



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

**2019-2020  
Campus Improvement Plan  
Grades PK-6**

Kate Schoen, Principal

## SECTION 1: INTRODUCTION

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

Kate Schoen – Elementary Principal  
Monica Fricke- Counselor  
Linda McCulloch- Nurse/Secretary  
Jane Rohde - Parent Representative  
Jennifer Coil- Parent Representative  
Betty Sacks- Business Representative  
Kathy Schatte – Community Representative  
Nicole Bage – Paraprofessional/librarian  
Susan Leppard – Teacher  
Rachael Blasig – Teacher

### **Advisory Role:**

Brandon Schovajsa- Superintendent  
Gwen Stork – Business Manager  
Tiffani Brooks – Teacher  
Jenna Folsom – Teacher  
Blake Goehring – Teacher  
Suzanne Krause – Teacher  
Natalie Norsworthy – Teacher  
Bonnie Pesch – Teacher  
Scott Davis– Special Education Teacher  
David Robbins – Music/Band Director  
Katie Boykins - Teacher  
Graciela Blazek – Instructional Aide  
Karina Soto – Instructional Aide  
Deanna Radenz – Instructional Aide  
Sofia Galvan- Instructional Aide  
Nancy Evans – 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 (C)  
 2015-2016: 97.03 (C)  
 2016-2017: 96.9% (C)  
 2017-2018: 97.13  
 2019-2019 : 97.49

History of Adequately Yearly Progress:

2012-2013: MET AYP  
 2013-2014: Waiver  
 2014-2015: Waiver  
 2015-2016: Waiver  
 2016-2017: Met AYP

2017-2018 STAAR DATA:

STUDENT GROUP	READING		MATH	WRITING	SCIENCE
All Students	89	86	90		
African American	**	**	**	**	
White	92	95	94	100	
Hispanic81	88	**	86		
Economically Disadvantaged	78		89	**	89

2016-2017 STAAR DATA:

STUDENT GROUP	READING		MATH	WRITING	SCIENCE
All Students	89	94	86	90	
African American	**	**	**	**	
White	92	95	94	100	
Hispanic81	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	
Hispanic81	89	71	**		

*Round Top-Carmine Elementary*

*Campus Improvement Plan 2019-2020*

Economically Disadvantaged	86	86	90	**
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2014-2015 STAAR DATA: PENDING TAPR DATA FOR 2015

STUDENT GROUP	READING	MATH	WRITING	SCIENCE
All Students	83	No Standard Set	72	72
African American	**	**	**	**
White	83	**	79	75
Hispanic	92	**	**	**
Economically Disadvantaged	64	**	**	**

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 154 students in grades PK to 6th grade. The campus is organized into self-contained classrooms for grades PK-3, and 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 Targeted-Assistance 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. A current 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: 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 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Incorporate digital media into classroom activities	Classroom teachers	Staff time	August – May	-Student projects include digital media -Walk-through forms - Nearpod
2	Teachers will be trained to use technology in the classroom	Principal, teachers	Region 13 Smartboard trainers	August - May	Lesson plans, observation data
3	Re-structure Content Mastery for all students performing below grade level in grades 1 – 6, by placing paraprofessionals in the classrooms	Principal, Special Education teacher, ESL coordinator, 504 coordinator, Teachers, paraprofessionals	Special Education, Comp Ed, Title I funding for paraprofessionals	August - May	Pre & post testing, observations

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4	Professional Learning Communities will provide the support structure to evaluate leading indicators, align curriculum, and incorporate research based instructional strategies.	-All Staff	Team Time & staff development	Ongoing	-Improved attendance, grades, and discipline -Staff development time reflects PLC sessions TPRI, AR, AM assessments done 3 times per year -scope & sequences -benchmark tests
5	At-risk student population will be identified and receive delivery of compensatory or Resource education in reading & math	Dyslexia Specialist, Special Education teacher, classroom Teachers, paraprofessionals	State Comp. Ed. Title 1, Special Education	Each Six Weeks	-Six Weeks Benchmarks -Student Grade Data - tutoring schedules
6	Organize peer tutoring in classes	-All staff		Each six weeks	-Student grade data, observations, surveys

**Goal 2: 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 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Principles of differentiated instruction will be incorporated into classroom instruction	-Teachers  -Principal	Region 13	Ongoing	-Teacher lesson plans -Walk-through forms
2	Create time in the school day for all students to participate in activities leading to enrichment and G/T opportunities; Power Half Hour for grades 4-6; classroom activities in grades K-3	-Principal -PHH Sponsors -Teachers	Staff time Community volunteers	August – May	Surveys of students and teachers and volunteers, logs of activities & participants, Lesson plans, Spring Exhibition of PHH



Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3	Add more times for students to display work and/or do exhibitions of work	Principal, teachers	Staff time	Ongoing	Dates and times of events
4	Foster a sense of student ownership and pride in the school using clubs, Power Half Hour activities, organizations, and bulletin boards, school cleanliness	Club Sponsors Teachers Office staff Custodian	Campus Budget	Ongoing	-Power Half Hour Activity rosters -Hallway displays - School and facility cleanliness, etc.
5	Reach out to various community members who have served in a war and invite them to the school for a lunch & to talk to PHH students	Teachers, community members		September - May	Feedback from students, teachers, community members
6	Promote school cleanliness and sense of school pride through activities allowing students to be a part of daily clean up in the classrooms	Teachers Principal	Local funds	Design in Aug – present weekly award in morning announcements	Copy of plan and dates List of students and their awards for each week

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
7	Revise & redesign the Positive Behavior Awards, & ice cream treats on Friday for reading to the Principal (grades 1-3)	Principal Teachers	local	ongoing	Log of students rewarded
7	Pursue public recognition of student work, awards, accomplishments	Principal, teachers		August – May -to be planned in August	Copies of information sent to newspapers, etc. & copies of articles/photos in the papers
8	Formally add a whole school class “Dance Show Off” as an assembly the last week of school	Principal, teachers, paras	none	May	Parent, student, teacher feedback

**Goal 3: 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 3	Activity	Person Responsible	Resource/Cost	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)	Principal Teachers	Campus, District funds	August – May	-Agendas -Staff development handouts -Sign-in sheets -Workshop attendance - Surveys
2	Train staff on walk-through form and classroom expectations & T-Tess Evaluation Process	-Principal	None	On going	-Staff Development Sign in Sheet - Walk-through forms -T-Tess observations and

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3	Research-based interventions and progress monitoring will be provided for at-risk students	-Teachers -Administration -Specialists	-Local funds -Staff Time	Ongoing	-logs of students tutored -Grade data and common assessments will show at-risk student progress

**Goal 4: 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 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Schedule activities during and after school to involve parents in their child’s education.	-Principal -Volunteers -Parents’ Club -Teachers	Campus Budget Parents’ Club Funds	August – May	Survey or Evaluation Sheets at events, Sign-in sheets List of community members participating
2	Encourage teachers to use community members as resources to support academics and Power Half Hour activities	-Principal -Volunteers -Teachers	None	Ongoing	Volunteer data
3	Encourage community service with students i.e. Food Drives, & charitable donations to La Grange Animal Shelter, etc.	-Principal -Teachers -Students	Staff	Ongoing	Community Projects List

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4	The campus website, Remind, and district/campus social media outlets will be used to actively communicate with parents and community members.	-Principal -Linda McCulloch	Staff Time	Ongoing	Parent survey

**Goal 5: 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 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Continue to review and revise RT-C Elementary's school-wide anti-bullying campaign	-Principal -Counselor -Teachers	Staff Time	Ongoing	-School-wide Bullying Survey - lesson plans - minutes/agendas from counselor led or principal led meetings
2	Campus will re-evaluate discipline plan and positive behavior plan in place to determine new ways to reduce recidivism	-Principal -Teachers	Staff time	Ongoing	-Minutes from committee meetings & copies of plans

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3	Staff will evaluate the Student Handbook and propose changes if needed	Principal & staff	None	May or August staff development	-minutes from meetings
4	In School Suspension will be revised to ensure the academic & social/behavioral difficulties are addressed & affected in a positive manner	-Principal -Teachers -ISS paraprofessional	Staff time	Ongoing	-ISS attendance data  - surveys (teacher & student)

**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.



