolph Elementary needs to maintain or increase our current levels of parent involvement.

Technology

Technology Summary

Technology is available for every teacher on campus. Every teacher has access to desktop computers, laptop computers for all students, iPads for students in the classroom, interactive whiteboards, **elmo** devices, dedicated and responsive technology department for technology concerns and training.

Technology Strengths

Every classroom at Randolph Elementary is equipped with enough laptops for every student. 3rd, 4th and 5th grade have enough iPads for every student to use in every classroom with at least 10 iPads at grades Kinder through 2nd grade for paired learning. Interactive **smartboards** are present in every classroom as well as traditional technology such as **Elmos**, teacher desktop computers and teacher laptop/iPads. Technology training is offered frequently through staff development, district technology staff is available for not only technology malfunctions/replacements but also for technology **trainging**.

Technology Needs

Continued practice of staying current with new technology, newest **innoventive** ways other teachers in the state are utilizing technology in the classroom. Teachers need continue to become comfortable with the technology in the classroom to make it become '**seemless**' during the learning process for all students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- AEIS longitudinal data
- AYP longitudinal data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- Teacher **STaR** Chart Technology Data
- Texas **STaR** Chart longitudinal data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: All students will achieve at high levels in an engaging environment

Performance Objective 1: Randolph Elementary School will have 90% of the students score at a proficient level on their writing as measured by a rubric developed by RES grade level teams by May of 2016

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Writing will continue to be implemented across the curriculum.	All classroom teachers.	Evidenced in performance artifacts.				
2) All students will be monitored to show growth. (It is expected that 100% of our students will make growth in writing.)	teachers, school administrators	Growth on Writing Rubric STAAR Progress Index Score				
3) The fourth grade student data on the March 2015 STAAR Writing, revising and editing section will be reported in addition to teacher developed assessments.	4th grade teachers, school administrators	90% of the students will be proficient on the writing, revising and editing sections of the 4th grade Writing STAAR assessment.				
4) All grade level teams will develop goals for Reading and Math in addition to the Writing goal.	Classroom teachers	Grade level SMART goals in Reading, Math, and Writing.				
5) All grade level teams will develop goals for Reading and Math in addition to the Writing goal.	Classroom teachers	Grade level SMART goals in Reading, Math, and Writing.				
6) All teachers will use technology to enrich lessons.	School administration team	Classroom observations, walkthrough observations				
7) All teachers will monitor student's overall yearly academic growth.	Teachers, School administrators	Fountas and Pinell scores, TPRI data, STAAR yearly progress measure.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: All students will achieve at high levels in an engaging environment

Performance Objective 2: Randolph Elementary will have a minimum of 10% of our students at an advanced academic standing on the 4th grade STAAR Writing assessment

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Writing will continue to be implemented across the curriculum.	Classroom teachers	Student work samples				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Randolph Elementary will be support character development of students.

Performance Objective 1: RES teachers and/or counselor will have lessons that focus on character development for students with the initial lesson(s) prior to December 18, 2014.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Lessons on non-violence will be taught throughout the curriculum.	teachers, counselor	lesson plans, counselor lessons, discipline referrals for violent acts.				
2) Specific lessons on bullying will be taught during the school year.	teachers, counselor, school administration.	lesson plans, incident reports on bullying, discipline data.				
3) Students will be recognized for their positive behavior at assemblies and/or on the morning announcements.	Teachers, counselor, school administration, front office staff	Thunderbird Award Certificates, morning announcement scripts.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: RES will be a community of caring where positive, respectful relationships are valued.

Performance Objective 1: Randolph Elementary will increase community and parental involvement by maintaining or having more than 6,400 volunteer hours or community involvement by June 3, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Randolph Elementary School will continue to reach out to the community and encourage all community members and parents to take an active role in activities at the school.	teachers, school administration, front office staff	Open House logs/sign-in sheets, Literacy, Math and Science Night participation, number of parent meetings.				
2) Randolph Elementary School will continue to communicate with our parents by holding conferences, making telephone calls, and sending and responding to e-mail in addition to the learning evenings	classroom teachers, counselor, school administration	e-mail and communication logs.				
3) Randolph Elementary School will continue to work with the Military Child Education Coalition JBSA Parent to Parent team.	School Administration	Number of Parent to Parent meeting sessions, number of parents that attend the meetings.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for Randolph Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.0.101.6.24.0.0	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,395.00
199.11.6118.0.101.6.24.0.0	6118 Extra Duty Stipend - Locally Defined	\$587.00
199.11.6118.10.101.6.24.0.0	6118 Extra Duty Stipend - Locally Defined	\$19,000.00
199.11.6118.2.101.6.24.0.0	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6119.0.101.6.24.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$101,630.00
211.11.6119.0.101.6.24.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,988.00
199.11.6141.0.101.6.24.0.0	6141 Social Security/Medicare	\$7,774.00
199.11.6141.10.101.6.24.0.0	6141 Social Security/Medicare	\$1,500.00
199.11.6141.2.101.6.24.0.0	6141 Social Security/Medicare	\$0.00
211.11.6141.0.101.6.24.0.0	6141 Social Security/Medicare	\$4,584.00
199.11.6142.0.101.6.24.0.0	6142 Group Health and Life Insurance	\$1,605.00
211.11.6142.0.101.6.24.0.0	6142 Group Health and Life Insurance	\$2,694.00
199.11.6143.0.101.6.24.0.0	6143 Workers' Compensation	\$279.00
199.11.6143.10.101.6.24.0.0	6143 Workers' Compensation	\$50.00
199.11.6143.2.101.6.24.0.0	6143 Workers' Compensation	\$0.00
211.11.6143.0.101.6.24.0.0	6143 Workers' Compensation	\$175.00
199.11.6144.0.101.6.24.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,865.00
199.11.6144.10.101.6.24.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$50.00
199.11.6144.2.101.6.24.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6146.0.101.6.24.0.0	6146 Teacher Retirement/TRS Care	\$2,134.00
199.11.6146.10.101.6.24.0.0	6146 Teacher Retirement/TRS Care	\$5.00

199.11.6146.2.101.6.24.0.0	6146 Teacher Retirement/TRS Care	\$0.00
211.11.6146.0.101.6.24.0.0	6146 Teacher Retirement/TRS Care	\$4,635.00
6100 Subtotal:		\$215,950.00
6200 Professional and Contracted Services		
211.11.6299.0.101.6.24.0.0	6299 Miscellaneous Contracted Services	\$250.00
6200 Subtotal:		\$250.00
6300 Supplies and Services		
199.11.6321.0.101.6.24.0.0	6321 Textbooks	\$6,500.00
211.11.6399.0.101.6.24.0.0	6399 General Supplies	\$250.00
6300 Subtotal:		\$6,750.00
6400 Other Operating Costs		
211.11.6499.0.101.6.24.0.0	6499 Miscellaneous Operating Costs	\$1,000.00
6400 Subtotal:		\$1,000.00

Personnel for Randolph Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheryl Deegan	Reading Specialties	Reading Support	
Frank Riggsby	Teacher	Dyslexia	
Kristin Morgan	Reading Specialist, Instructional Coach	Reading Support	
Vicki Poronsky	Reading Specialist	Reading Support	

Title I

Targeted Assistance Program Plan

The Title I targeted **assistance** program plan was based on data from early reading assessments.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

These funds are budgeted to employ two reading teachers that serve kindergarten, first, second, and third grade students.

2: Incorporate Title Planning into Existing School Planning

Title I data is analyzed during the school's comprehensive needs assessment. An annual report about Title I is provided to the Randolph Elementary Campus Improvement Committee.

3: Use of Effective Methods and Instructional Strategies

Flexible grouping techniques are used to serve students in the Title I reading program. Flexible grouping is based on the child's skill needs and reading level. Small groups are used to deliver Title I instruction services. Small group sizes are kept to a minimum to enhance instruction. Small group instruction may be included in the regular class or in the Title I classroom, based on the needs of the students. Student instruction outside of the regular classroom will be minimized.

4: Coordinate with and Support Regular Educational Program

The Title I teachers coordinate and support the regular education program by participating with the regular classroom teachers in planning student's learning activities. Title I teachers will provide instructional coaching to support classroom teachers.

5: Instruction by Highly Qualified Teachers

Based on a student's needs and reading level, flexible grouping across grade levels may be used with limitations. The Title I teachers shall be classified as highly qualified.

6: Professional Development

The Title I teachers select appropriate staff development. Title I teachers will include dyslexia training as part of their training.

7: Strategies to Increase Parental Involvement

Parent conferences are held at least two times per year. Special parent events supporting reading such as the Family Reading Academy, Title I Open House, and Family Literacy Night are scheduled throughout the school year.

Parent surveys and evaluations, parent/student conferences, and the State of Texas Assessments of Academic Readiness (STAAR) are used to evaluate the progress of the Title I program. A Parent Advisory Committee will review and evaluate the program and recommend changes to improve Title I.

8: Coordination with Other Programs

Children with disabilities, children with limited English proficiency, children from migratory families and children who are economically disadvantaged will be eligible for services on the same basis as other children selected to receive services. Services with these programs are coordinated with Title I teachers and appropriate staff.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristin Morgan	Reading Instructional Coach	Reading	
Vicki Poronsky	Reading Instructional Coach	Reading	

Plan Notes

Campus Improvement Committee members for the 2015-2016 school year:

Lori Remick (District Administrator)

Allana Hemenway (Campus Principal)

Chris Kiser (Community Member)

Sarah Fisher (Business Member)

Michelle Travis (Parent Member)

Audra Mitchell (Kindergarten teacher)

Nilufar Naibi (1st grade teacher)

Colleen Harmon (2nd grade teacher)

Colleen Aniol (3rd grade teacher)

Sara Thomas (4th grade teacher)

Debbie Tarango (5th grade teacher)

William Woodland (Associate Principal/CIC chair)

CIC meeting dates for the 2015-2016 school year:

9/21, 10/19, 11/16, 12/14, 1/11, 2/22, 3/21, 4/11, 5/16, 5/25