

# *Rosebud Primary School*

## *Campus Improvement Plan*



*2017 – 2018*

# ***Rosebud-Lott ISD***

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***Rosebud Primary School***  
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# ***Rosebud-Lott ISD***

## **Mission Statement**

Rosebud-Lott ISD believes that all children can learn. Our Mission is to create a supportive learning environment that nurtures self-esteem and physical well-being, while enabling students to reach their fullest academic and social potential. The district accepts the responsibility for preparing students to be productive citizens and lifelong learners in a changing world.

## **State Board of Education**

### ***Mission and Objectives***

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

#### Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to perform at levels to meet their full educational potential.
3. School campuses will maintain a safe, clean and disciplined environment conducive to student learning.
4. Educators will incorporate creative and innovative techniques of instruction and assessment as appropriate to improve student learning.
5. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
6. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
7. A well-balanced and appropriate curriculum will be provided to all students.
8. Qualified and highly effective personnel will be recruited, developed, and retained.
9. The State's students will demonstrate exemplary performance in comparison to national and international standards

# ***Rosebud-Lott ISD***

## ***District Goals 2017 – 2018***

- Goal I:** *All campuses will utilize strengths and resources to improve academic student performance.*
- 1.1 Strategies for Index 1: Student Achievement
  - 1.2 Strategies for Index 2: Student Progress
  - 1.3 Strategies for Index 3: Closing Performance Gaps
  - 1.4 Strategies for Index 4: Postsecondary Readiness
- Goal II:** *All campuses will bridge the gap between family and community engagement throughout the district.*
- Goal III:** *All campuses will strive to ensure that all students are engaged in all aspects of their learning experience.*
- 3.1 Strategies for Index 5: Community Engagement
    - 3.1.1 Strategies for Fine Arts
    - 3.1.2 Strategies for Wellness and Physical Education
    - 3.1.3 Strategies for Community and Parental Involvement
    - 3.1.4 Strategies for 21<sup>st</sup> Century Workforce Development Program
    - 3.1.5 Strategies for 2<sup>nd</sup> Language Acquisition Program
    - 3.1.6 Strategies for Digital Learning Environment
    - 3.1.7 Strategies for Dropout Prevention
    - 3.1.8 Strategies for Education Programs for GT Students
    - 3.1.9 Strategies for Compliance with Statutory Reporting and Policy Requirements
- Goal IV:** *The Superintendent and Principals will ensure that RLISD hires and retains highly qualified PK-12 teachers.*
- Goal V:** *RLISD administrators will seek out financial and educational support resources.*

**Notes:** Have 5 checkpoints throughout the year: October, December, February, April, and May/June

Use the following

NS-Not Started; 0% - 25%; 26% - 50%; 51% - 75%; 76% - 100%

## **RLISD Executive Summary 2017 – 2018**

### **ESEA Provisions**

The Rosebud-Lott ISD District Improvement Plan includes the following components as required by ESEA provision: comprehensive needs assessment which includes the TEKS, STAAR, STAAR EOC, PBMAS, TAPR, community and parent input demographic information; measurable performance objectives; strategies to address and support the objectives; instructional methods for student groups not achieving full potential, resources allocated, staff responsible, summative time-lines; as well as formative and summative evaluation criteria. The district improvement plan shall include measurable performance objectives for all appropriate academic excellence indicators for all student populations. Plus, there are strategies for improvement of student performance that include instructional methods for addressing the needs of student groups not achieving their full potential, methods for addressing the needs of students for special programs, dropout reduction, integration of technology, discipline management, emergency operations and safety audits, staff development for professional staff, strategies for providing information to students, teachers, and counselors of students in grades 6-12 regarding post secondary success. Moreover, the plan shall include the use of federal resources (Title and other grant sources) in implementing identified strategies; parental involvement components; a migrant education program; a plan to recruit, hire, and retain highly qualified personnel; programs, strategies, and activities implemented for LEP students; programs, strategies, and activities implemented to reduce violence and illegal drug use; innovative programming which improves elementary and secondary identified programs; annual evaluation of the GT program; a state compensatory education plan; strategies for homeless students as outlined by McKinney-Vento; and a parental involvement policy/plan.

Title I district and campuses' improvement plans shall include school-wide reform strategies that are scientifically research based, instruction by and retention of highly qualified teachers and professional staff, high quality and on-going professional development, strategies to increase parent involvement, strategies to provide smooth transition from early childhood programs, measures to include teachers in decision-making of assessment processes, strategies that provide effective and timely assistance to students who experience difficulty mastering the State's standards, and also coordination and integration among the federal, state and local services and programs.

## Needs Assessment

Because strong data driven instructional decisions are foundational to increases in student performance, data study continues to be a major focus in Rosebud-Lott ISD. The curriculum and instruction department believes strongly in providing sanctioned time for analyzing data and adjusting the instructional program to fit needs as identified by the data. Multiple forms of data were collected this past spring to create a comprehensive overview of what district needs exist. Staff analysis continues to be conducted in multiple areas with data being reviewed and compared to determine areas where progress has occurred and areas that are in need of improvement. In addition, a district and campus level electronic formative assessment system has been implemented which will provide immediate data feedback for district and campus level study. Instructional adjustments can be made in response to formative data. Based upon the parent, student, and teacher surveys that have been done; here are the specific areas of concern that will be addressed in the R-L ISD District Improvement Plan:

### Parent Concerns:

- P-1 Quality Education
- P-2 Teacher Keeps Me informed
- P-3 My Child Enjoys Coming to School

### Student Concerns:

- S-1 Cafeteria Food
- S-2 Do Not like Coming to School
- S-3 Learning is Not Made Fun

### Teacher Concerns:

- T-1 Being Appreciated
- T-2 Parental Support
- T-3 Technology

## Areas of Celebration

Based upon the initial results of the state assessments for 2016-2017, RLISD, RLHS, RLMS, and LES have once again achieved an accountability rating of Met Standard. Once again, RLISD and LES have met all four Indices in the accountability system. In addition, RLHS and RLMS also appear to have surpassed the minimum state requirements in all four areas as well. While we are still waiting on the final accountability ratings and awards, our RLISD students have demonstrated significant growth in 2017 over their scores in 2016. In addition, LES and RLMS teamed up to win the 21AA District UIL Middle School Academic Meet in December. LES also combined with RPS to take the 21AA District UIL Elementary School Academic Meet. RLHS had previously won the High School UIL Academic Meet for the two previous years. This year they came in a close second place.

**Date of Committee Approval: 6/1/2017**

**Campus Name: Rosebud Primary School**

**Date of Board Approval:**

**R-L ISD Goal #1:** All campuses will utilize strengths and resources to improve academic student performance.

**Superintendent Goal #1:** 60% of all students tested on all tests taken will either meet expectations or show improvement by June 1, 2018.

**Campus Goal #1:** In 2017-2018, Rosebud Primary School will strive to meet TEA standards by preparing students to meet the passing percentage needed in order to attain a ‘Met Standard’ rating on all STAAR testing.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>1.1 Continue to provide Compensatory Education programs:</p> <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• English as a Second Language</li> <li>• Tutorials</li> <li>• Campus Interventionists</li> <li>• ACE Program</li> <li>• Accelerated Instruction</li> <li>• Summer School to address At-Risk students</li> </ul> <p>Expand Pre-Kindergarten to 3 full-day classes;</p> <p>Provide Parent Family Involvement Activities:</p> <ul style="list-style-type: none"> <li>• Parent / student activities</li> </ul> <p>Attendance equal to 97.0% for all students</p> <p>P-1, P-2, P-3, S-2, S-3</p>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• Dyslexia Teacher</li> <li>• ESL</li> <li>• Teachers</li> <li>• Interventionists</li> <li>• Counselor</li> <li>• ACE</li> <li>• Pre-K Faculty/Staff</li> <li>• Summer School Faculty/Staff</li> </ul>			<p>SCE Funding</p> <p>Summer School FTEs: 1 Principal, 4 Teachers, 2 Aides</p> <p>Summer School</p> <p>Supplies</p> <p>Pre-K Grant</p> <p>ACE Grant</p> <p>SCE Funds</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications &amp; Sign-in sheets</li> <li>• List of Identified Students in PEIMS</li> <li>• Assessment Records in AWARE</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• IStation, TEMI, CBAs</li> <li>• Lesson Plans in Eduphoria!</li> <li>• Curriculum</li> <li>• Renaissance reading/math reports</li> <li>• TAPR Report / TAPR Data</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Diversity</li> <li>3) % of Mastery on CBA/Benchmark Assessments</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Policies/Procedures/Notification</li> <li>• Student Identification (based on state/local criteria)</li> <li>• Program Activities-based on identified needs</li> <li>• 6-weeks attendance reports</li> </ul>	



Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>1.2 Continue and expand services to address the needs of identified <b>GT</b> students</p> <ul style="list-style-type: none"> <li>• Policy/Procedures/Notifications</li> <li>• Referrals/Screening</li> <li>• IStation</li> <li>• Assessment</li> <li>• Professional Development: <ul style="list-style-type: none"> <li>➢ Teachers – 30 hrs</li> <li>➢ Teachers – 6 hrs Annual Update</li> <li>➢ Admin &amp; Counselors – 6 hrs</li> <li>➢ State Conferences</li> </ul> </li> <li>• Program Options/ Curriculum</li> </ul> <p>P-1, P-2, S-2, S-3</p>	<ul style="list-style-type: none"> <li>• GT Program Director</li> <li>• Campus Principal</li> <li>• GT Teachers</li> <li>• GT Campus Facilitators</li> </ul>			<p>ESC Reg. 12</p> <p>Funding</p> <p>SCE Funds</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• GT Teacher Consultation</li> <li>• Lesson Plans on Eduphoria!</li> <li>• Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) % of Mastery on STAAR (3<sup>rd</sup> Grade)</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parents/students surveys</li> <li>• 90% of Academic GT students will receive Commended Performance/Level III in at least 1 core area on STAAR, respectively</li> </ul>	
<p>1.3 Continue services to identified <b>Special Education</b> students</p> <ul style="list-style-type: none"> <li>• Policies/Procedures/Notifications</li> <li>• ARDs (annual and as needed)</li> <li>• Implementation of CAP <ul style="list-style-type: none"> <li>○ Transitional Planning</li> <li>○ Initial Testing/Placement</li> <li>○ Least Restrictive Environment</li> <li>○ Related Services</li> <li>○ Annual evaluation/follow-up</li> <li>○ Classroom modifications</li> <li>○ Assistive technology, as needed</li> <li>○ Speech</li> <li>○ Inclusion</li> <li>○ Occupational/Physical Therapy</li> </ul> </li> <li>• PPCD/Life Skills</li> <li>• Response to Intervention (RtI)</li> <li>• Project Read</li> <li>• Mobymax / IXL.com</li> </ul> <p>P-1, P-2, T-2</p>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• School Counselor</li> <li>• Interventionists</li> <li>• SPED Teachers</li> <li>• FEC Diagnostician</li> </ul>			<p>ESC Reg. 12</p> <p>Director FE Coop</p> <p>Funding: sent to Co-Op from State SE Funds</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria!</li> <li>• Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) % of Mastery on Benchmark Assessments</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR/STAAR ALT 2)</li> <li>• TEMI</li> <li>• Rigby Benchmark Running Records</li> <li>• Think Through Math</li> <li>• IStation</li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>1.4 Provide services for identified ESL students</p> <ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• Policies/Procedures/Notifications</li> <li>• Parent Consultation</li> <li>• Screening/Testing</li> <li>• Language Proficiency Assessment Committee (LPAC) Training</li> <li>• Translations</li> <li>• Summer School (K-1)</li> <li>• Monitor (Exited Students)</li> <li>• Required state-mandated testing program (STAAR; TELPAS, &amp; TEMI)</li> <li>• ESL Teacher in each grade level</li> <li>• English in a Flash</li> <li>• Imagine Learning</li> <li>• Pre-K Expansion</li> </ul> <p>P-1, P-2, P-3, S-2, S-3</p>	<ul style="list-style-type: none"> <li>• Curriculum Specialist</li> <li>• Campus Principal</li> <li>• Campus Secretary</li> <li>• ESL Certified Teachers</li> <li>• Bilingual Aides</li> </ul>			<p>ESC 12</p> <p>Title III Funding</p> <p>Bilingual Aides</p> <p>Pre-K Grant</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• ESL Teacher Consultation</li> <li>• Lesson Plans</li> <li>• Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Check:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) Number by Grade/Ability level</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR)</li> <li>• TELPAS</li> <li>• Woodcock-Munoz Language Proficiency Test</li> <li>• TEMI</li> <li>• Rigby Benchmark Running Records</li> <li>• Reading Renaissance Reports</li> <li>• iStation</li> <li>• Imagine Learning</li> </ul>	
<p>1.5 Work with the ESC Region 12 in the implementation of the seven areas of focus in regard to <b>Migrant</b> students:</p> <ol style="list-style-type: none"> <li>1) Identification and Recruitment</li> <li>2) Early Childhood</li> <li>3) Parental Involvement</li> <li>4) Secondary Credit Accrual</li> <li>5) Graduation Enhancement</li> <li>6) New Generation System</li> <li>7) Migrant Services Coordination</li> </ol> <p>Services Provided</p> <ul style="list-style-type: none"> <li>• Forms (English/Spanish)</li> <li>• Monitoring (Program &amp; Retention)</li> <li>• Intervention Strategies</li> </ul> <p>P-1, P-2</p>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• Special Programs</li> <li>• Campus Secretary</li> <li>• Counselor</li> </ul>			<p>ESC Reg. 12</p> <p>Title III-Shared Services with ESC 12</p>	<ul style="list-style-type: none"> <li>• NGS Student Records</li> <li>• Staff Development</li> <li>• Assessment Records</li> <li>• Forms</li> <li>• Policies/ Procedures</li> <li>• Progress Reports/Report Card Grades</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Migrant Students</li> <li>2) Parent Advisory Council Identified</li> <li>3) Identification of 4-year olds</li> <li>4) PSAs in local newspaper, district website, Facebook (Eng/Span)</li> </ol> <p><b>Program Evaluation:</b></p> <p>Performance Report; Migrant Application</p>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.6 Continue programs/services for students identified for Dyslexia services: <ul style="list-style-type: none"> <li>• Policies/Procedures/Notification</li> <li>• Parent Notification/Consent</li> <li>• Identification/Student Assessment</li> <li>• Program/Activities</li> <li>• Staff Development</li> <li>• Early Identification</li> <li>• Accommodations</li> <li>• Dyslexia Handbook</li> <li>• Dyslexia Intervention Program</li> <li>• Reading A to Z</li> </ul> <p>P-1, P-2, P-3, S-2, S-3</p>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• 504 Coordinator</li> <li>• Counselor</li> <li>• Dyslexia Teacher</li> </ul>			ESC 12  Current Dyslexia Handbook  504 Documents  CESD Conferences	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• IStation</li> <li>• Lesson Plans</li> <li>• Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR and STAAR A)</li> </ul>	
1.7 Continue <b>Kindergarten</b> and full-day <b>Pre-Kindergarten</b> classes and activities for the young learner and their parents: <ul style="list-style-type: none"> <li>• Policies/Procedures</li> <li>• Pre-K: Kinder Notification (English and Spanish)</li> <li>• Student Assessment</li> <li>• Program/Activities</li> <li>• Pre-K / Kindergarten Registration/Orientation</li> <li>• Response to Intervention (RtI)</li> <li>• Frog Street Press</li> <li>• (3) PK-4 Teachers/classes</li> </ul> <p>P-1, P-3, S-2, S-3</p>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• Kindergarten Teachers</li> <li>• Pre-K Teachers</li> <li>• Paraprofessionals</li> <li>• Interventionists</li> </ul>			ESC 12  Title I Funds  Pre-K Grant  Teacher Supplies	<ul style="list-style-type: none"> <li>• Local Program Evaluation</li> <li>• Section 504 Committee</li> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria!</li> <li>• Frog Street Press</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Local Program Evaluation</li> <li>• TEMI</li> <li>• At-Risk Checklists</li> <li>• IStation</li> <li>• Rigby</li> <li>• CLI Engage Circle Assessment</li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.8 Provide services to identified <b>Homeless</b> students: Policies/Procedures <ul style="list-style-type: none"> <li>• Special Programs Director</li> <li>• Student Identification</li> <li>• Programs/Services/Assistance</li> </ul> <b>P-1, P-3, S-1, S-2, T-2</b>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• Special Programs Director</li> <li>• Campus Secretary</li> <li>• Counselor</li> </ul>			ESC 12	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• Student Residence Questionnaires</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria!</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> <li>• Attendance Records</li> <li>• Accelerated Reader and Math</li> <li>• STAR Reading and Math</li> <li>• Early Literacy</li> <li>• IStation</li> <li>• TEMI</li> </ul>	
1.9 Provide <b>Accelerated Education</b> opportunities for all Identified Students <ul style="list-style-type: none"> <li>• Provide counseling and access to study guides for at-risk students taking the STAAR test.</li> <li>• School-wide, Title I Program</li> <li>• After school tutorials</li> <li>• Dyslexia and accelerated instruction in grades 3 – 12.</li> <li>• Accelerated Reader K – 3</li> <li>• STAAR Camp</li> <li>• Accelerated Math</li> <li>• Summer School: K – 3</li> <li>• Inclusion</li> <li>• Response to Intervention (RtI)</li> <li>• Reading and/or Math Intervention</li> <li>• Grade Placement Committees</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• All staff/teachers</li> <li>• Counselor</li> <li>• Interventionists</li> <li>• ACE Site Coordinator</li> </ul>			TEKS  TEKS Resource System  ESC Reg. 12  Title 1 FTE  Materials  21 <sup>st</sup> Century Afterschool Centers for Education Grant (ACE)	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• Grade Placement Committee Meeting Minutes</li> <li>• Sign-in sheets</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria! Forethought</li> <li>• Curriculum</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR- STAAR, STAAR A</li> <li>• TEMI</li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<ul style="list-style-type: none"> <li>• Renaissance Place – Inclusive of Early Literacy Program</li> <li>• ACE</li> <li>• Dyslexia Reading Program</li> <li>• IStation (Pre-K - 3)</li> <li>• IXL.com (Sp. Ed.)</li> <li>• Mobymax (Sp. Ed.)</li> <li>• Daily 5 / Daily 3 Framework</li> </ul>					<ul style="list-style-type: none"> <li>• CBAs</li> <li>• Rigby Benchmark Running Records</li> <li>• Star Math and Reading</li> <li>• Surveys</li> <li>• Local Program Evaluation</li> <li>• Grade Placement Committee</li> <li>• Student Performance Scores on CBAs</li> <li>• Decline in Discipline Referrals</li> <li>• IStation Reports</li> </ul>	
P-1, P-2, P-3, S-2, S-3, T-3						
<p>1.10 Continue expanding the use of <b>technology</b> for instruction and educational management</p> <ul style="list-style-type: none"> <li>• Student opportunities to learn about and use technology to produce work</li> <li>• Increase student access to technologically advanced equipment</li> <li>• Provide all staff with on campus access to Internet</li> <li>• Technology TEKS in K-3</li> <li>• Attend Technology Conferences</li> <li>• Eduphoria!-AWARE and Forethought training</li> <li>• Continue use of Parent Portal</li> <li>• StarBoards in every classroom</li> <li>• IStation</li> <li>• Project Read</li> <li>• Reading A to Z / Raz Kids</li> <li>• Spelling City</li> <li>• Math in a Flash</li> <li>• Reflex Math</li> <li>• Scientific Minds</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Curriculum Specialist</li> <li>• Business Mgr/Grant Mgr</li> <li>• Campus Principal</li> <li>• Teachers</li> <li>• Technology Dir.</li> </ul>			<p>ESC Reg. 12</p> <p>Jason Martinez; Eduphoria!</p> <p>Title I Priority/Focus Grants</p> <p>TCDSS/ESC13</p> <p>Building Capacity in Rural Schools Grant</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Schedules</li> <li>• Student Questionnaires</li> <li>• Request for Staff Development</li> <li>• Report on teacher TxEIS usage</li> <li>• Lesson Plans in Eduphoria! Forethought</li> <li>• Renaissance reports</li> <li>• IStation reports</li> </ul> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> <li>• Student Assessment data in AWARE</li> <li>• T-TESS observation and summative data</li> </ul>	
P-1, P-2, P-3, S-2, S-3, T-3						

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.11 Continue the use of TEKS Resource System curriculum created from ESCs across the state <ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Aligned with state standards</li> <li>• Standard for all</li> <li>• Unit Calendar across state</li> </ul> <b>P-1</b>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Campus Principal</li> <li>• Curriculum Specialist</li> <li>• Teachers</li> <li>• Counselor</li> </ul>			ESC 12	TEKS Resource System Documents <ul style="list-style-type: none"> <li>• Lesson Plans in Eduphoria!</li> <li>• T-TESS Walk-through Data</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) TEKS RS Assessments</li> <li>2) Report card grades</li> <li>3) CBAs</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> </ul>	



**R-L ISD Goal #3:** All campuses will strive to ensure that all students are engaged in all aspects of their learning experience.

**Superintendent Goal #3:** In order to understand how to engage the minds of students in their learning process, 90% of all 2017-2018 R-L ISD teachers will receive training during the Summer or Fall semester on ‘Teaching with Poverty in Mind’ and Capturing Kids Hearts.’

**Campus Goal #3:** Rosebud Primary School will strive to ensure that all students are engaged in all aspects of their learning experience.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>3.1 Assist students in developing knowledge, skills, and competencies necessary for a broad range of Career Opportunities.</p> <ul style="list-style-type: none"> <li>• Special Education classes will include Life Skills</li> <li>• Integrate Technology in the classroom</li> <li>• Social Studies curriculum</li> <li>• Field Trips</li> <li>• ACE</li> <li>• Community Volunteers</li> </ul> <p>P-1, P-3, S-2, S-3</p>	<ul style="list-style-type: none"> <li>▪ Campus Principal</li> <li>▪ ACE Site Director</li> <li>▪ FE Co-Op</li> <li>▪ Curriculum Specialist</li> <li>▪ SHAC/SDFS Committee</li> <li>▪ SBDMC</li> <li>▪ Counselor</li> <li>• Teachers</li> <li>• PTO</li> <li>• Nurse</li> </ul>			<p>ESC 12</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>• Policy Procedure document on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria!</li> <li>• Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b> TAPR (STAAR, STAAR-A)</p> <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Local Program Evaluation</li> </ul>	



Strategies (Initiatives/Program)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>3.2 Reduce discipline referrals and impact healthy student behavior through the following:</p> <ul style="list-style-type: none"> <li>• Maintain and update the Student Code of Conduct</li> <li>• Maintain a district-wide School Health Advisory Council (SHAC/SDFSC)</li> <li>• Provide staff development in the area of Discipline Management</li> <li>• Conduct regularly scheduled and unannounced crisis drills</li> <li>• Work with non-profit agencies to provide speakers on safe and drug free topics</li> <li>• Maintain Parental Contact</li> <li>• Implement Character Ed.</li> <li>• Zero Tolerance – District/Campuses</li> <li>• Continue Campus Bullying Policy and Procedures</li> <li>• Teaching with Poverty in Mind</li> <li>• Capturing Kids Hearts (CKH)</li> <li>• Positive Behavior Intervention Support (PBIS)</li> <li>• PK Conscious Discipline</li> <li>• VOICE</li> <li>• Red Ribbon Week</li> <li>• DAVE Lessons</li> <li>• Parent Education Activities</li> </ul> <p>P-2, P-3, S-2, T-2</p>	<ul style="list-style-type: none"> <li>• Campus Principal</li> <li>• Curriculum Specialist</li> <li>• Safety Systems and Maintenance</li> <li>• ACE</li> <li>• PTO</li> <li>• SHAC</li> <li>• Teachers</li> <li>• SBDMC</li> <li>• Counselor</li> <li>• Nurse</li> <li>•</li> </ul>			<p>Region 12 SDFSC</p> <p>SCE tuition with FE Co-Op, LC &amp; Academy \$53,000</p> <p>DAVE Lessons</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/ Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria!</li> <li>• Sign-In Sheets</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Texas School Surveys</li> <li>• TAPR Report presentation (STAAR, STAAR-A)</li> <li>• SDFSC Annual Report</li> <li>• Crisis Management Plan and Documented Crisis Drills</li> </ul>	

**R-L ISD Goal #4:** The Superintendent and Principals will ensure that RLISD hires and retains highly qualified PK-12 teachers.

**Superintendent Goal #4:** During the 2017-2018 school year, the Superintendent will attend local university job fairs to recruit high quality, appropriately certified individuals to fill all teaching positions. In addition, he will do a minimum of two unannounced walk-throughs during the Spring semester in every Core Teacher’s classroom throughout the district. Finally, he will work closely with each Principal to assure that an appropriate motivational system is in place on each campus with the highest of expectations for classroom teachers.

**Campus Goal #4:** Rosebud Primary School will hire and retain highly qualified PK – 3<sup>rd</sup> grade teachers and ensure that each teacher receives the appropriate training

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
4.1 Provide appropriate staff development to meet the needs of all staff. <b>District-Wide</b> <ul style="list-style-type: none"> <li>• TEKS Resource Annual Conf.</li> <li>• Capturing Kids Hearts (CKH)</li> <li>• Study of TEKS</li> <li>• Eduphoria! AWARE/Forethought</li> <li>• Daily 5/CAFÉ K-8</li> <li>• RtI/SIOP</li> <li>• GT and GT Coop Workshops</li> <li>• Science/Math</li> <li>• TEKS Resource System</li> <li>• Data Disaggregation</li> <li>• Assesment (all core subjects)</li> </ul> <b>Elementary</b> <ul style="list-style-type: none"> <li>• ACE Training</li> <li>• Attend subject-area training</li> <li>• PK/K Conference at ESC 12</li> <li>• 1<sup>st</sup>/2<sup>nd</sup> Grade Conference ESC-12</li> <li>• PSP for RPS</li> <li>• Frog Street Curriculum Training</li> <li>• Math and Reading Academies</li> <li>• School Improvement Training</li> <li>• Teaching with Poverty in Mind</li> <li>• Capturing Kids Hearts (CKH)</li> </ul> P-1, T-1, T-3	<ul style="list-style-type: none"> <li>- Superintendent</li> <li>• Campus Principal</li> <li>• Curriculum Specialist/DCSI</li> <li>• Campus Improvement Team</li> <li>• ACE Site Coordinator</li> <li>• Primary Teachers</li> <li>• PSP</li> </ul>			ESC Reg. 12  Staff Development  Title I Priority/Focus Grants  TCDSS/ESC13 Building Capacity in Rural Schools Grant  21 <sup>st</sup> Century Afterschool Centers for Education Grant (ACE)  TEA	<ul style="list-style-type: none"> <li>• Training/Staff Development Records</li> <li>• Certificates of Completion</li> <li>• Sign-in Sheets</li> <li>• Walk-through Data</li> <li>• Creation of CBAs</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in eduphoria!</li> </ul> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> <li>• CBA/Benchmark Testing Data in AWARE</li> </ul>	

**R-L ISD Goal #5:** R-L ISD administrators will seek out financial and educational support resources.

**Superintendent Goal #5:** The Superintendent will monitor the ADA on each campus to ensure that the district surpasses the 95% mark for the 2017-2018 school year; and a consistent population in excess of 750 students by September 1, 2019.

**Campus Goal #5:** Rosebud Primary School will monitor ADA to ensure that the campus surpasses the 95% mark for the 2017-2018 school year.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
5.1 Provide a Coordinated <b>School Health Program</b> for K - 8 students <ul style="list-style-type: none"> <li>• Conduct SHAC meetings</li> <li>• Conduct Fitnessgram</li> <li>• Informational health meetings for parents and students</li> <li>• Post health tips on the district website</li> <li>• Attend workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ Campus Principal</li> <li>▪ PE Teacher</li> <li>▪ Campus Nurse</li> <li>▪ District RN</li> <li>▪ Technology Director</li> </ul>			The Great Body Shop (K-5) Curriculum  Fitnessgram data for District and State  Center for Disease Control and Prevention  Scott & White	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• SHAC Recommendations and Minutes</li> <li>• Health Meeting Minutes</li> <li>• Training/Staff Development Records</li> <li>• Website postings</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Attendance Rate</li> <li>2) Academic performance</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• Fitnessgram Data (3<sup>rd</sup> Grade)</li> </ul>	
<p><b>P-2, S-1</b></p> 5.2 Prepare and Plan for Emergency of Disaster Situations <ul style="list-style-type: none"> <li>▪ Revise annually individual Campus and District Crisis Management Plans.</li> <li>▪ Conduct regularly scheduled and unannounced crisis drills</li> <li>▪ Update Pandemic Flu Plan</li> <li>▪ Flu Shot Clinic</li> <li>▪ Drills</li> <li>▪ 911</li> </ul>	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Campus Principal</li> <li>▪ Operations Dir.</li> <li>▪ Campus Nurse</li> <li>▪ District RN</li> <li>▪ Technology Director</li> </ul>			Department of Homeland Security  Dept. of Health  ESC Reg. 12  Falls County Emergency Response  Local Police Departments	<ul style="list-style-type: none"> <li>▪ Policy and Procedure Documents on File</li> <li>▪ Parent Communications</li> <li>▪ PEIMS Data (enrollment, attendance)</li> <li>▪ Drill Reports</li> <li>▪ Training Certificates</li> </ul> <b>Benchmark Checks:</b> <ul style="list-style-type: none"> <li>• Monthly Crisis Drill Reports</li> </ul> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• Attendance Records of Students and Staff</li> </ul>	
<p><b>P-3, S-2</b></p>				ESC 12 – Grant		

