



**ROUND TOP-CARMINE INDEPENDENT SCHOOL DISTRICT  
ROUND TOP-CARMINE ELEMENTARY SCHOOL**

**2022-2023  
Campus Improvement Plan  
Grades PK-6**

Amy Weinert, Principal

## SECTION 1: INTRODUCTION

### **Campus Site-Based Committee Members:**

Amy Weinert – Elementary Principal  
Debra Foster- Counselor  
Linda McCulloch- Nurse/Secretary  
Karina Soto- Parent Representative  
Brooke Michie- Business Representative  
Sofia Massey – Community Representative  
Nicole Bage – Paraprofessional  
Susan Leppard– Teacher  
Tiffani Brooks– Teacher

### **Advisory Role:**

Brandon Schovajsa- Superintendent  
Gwen Stork – Business Manager  
Breanna Leonhardt – Teacher  
Laura Robertson – Teacher  
Blake Goehring – Teacher  
Suzanne Krause – Teacher  
Anna Aschenbeck – Teacher  
Susan Leppard– Teacher  
Amy Angell– Special Education Teacher  
Katie Boykins - Teacher  
Graciela Blazek – Instructional Aide  
Nicole Bage– Instructional Aide/ librarian  
Sidnie Byrkett- Instructional Aide  
Veronica Skaggs – Cafeteria Manager

## MISSION STATEMENT

### ROUND TOP-CARMINE ELEMENTARY SCHOOL

Round-Top-Carmine Elementary School is dedicated to providing all of its students with an educational program that will allow them to develop to their full potential intellectually, physically, and socially in such a way that it:

- creates and maintains a school culture in which the students and student achievement are the number one priorities,
- further develops and maintains an attitude of teamwork, cooperation, and dedication for the good of the student,
- encourages continued communication with all parties involved in the education of students, including teachers, parents, guardians, school board, and administration,
- improves and maintains the school facilities and school atmosphere to make school a safe and positive place to learn.

So that, the school is a place in which students are achieving to their fullest potential, self-esteem of the students and satisfaction of the teachers is raised to its highest level, parents are well informed about the process and progress of the educational experiences of their children, and community support and recognition of the level of excellence attained by the students and the school is maintained at the highest level.

SECTION 2: COMPREHENSIVE NEEDS ASSESSMENT

Attendance Rate:

2014-2015: 96.68  
2015-2016: 97.03  
2016-2017: 96.9%  
2017-2018: 97%  
2018-2019: 97.6%  
2019-2020: 97.97%

History of Adequately Yearly Progress:

2014-2015: Waiver  
2015-2016: Waiver  
2016-2017: Met AYP  
2017-2018: Met AYP  
2018-2019: Met AYP

2020-2021 STAAR DATA:

| STUDENT GROUP     | READING | MATH | WRITING | SCIENCE |
|-------------------|---------|------|---------|---------|
| All Students      | 76      | 85   | 76      | 100     |
| African American  | **      | **   | **      | **      |
| White             | 82      | 89   | 75      | 100     |
| Hispanic          | 63      | 79   | **      | 100     |
| Economically Dis. | 72      | 78   | 83      | 100     |

2019-2020 STAAR DATA:

| STUDENT GROUP     | READING | MATH | WRITING | SCIENCE |
|-------------------|---------|------|---------|---------|
| All Students      | 85      | 90   | 63      | 95      |
| African American  | **      | **   | **      | **      |
| White             | 94      | 93   | 64      | 100     |
| Hispanic          | 64      | 82   | **      | 100     |
| Economically Dis. | 68      | 77   | 57      | 100     |

2018-2019 STAAR DATA:

| STUDENT GROUP     | READING | MATH | WRITING | SCIENCE |
|-------------------|---------|------|---------|---------|
| All Students      | 85      | 94   | 86      | 95      |
| African American  | **      | **   | **      | **      |
| White             | 92      | 95   | 94      | 100     |
| Hispanic          | 81      | 88   | **      | 100     |
| Economically Dis. | 68      | 89   | **      | **      |

2017-2018 STAAR DATA:

| STUDENT GROUP     | READING | MATH | WRITING | SCIENCE |
|-------------------|---------|------|---------|---------|
| All Students      | 78      | 93   | 63      | 100     |
| African American  | **      | **   | **      | **      |
| White             | 85      | 95   | 64      | 100     |
| Hispanic          | 64      | 85   | **      | **      |
| Economically Dis. | 67      | 84   | **      | 100     |

2016-2017 STAAR DATA:

| STUDENT GROUP              | READING | MATH | WRITING | SCIENCE |
|----------------------------|---------|------|---------|---------|
| All Students               | 89      | 94   | 86      | 90      |
| African American           | **      | **   | **      | **      |
| White                      | 92      | 95   | 100     |         |
| Hispanic                   | 81      | 88   | **      | 86      |
| Economically Disadvantaged | 78      | 89   | **      | 89      |

2015-2016 STAAR DATA: PENDING TAPR DATA FOR 2016

| STUDENT GROUP              | READING | MATH | WRITING | SCIENCE |
|----------------------------|---------|------|---------|---------|
| All Students               | 73      | 76   | 69      | 79      |
| African American           | **      | **   | **      | **      |
| White                      | 91      | 91   | 100     | 69      |
| Hispanic                   | 81      | 89   | 71      | **      |
| Economically Disadvantaged | 86      | 86   | 90      | **      |

### School Profile

RT-C Elementary is one of two campuses in RT-C Independent School District. RT-C Elementary opened its doors in 1944 and serves 128 students in grades PK to 6th grade. The campus is organized into self-contained classrooms for grades PK-1, 2nd and 3rd are a team teach and the campus is departmentalized for grades 4-6 in the subjects of science, social studies, math, and reading/language arts. Students are afforded the opportunities to experience physical education, computer literacy, music/band, art, and library classes.

### Special Programs

Our Title I program consists of parent involvement activities, professional development activities, and instructional methods focused on meeting students' needs (dyslexia, early intervention, reading, and math). Our ESL/Title III program is a content-based or pull-out model that strives to successfully transition students by fifth grade. Most teachers are ESL certified. Our G/T program provides appropriately challenging and differentiated learning opportunities for any G/T student, grades K-6, in the four core academic areas.

**Goal 1: RT-C Elementary will support and expect all staff to incorporate innovative practices based on student needs and current educational research in order to promote student success.**

**Objectives**

**Objective A:** RT-C Elementary will provide for continuing professional development opportunities focused on current educational research.

**Objective B:** Curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.

**Activity Statements**

| Goal 1 | Activity   | Person Responsible    | Resource/Funding          | Time Frame      | Evaluation  |
|--------|--|-----------------------|---------------------------|-----------------|---|
| 1      | RT-C Elementary will provide focused professional development that is coordinated between the district initiatives and campus needs (i.e. Student Engagement, Multicultural teaching, Differentiated Instruction & technology in the classroom ) | Principal<br>Teachers | Campus,<br>District funds | August –<br>May | -Agendas<br>-Staff development handouts<br>-Sign-in sheets<br>-Workshop attendance<br>- Surveys |
|        |  |                       |                           |                 |   |

| Goal 1 | Activity  | Person Responsible                                    | Resource/Funding                                      | Time Frame | Evaluation   |
|--------|---|---|---|------------|--|
| 2      | <p>Research-based interventions and progress monitoring will be provided for at-risk students</p> <ul style="list-style-type: none"> <li>• ExactPath by Edmentum</li> <li>• Education Galaxy</li> <li>• DMAC test banks</li> <li>• Discovery Education</li> <li>• BrainPop</li> <li>• Flocabulary</li> <li>• Reading by Design (dyslexia)</li> <li>• Accelerated Reader (grades 1-3)</li> </ul> | <p>-Teachers<br/>-Administration<br/>-Specialists</p> | <p>-Local funds<br/>-Staff Time<br/>- ESSER Funds</p> | Ongoing    | <p>-logs of students tutored<br/>-Grade data and common assessments will show at-risk student progress<br/>- evidence of use in lesson plans</p> |



**Goal 2: Parents and Community Members Will Be Actively Engaged**

***Objectives***

**Objective A:** Parental involvement will be increased through volunteer opportunities as well as school activities.

**Objective B:** RT-C Elementary will increase community involvement and awareness on our campus.

**Activity Statements**

| Goal 2 | Activity  | Person Responsible  | Resource/Funds                          | Time Frame      | Evaluation  |
|--------|---|---|---|-----------------|---|
| 1      | Schedule activities during and after school to involve parents in their child’s education.  | -Principal<br>-Volunteers<br>-Parents’ Club<br>-Teachers                                    | Campus Budget<br>Parents’ Club<br>Funds | August –<br>May | Survey or Evaluation<br>Sheets at events,<br>Sign-in sheets<br>List of community<br>members participating |
| 2      | Create opportunities to have HS students interact with elementary students in a positive, motivating way that will provide unity between the campuses | -Both principals<br>-Counselor<br>-Teachers who sponsor clubs or organizations<br>- Coaches | None                                    | August-<br>May  | List of activities  |
| 3      | Encourage teachers to use community members as resources to support   | -Principal<br>-Volunteers<br>-Teachers  | None                                    | Ongoing         | Volunteer data  |

| Goal 2 | Activity  | Person Responsible             | Resource/Funds  | Time Frame          | Evaluation               |
|--------|---|--------------------------------|---|---------------------|--------------------------|
|        | academics and classroom activities  |                                |   |                     |                          |
| 4      | Parents will register students in Parent Portal each year   | -Linda McCulloch               | Parent access to computers at the school and/or Round Top Family Library, if needed, translator | June through August | Registration information |
| 5      | The campus website, Remind, and district/campus social media outlets will be used to actively communicate with parents and community members. | -Principal<br>-Linda McCulloch | Staff Time  | Ongoing             | Parent survey            |

| Goal 2 | Activity   | Person Responsible                           | Resource/Funds | Time Frame            | Evaluation                       |
|--------|--|--|----------------|-----------------------|----------------------------------|
| 6      | Write a family engagement plan for Pre-K families. Teachers in grades K-6 will reach out to parents to share valuable knowledge that pertains to topics of lessons with students. Librarian will reach out to community members to read to students at school. | -Principal<br>- Teachers<br>-Librarian       | Staff time     | August -<br>September | Parent involvement documentation |
| 7      | Parents and families will be encouraged to come to school for lunch, for assemblies, ceremonies, fund raisers, classroom celebrations, etc.  | -Principal<br>-Teachers<br>- Veronica Skaggs | None           | August -<br>May       | Sign in lists when applicable    |

**Goal 3: RT-C Elementary will provide a safe and supportive learning environment for all students.**

**Objectives**

Objective A: RT-C Elementary will manage student behavior in a manner that is consistent with the Code of Conduct.

Objective B: RT-C Elementary will incorporate a character education program that teaches, models, practices, and recognizes good character for all students.

**Activity Statements**

| Goal 3 | Activity   | Person Responsible                    | Resource/Funds | Time Frame     | Evaluation   |
|--------|--|---------------------------------------|----------------|----------------|--|
| 1      | A Character Education program, SEL – social and emotional learning, will be in place and celebrated with a ceremony each 6 weeks period. | -Principal<br>-Counselor<br>-Teachers | - local funds  | August - April | -Lesson plans<br>-counselor lessons<br>-ceremony scripts   |
| 2      | A committee of the principal and selected staff members will review the current Student Handbook and suggest changes if needed.          | -Principal                            | None           | July           | Final approval by the Superintendent and Board of Trustees |

| Goal 3 | Activity  | Person Responsible                | Resource/Funds         | Time Frame | Evaluation   |
|--------|---|-----------------------------------|------------------------|------------|--|
| 3      | Review morning routines, classroom routines and procedures, lunches, transitions, and dismissal routines to optimize student supervision & safety | -Principal<br>-Teachers<br>-Staff | Staff development time | August     | Classroom procedure lists, all staff duty rosters, staff requirement documentation for student supervision |
| 4      |   | -                                 |                        |            |  |

**Goal 4: Create a learning environment that provides educational opportunities in which all students achieve academic success.**

**Objectives**

**Objective A:** Technology will be incorporated into instruction, learning, and management.

**Objective B:** Increase the core subject area grades for students performing below grade level.

**Objective C:** Educate students with knowledge and skills needed for success in STAAR testing as well as in secondary, higher education, and future careers.

**Activity Statements**

| Goal 4 | Activity   | Person Responsible  | Resource/Funds                           | Time Frame      | Evaluation  |
|--------|--|---------------------|--|-----------------|---|
| 1      | Incorporate digital media into classroom activities  | Classroom teachers  | Staff time<br>ESSER Funds<br>Local Funds | August –<br>May | -Student projects include digital media<br>-Walk-through forms<br>-Lesson Plans |
| 2      | Teachers will be required to use Google Classroom at least weekly and be prepared to implement distance learning at short notice if mandated by the Governor | Principal, teachers | Peer teaching among staff                | August -<br>May | Lesson plans, observation data, Training logs                                   |

| Goal 4 | Activity  | Person Responsible  | Resource/Funds   | Time Frame   | Evaluation                       |
|--------|---|---|--|--------------|----------------------------------|
| 3      | Create time, resources, and personnel to add pull out reading and math intervention as RtI level 2 for students who have fallen significantly behind. | Principal, Special Education teacher, ESL coordinator, 504 coordinator, Teachers, paraprofessionals | Special Education, Comp Ed, Title I funding for an additional part time paraprofessional and reading improvement resources | August - May | Pre & post testing, observations |

**Goal 5: RTC-Elementary will provide educational opportunities that will meet the unique needs of all students.**

***Objectives***

**Objective A:** Students identified as Gifted and Talented will be representative of the RT-C Elementary student population.

**Objective B:** Interventions for all RT-C Elementary students will be provided prior to making a referral for special education testing.

**Objective C:** Opportunities will be provided which encourage and increase student participation in school-sponsored activities.

**Activity Statements**

| Goal 5 | Activity   | Person Responsible              | Resource/Funds   | Time Frame            | Evaluation                                     |
|--------|--|---------------------------------|--|-----------------------|--|
| 1      | Principles of differentiated instruction will be incorporated into classroom instruction | -Teachers<br>-Principal         | Region 13<br>Teacher<br>research &<br>sharing                              | Ongoing               | -Teacher lesson plans<br>-Walk-through forms   |
| 2      | A new art program will be implemented for all grades.                                    | -principal<br>-Mrs. Soto (para) | Local funds;<br>Education<br>Foundation<br>grant will be<br>applied for... | August through<br>May | -student surveys<br>-student work<br>displayed |



| Goal 5 | Activity  | Person Responsible             | Resource/Funds  | Time Frame   | Evaluation  |
|--------|---|--------------------------------|---|--------------|---|
| 3      | Create time in the school day for all students to participate in activities leading to enrichment and G/T opportunities; field trips, projects, leadership activities | -Principal<br>-Teachers        | Staff time<br>Community volunteers  | August – May | Surveys of students and teachers and volunteers, logs of activities & participants, Lesson plans, |
| 4      | Add more opportunities for students to display work and/or do exhibitions of work   | Principal, teachers, Librarian | Staff time<br>Display case placed outside cafeteria.<br>Foundation grant will be applied for. | Ongoing      | Dates and times of events   |
| 5      | Revise & redesign the Positive Behavior Awards, & ice cream treats on Friday for reading to the Principal (grades 1-3)  | Principal<br>Teachers          | Local funds   | ongoing      | Log of students rewarded  |

| Goal 5 | Activity   | Person Responsible         | Resource/Funds | Time Frame                               | Evaluation   |
|--------|--|----------------------------|----------------|--|--|
| 6      | Pursue public recognition of student work, awards, accomplishments               | Principal, teachers        |                | August – May<br>-to be planned in August | Copies of information sent to newspapers, etc. & copies of articles/photos in the papers |
| 7      | Formally, add a whole school “Sing Along” as an assembly the last week of school | Principal, teachers, paras | none           | December and May                         | Parent, student, teacher feedback  |

**STUDENT PORTAL UNIQUE ACCESS CODE** The access code will provide families with confidential login information to view a student’s assessment results online. The Student Portal can be accessed at <http://www.TexasAssessment.com/Students>. Families will have access to assessment results that include STAAR, TAKS, and TELPAS administrations. Prior to the 2007–2008 school year, only higher level information (e.g. met standard, scale score, etc.) will be available for TAKS and TELPAS. Students requiring record updates due to invalid student ID information provided on the answer document, or information that does not match the student directory, will not receive a student data portal access code.

