

Rockdale Independent School District
Rockdale Elementary School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: August 31, 2015
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Mission Statement

The mission of Rockdale ISD, as a public educational institution, is to provide a quality education through the use of all available resources and an effective instructional program so that the youth of our community become productive and successful citizens.

Vision

Working together to ensure each student becomes a successful and productive citizen in a diverse society.

Rockdale Elementary School is a Title I, Part A School-wide Campus

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rockdale Elementary School Site-Based Committee identified strengths and weaknesses based on data from multiple sources to develop the campus improvement plan for the 2015-16 school year. Currently RES is a Pre-K - 2 campus serving over 440 students. Our student population presently consists of approximately 51% Hispanic, 33% White, 10% African American and 6% Other. Data is continuously gathered throughout the year to determine goals, complete and update a needs assessment, plan and implement strategies which will strengthen our student's academic successes. The most recent data used to develop the comprehensive needs assessment was derived from the TPRI/TEJAS LEE Reading assessments, TEMI (Texas Early Mathematics) STAR Reading, Math, Early Literacy, campus benchmark results, enrollment data, and attendance data. Campus attendance rates are reviewed routinely. The campus considers attendance a major indicator of student success, this year it was 96%.

After completing the comprehensive needs assessment, the committee made the following recommendations:

- attempt to diversify the RES staff
- encourage more teachers to become SPED and ESL certified
- continue to keep low teacher/student ratios due to high at-risk number of students

Demographics Strengths

- 100% highly qualified
- Staff with a variety of certifications
- Low teacher turnover
- ESL certified teachers 96%
- High stability rate for with 442 students less than 1% change over three years
- Ethnicity American Indian/Alaskan Native 1%, Asian 1%, Black or African American 10%, White 33%, Hispanic/Latino 51% and Multiracial 3%

Demographics Needs

- We need to increase the number of teachers with SPED certification
- Large numbers in PreK and a lack of paras in PreK
- Campus has high rate of At-Risk students throughout all grade levels.
- The demographics of the teachers is not represented by the student population: 100% of teachers are white
- Low GT representation of 4.4%

Student Achievement

Student Achievement Summary

Rockdale Elementary used a committee to examine the student achievement of the campus. The TPRI and TEMI are used in Kindergarten thru second grade to determine student achievement. The CIRCLE test is used in Prek. We also use Early STAR Lit. Reading in kindergarten and STAR Math and Reading in first and second grade. We also use math and reading benchmark tests in the fall and spring. We also use the DRA (Developmental Reading Assessment) with first and second grade in order to gauge reading performance. We use RTI/ECC meetings to evaluate student progress. We also have students in speech, gifted and talented, ESL, reading and dyslexia interventions.

After completing the comprehensive needs assessment, the committee made the following recommendations:

Employ an education consultant to provide PD in the area of writing. She will also provide long term strategies and ideas to implement throughout the year.

In January the second grade will implement the math fluency program that will carry over to RIS.

Student Achievement Strengths

- TPRI assessment conducted three times per year across the campus to determine student growth and needs.
- Phonemic Awareness and comprehension increased in kindergarten based on 15-16 TPRI results
- STAR Math/Reading/Early Literacy used as universal screeners to identify students for intervention.
- Local benchmark assessments in reading and math are given to assess student learning.
- Implementation of RtI process and meeting every six weeks to monitor student achievement.
- Responsive Reading groups in first and second grade provide tier two in the classroom.
- Small group tutorials across the entire campus for Tier 2 students.
- Implemented the TEMI to benchmark in math three times a year.
- Added PreK to RTI meetings.

Data from 2014-15

For the 2014-15 using the STAR Early Literacy growth for reading in Kinder the students scaled scored increased from a beginning of 532 to EOY of 705.

In first grade the average EOY DRA score for first grade was 18 which is at or slightly above the recommended score needed to be successful in 2nd grade.

In second grade the average EOY DRA score for second grade was 30 which is well above the recommended score of 28.

Student Achievement Needs

- Enter all data on students (race, sex, special populations) when assessment data is entered so that data may be more fully disaggregated.
- Continue training with teachers on data disaggregation through such instruments as AWARE, STAR, TPRI, TEMI and DRA.
- Bring in a PD for Writing and include a writing update once a six weeks during after school PD.
- Streamline data entry for ECC/RtI meetings so more time is spent discussing students and interventions.
- Improve reading proficiency at the end of year on TPRI in first and second grade.
- Increase math scores at second grade by implementing new math program in the spring of 2016.
- First grade will focus on place value.
- Based on STAAR data from RIS second grade needs to focus on comprehension

School Culture and Climate

School Culture and Climate Summary

The committee for School Culture and Climate used the following data when examining strengths and weaknesses of the campus: School Culture and Climate survey from May of 2015, Feedback data, interviews, parent conferences and walkthrough data. Based on the student reports, the students at Rockdale Elementary feel the climate of the school is safe and positive. Students report the staff members on our campus are respectful, supporting, and encouraging of the students and view the overall attitude of the campus as positive towards student learning. Teachers report feeling the school works together to promote an organized campus to ensure student and employee safety. Our teachers also instruct students in problem solving and decision-making. In the area of safe and violence-free environment, RES maintains a “no tolerance” philosophy regarding violence. We want our students to feel safe when attending classes and after school activities. Programs are provided for At-Risk students such as accelerated instruction, iTigers, PALS, counseling, parent contacts, and supplying information regarding community resources and services. Right Choice is also used in order to motivate students to make good choices.

School Culture and Climate Strengths

- Teachers are cooperative with one another
- Dedicated staff
- Teachers feel valued and can approach administration with problems.
- School wide enrichment and extension
- Continue to follow anti-bully response protocol.
- Caring, professional, supportive staff.
- Safety procedures in place and carried out routinely. Students and staff report feeling safe at school.
- Staff refer to campus as a "family" unit and they feel safe
- Additional technology resources have had positive impact on learning.
- Micro community supports attendance and discipline.
- Results from RES Student Survey 2014-15 - 95% of students felt that their school was safe, 95% of students felt like the adults in their school care about them, 90% of students feel like they get help when it is needed, and 97% of students feel like they are learning at school
- Results from the RES Teacher and Staff Survey - 100% agree or they are neutral about belonging at RES, 100% agree or they are neutral about being treated with respect, 100% of teachers and staff feel the administrator is effective in helping them reach their vision, 100% of teachers feel that every student can learn.

School Culture and Climate Needs

- Full time counselor needed to assist with student needs.

- Teachers feel student discipline is inconsistent.
- Parent involvement opportunities are available but not a lot of participation.
- Teachers feel they could be more respected by students.
- Building facilities are not always clean and welcoming.
- Results from the RES student Survey 2014-15 - Only 84% of students reported that they like school.
- Results from the RES Teacher and Staff Survey - 14% do not feel like they are recognized for good work, 11% do not think administrators have high morale, 8% do not feel that our school has a good public image,

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the area of qualified staff, RES strives to employ highly qualified instructional staff and teaching assistants who are well trained, who are enthusiastic about offering quality programming, and who enjoy motivating children through creative presentation of the subject matter. All teachers are highly qualified or are within required guidelines in the areas that they teach, and all paraprofessionals are qualified, or are working toward new guidelines as stated in NCLB. Rockdale Elementary School administration works diligently in recruitment and retention efforts in the areas of highly qualified personnel by utilizing a competitive pay scale, stipends for high need positions, visiting job fairs, and on-line postings. We also strive to maintain our new staff by having new teacher mentors and monthly new teacher professional development. RES offers professional development for teachers and para-educators in areas such as technology application, lesson development, instructional practices, character education, health issues, assessment, differentiation and confidentiality training. We continue staff development training in meeting the needs of low performing students, curriculum alignment, TEKS organization, Special Education, modification techniques for instructing Dyslexic, 504, At Risk, LEP, and Special Education students, Gifted and Talented Students and integration strategies that can be used across the curriculum. Teachers and para-educators provide input in determining the staff development needed. Professional development is offered to provide necessary requirements to meet the highly qualified standards and to provide assistance in the TExES testing. An ongoing review is done to ensure all teachers are highly qualified under NCLB. Teachers also attend staff development at Region XIII Education Service Center in Austin and Region VI Education Service Center in Huntsville. Teachers also attend outside trainings based on campus needs.

The following results were reported from the committee:

85% of teachers have an ESL certification

76% of teachers have Gifted and Talented Training

55% of teachers have Sped certifications

42% of staff are CPR trained

36% of staff are CPI trained

Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified staff
- 96% retention in current elementary staff
- Staff averages 64 hours of professional development annually per teacher.
- Class size averages 22:1 or less
- All staff are highly qualified in their field.

- **Teacher Certifications:**

85% of certified teachers have an ESL certification

76% of certified teachers have a Gifted and Talented training

Staff Quality, Recruitment, and Retention Needs

- Bilingual teacher lacking on campus staff.
- Only 55% of staff has SPED certification
- Relevant differentiated staff development for special area teachers
- Need 100% of teachers to be ESL Certified currently 85% are hold an ESL certification.
- Continue to update new staff on ongoing professional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The committee examined the following documents: Lesson Plans from Eduphoria, District Committee Information, and the TEKS and TEKS Resource System. Rockdale Elementary School uses multiple instruments to disaggregate data to determine the instructional needs of our students. Using disaggregated data from Texas Primary Reading Inventory, Developmental Reading Assessment, AIMS web testing in reading, STAR Reading/Math, TEMI and campus benchmarks RES provides accelerated classes for those students who are unsuccessful in mastering basic reading and math skills. Parents are informed of their child's progress through progress reports every three weeks, six weeks student reports and ongoing parent/teacher communication. RES screens students for placement/dismissal in intervention classes and special programs. Teachers are part of the decision making process implementing assessment instruments that are administered outside of the state mandated assessment. Areas of assessment outside the state-mandated assessment are: TEMI (Texas Mathematics Early Inventory), STAR Reading and Math Assessment, Campus incremental and benchmark assessments, and G/T assessments. Intervention actions are monitored through the Response to Intervention process, which is made up of the classroom teacher, Reading and Math interventionists, counselor, and campus administrator. We have also created a math clarification document. Through district ELA and Math committees the different campuses have come together to discuss areas of need. We also include an enrichment and extension time built in the schedule for all students.

Curriculum, Instruction, and Assessment Strengths

- Data used to create and reteach instruction.
- Updated instructional technology available in classrooms.
- Grade levels conduct planning sessions and meet to do vertical planning with other grade levels, special education teachers and specialist
- Student progress is measured in consistent ECC/RtI meetings every six weeks.
- TPRI, STAR, TEMI, DRA data is used across all grade levels. CIRCLE is used in PreK
- Interventions and extensions across the curriculum and in all grade levels
- District ELA/Math Committees
- Professional Development on TEKS and instructional strategies

Curriculum, Instruction, and Assessment Needs

- Teachers would like more team time planning.
- Direct technology instruction for students and teachers with more tech support on campus
- Subs needed for Rti days and teachers observing Master Teachers
- The campus still feels a math specialist is needed for the elementary.
- More opportunities for teachers to observe other teachers.

Family and Community Involvement

Family and Community Involvement Summary

Rockdale Elementary strongly encourages parent and community involvement at the campus level. In the area of parental involvement, every parent of a student at Rockdale Elementary School is invited to participate in our PTO and is welcome to attend all meetings. Our parents also attend the "Meet the Teacher" night at Rockdale Elementary School. Rockdale Elementary also hosts ELA/Math Family night, iTigers, Elementary Field Day, Thanksgiving Extravaganza, PreK wedding and many others. Parents are asked to attend parent-teacher conferences each semester to discuss their child's progress. Parents are invited to an end of year assembly culminating the students achievements in academics, citizenship and physical fitness. Parents are encouraged to participate in the school compact that provides information about school programs and student learning. The compact and policy were designed in collaboration with parental input. Communication is the key in parental involvement. Parents are notified about any concerns regarding their student in the areas of testing, discipline, health, grades, and/or participation. We also have hired a para-educator that speaks Spanish in order to communicate with our ELL population. We still have our Community Relations Director. This person will continue to work closely with the parents and staff in order to build strong community relationships.

After completing the comprehensive needs assessment, the committee made the following recommendations:

- Find additional opportunities to recognize students at different school functions

Family and Community Involvement Strengths

- Ongoing successful family nights. Focus concentrated on core content areas.
- PTO monthly meetings
- PreK/kinder Round Up
- Texas Public School Week
- ESL Parent Tutorials
- PALS Program
- Grade Level Parent programs
- Communication between Head start and Elementary staff
- PELL classes for ELL students parents continue to grow.
- Parent/teacher communication frequent and ongoing.
- Contacting parents via School Messenger (in English and Spanish)
- Community Involvement via Alpha Tau Delta -
- Rotary - volunteering
- SHAC

- Fire Department - Safety Program
- Local Field trips
- Community Helpers Day (Involves many community helpers around Rockdale)

Family and Community Involvement Needs

- Lack of parent volunteer program at the campus level, as well as district.
- A need for parenting workshops through the counselor
- Further parent involvement in PTO
- Opportunities to show case student strengths

School Context and Organization

School Context and Organization Summary

In the area of identifying needs, Rockdale Elementary School utilizes surveys to identify needs and concerns of students and parents and to determine corrective strategies. Our Site-Based Decision-Making Team collaboratively plan and serve to meet the needs of our students, parents, and community members. This plan addresses the Ten Components of a Title I Schoolwide Program (SWC) -

1. Comprehensive Needs Assessment
2. Reform Strategies (Scientifically Research Based)
3. Instruction by Highly Qualified Teachers
4. High Quality and Ongoing Professional Development
5. Strategies to attract High Quality, Highly Qualified Teachers
6. Parental Involvement Strategies
7. Transition Activities
8. Including Teachers in Decisions on Assessments
9. Assisting Students Experiencing Difficulties mastering the Proficient and Advanced Levels of Achievement Standards
10. Coordination and integration of Federal, State, and Local Services

School Context and Organization Strengths

- A cohesive staff that works together to assist all students
- Assessment data used to determine student strengths and weaknesses.
- ECC/RtI process used each six weeks to review student progress, attended by administrators, interventionists and teachers.
- Grade level teachers work in teams for core content planning
- Purposeful Professional Development geared toward teacher need
- Communication to parents and students
- Common tutoring time across the grade levels.

School Context and Organization Needs

- A need for repair and improvement in facilities
- Parent involvement

- Consistent discipline including after-school iTiger
- Discipline needs to be consistent

Technology

Technology Summary

Rockdale Elementary School continues to strive to educate our students as 21st Century digital learners, providing educational technology to promote higher-order thinking skills, problem solving, and creativity. Rockdale ISD Technology Plan 2013-2016, Rockdale technology Plan introduction, Technology Policies and procedures, Texas Campus STaR chart summary, Technology Lending Grant Program data, campus technology inventory, learning.com and campus hardware and software. Instructing students using current, updated technology resources is an important part of this goal. Teachers also have four iPads per classroom. Students also have student computers available in all classrooms as well as one and half labs on the campus. Teachers receive ongoing training with these tools in order to provide engaging, student centered learning activities in the classroom.

Technology Strengths

- Access to Internet in building/classrooms
- Two to four computers per classroom
- TPRI and AIMS WEB testing using iPads
- Approximately 4 iPads per classroom
- 29 Smart boards on the RES campus

Technology Needs

- We need to offer more advanced technology instruction for students, through face-to-face or web-based classes
- Ongoing campus specific professional development for SMART board strategies.
- Updated technology in the classroom.
- A need for more document cameras
- Update desktop computers in the classrooms
- We need to continue to improve and expand the wireless network on our campus.

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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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), Grades 5 and 8, data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- 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
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data


- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 1: Continue implementation of ACE/iTigers after school tutorial and and enrichment program.






Summative Evaluation: 95% of Kindergarten through 2nd Gr. students will be promoted to the next grade.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide before school after school tutoring Monday - Thursday for students at-risk of failing reading or math.	9	21st Century CCLC Coordinator	Student sign-in logs, Staff time-clock, Tutoring lesson plans				
Funding Sources: Title IA							
2) Provide after school enrichment program for students enrolled in the ACE/iTigers program.	9	ACE/iTigers Coordinator	Student surveys, Tutoring logs				
Funding Sources: Title IA							
3) Employee a ACE/iTigers coordinator to handle scheduling, data entry and supervision of the ACE/iTigers program.	9	Administrator	Time clock records, Grant guideline submissions, Program evaluation				
4) Provide a summer school enrichment program for all eligible students through a the ACE/iTigers program.	9	ACE/iTigers Coordinator	Student attendance, Teacher Interview, Classroom activity plans				
5) Use district staff to provide tutoring to students in intervention.	9	21st CCLC Coordinator	Time clock data, Tutoring plans, ECC/RtI data				
Funding Sources: Title IA							
6) Provide transportation for students attending the ACE/iTigers tutoring sessions	10	ACE/iTigers Coordinator	Route logs, Student attendance logs				
Funding Sources: Title IA							
							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 2: Utilize Response to Intervention principles to identify and implement Tier II and III intervention strategies to strengthen classroom instruction and intervention processes.






Summative Evaluation: 90% achievement at each grade level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Employ reading interventionist for supplemental reading instruction.	8, 9	Administrators	Personnel records, Lesson plans, Reading Intervention student schedule				
Funding Sources: Title IA							
2) Create an incremental testing calendar for the 15-16 school year.	1	Testing Coordinator/Reading Interventionist	15-16 Assessment Calendar				
Funding Sources: Title IA							
System Safeguard Strategies 3) Conduct RTI meetings every six weeks to identify students at risk and prescribe interventions.	9	Administrators	ECC/RtI data logs				
Funding Sources: Title IA							
System Safeguard Strategies 4) Utilize universal screenings to identify at-risk students and track progress of interventions using AIMS Web.	8	Reading Interventionists and Administrators	AIMS Web data, STAR/TPRI, DRA and TEMI results				
Funding Sources: IDEA-B ARRA							
5) Use Read Naturally as a Tier II and Tier III student reading intervention.	8, 9	ECC/RtI Team	Developmental Reading Assessment results, TPRI/STAR data, AIMS Web progress monitoring data, iStation reports				
Funding Sources: Title IA - \$350.00							
6) Use before and after school tutorials as an intervention for students identified through the ECC/RtI committee.	9	Administrator	STAR/TPRI/DRA results, Incremental testing results				
Funding Sources: Title IA							
7) Use Tiger Time in class tutoring as an intervention for students identified through the ECC/Rti committee.	9	Administrators and teachers	STAR/TEMI/TPRI, and DRA results				
Funding Sources: SCE - \$73514.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 3: Implement, monitor, and evaluate an aligned curriculum and assessment program that is rigorous and data driven.


Summative Evaluation: 90% performance on all tests by all subgroups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Use STAR, STAR Early Literacy, TPRI, DRA, TEMI and AIMS Web software with the RtI process to identify and diagnose student weaknesses and track student progress	8	Administrators, Reading Interventionist	90% performance on all tests by all subgroups.				
Funding Sources: Title IA - \$3331.00							
2) Implementation of AWARE data management software to provide immediate feedback to students and teachers of academic progress.	8	Administrators	90% performance on all tests by all subgroups				
Funding Sources: Title IA							
3) Grade level teachers will meet after the incremental testing to discuss results of data and identify student needs.	3, 4, 8	Grade level teachers	90% performance on all tests by all subgroups				
4) Each grade level will disaggregate incremental and benchmark data to identify areas of need in all subgroups and will develop a plan to address those needs.	8	Administrators	90% performance on all tests by all subgroups.				
Funding Sources: Title IA - \$1000.00							
5) Use STAR/TPRI/TEMI administrative software to chart and monitor student progress.	2, 8	Administrators, Reading and Math Interventionists	90% performance on all tests by all subgroups.				
Funding Sources: Title IA							
6) Provide Tiered interventions based on student need gathered at RTI meetings.	1, 3, 8	Administrators, teachers and interventionist					
Funding Sources: Local							
System Safeguard Strategies		Administrators	Eduphoria lesson plans				
7) RES will utilize TEKS Resource System, and Lead4ward to allow campus staff to develop strong tier one curriculum. They will also hire a writing and science specialist to help at the beginning of the school year.	Funding Sources: Title IA						
8) Each grade level will attend one educational field experience		Grade level leaders	Field trip request forms				
Funding Sources: SCE - \$2500.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 4: Identify and provide services to all Gifted and Talented students.


Summative Evaluation: All GT students will perform read both stories on the TPRI stories in grades 1 and 2.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) GT students will be placed in a GT trained teacher's classroom.	4	Administrator	Classroom rosters				
2) GT students will receive pull out services with a highly qualified GT trained specialist.	4, 10	Administrator	GT lesson plans, GT student roster, GT weekly schedule				
3) GT students will attend a GT field trip tied to program goals.	10	GT Specialist	Filed trip request and justification, Student attendance log				
Funding Sources: Local							
4) All Kindergarten students will be screened mid-year with a non-verbal assessment to assist with early identification of eligible GT students.	8	GT Specialist/Counselor/Administrator	Naglieri Non-Verbal Assessment results, GT committee student identification criteria				
Funding Sources: Local							
							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 5: Teachers will use successful and exemplary practices to ensure student success in Math. Problem-solving activities will be used throughout the school.

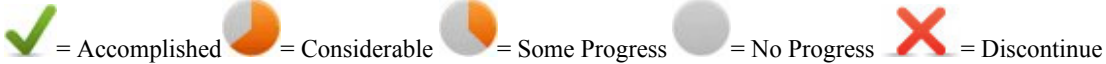
Summative Evaluation: 80% passing rate on incremental testing for all eligible students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will work with students at-risk of not passing the math content area in the classroom setting and during "Tiger Time" tutorials. A new math program will be implemented for second grade students in January of 2016.	4, 9	Administrators,	Math benchmark results, STAR Math results				
Funding Sources: Title IA							
2) Provide training and support for classroom teachers to increase the use of hands-on, authentic science labs.	9	Administrators	Professional development logs, Lesson plans, Classroom observations				
Funding Sources: Title IA							
3) Incorporate resources, and software into the TEKS foundation to develop and provide a well-rounded curriculum that reflects the science TEKS	10	Science Consultants, Administrators and Classroom teachers	Curriculum documents, Lesson plans, Classroom observations				
Funding Sources: Title IA							
4) RES places a high importance on early intervention ad as a result, chose to reduce the class sizes in Kindergarten and second grade.	1	Administrators	22:1 class size				
Funding Sources: Title IA - \$83900.00							
							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 6: Hire and retain highly competent and committed educators who will provide challenging work for all students.

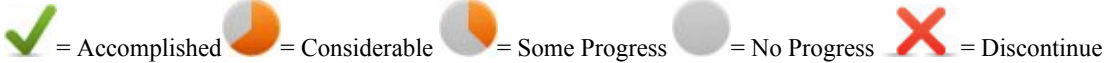
Summative Evaluation: 100% of teaching staff will meet NCLB requirements for Highly Qualified Teaching Personnel.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Post openings and job applications online on the RISD web site.	5, 10	Administrators	Number of teachers hired from online application submissions.				
2) Create an interview team composed of teachers from each grade level and specialists that utilize a common set of interview questions.	5	Administrators	PDAS, Grade chair input, Teacher self-assessment				
Funding Sources: Title IA							
3) 3) Recruit ESL and Bilingual certified teachers to address needs of LEP students	3	Administrators	Number of ESL/bilingual teachers on staff, PDAS, TELPAS results				
Funding Sources: Local							
4) Sign on bonuses and stipends for special education teachers.	5, 10	Administrators	Summative evaluations, Observations, Self-assessments, Accomplishment of IEP student goals				
Funding Sources: Title IA							
5) Principals will conduct individual conferences with each teacher to discuss walk throughs and PDAS performance	3	Administrators	Walkthrough/Observation Results, memo documentation in Eduphoria				
							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 7: By June 2016, all students and student groups (of adequate numbers) will meet or exceed AYP standards for performance and participation.


Summative Evaluation: Acceptable AYP rating

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Train special education teachers in TEKS taught at grade levels in order to ensure that students can take the incremental tests at grade level.	4	BMSS Co-op staff	Incremental test results				
2) Train special education teachers on the state and federal accountability standards in order to ensure that RES meets the AYP standards for performance and participation.	2	BMSS Co-op staff	Professional development agenda, Training logs				
3) Identify and address all areas of concern in all areas of AYP accountability.	2	Administrators	SPED student verification sheets, ARD minutes				
4) Identify and address areas of concern in all areas of AYP accountability.	8	Administrators	AYP reports				
							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 8: All TPRI tested students (K-2) will evidence advancement in reading skill development for the school year.






Summative Evaluation: All students will increase their fluency rate and comprehension levels to meet or exceed the state recommendation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students not meeting the expectations on TPRI will be provided supplemental reading instruction by their classroom teacher or a reading interventionist.	8	ECC/RtI committee	TPRI results, Individual progress monitoring logs, ECC/RtI minutes				
2) Wireless Generation will be contracted to provide TPRI testing to students grades K-2 via Netbooks.	1	Reading Intervention Team	TPRI results				
Funding Sources: Title IA							
							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 9: ESL students with an established baseline will advance their TELPAS scores by one level or more from the previous year.


Summative Evaluation: 2014 TELPAS test

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide refresher training on ESL strategies and ELPS Toolkit training to all classroom teachers and instructional aides.	4	Administrator, ESL Coordinator, Region 13 ESL specialist.	Staff development agenda, Staff development sign-in sheets				
Funding Sources: Title IA							
2) Provide TELPAS and TOP rater training for all classroom teachers. Provide ongoing assessment of LEP student's language acquisition.	4	ESL Coordinator	Training agendas and sign-in sheets				
3) Utilize instructional software such as Read Naturally, English in a Flash (through REN Learning) and Rosetta Stone to enhance LEP students' language acquisition.	4	ESL Coordinator	Student progress monitoring, TELPAS data				
4) Provide language enrichment curriculum and activities for LEP eligible students through ESL summer school program.	10	ESL Coordinator, Administrator	Summer school attendance log, Lesson plans, Classroom observations				
Funding Sources: SCE - \$2000.00							
5) Utilize the ESL instructional aide and bilingual aide positions.	6	ESL Coordinator	Time sheets, Lesson plans, Job description/evaluation				
Funding Sources: Title VI							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Through quality and engaging instruction, high expectations, and meaningful relationships, a staff of competent and committed educators will prepare all students for their future.

Performance Objective 10: Professional development will be provided to address needs of faculty and staff.


Summative Evaluation: 85% of faculty will rate RISD staff development sessions at a level 4 or better on a scale of 1 through 5.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct professional development on Mondays and on Thursday mornings as needed.	4	Administrators	Staff development agenda, sign-in sheets				
Funding Sources: Local							
2) Specialist will provide in-class support and planning assistance to all teachers	9	Administrators	Teacher feedback, Classroom observations, Lesson plans, CScope planning sessions				
3) Initiate committees for ELA, math, science, attendance, social and discipline.	2	Administrators	Teacher feedback and sign in sheets				
Funding Sources: Local							
4) Vertical curriculum campus planning and cross-campus alignment with all grade levels as well as RIS 3rd grade teaching staff.	4	Administrators	Sign in sheets				
Funding Sources: Local							
System Safeguard Strategies		Administrators	PBMAS reports and certificates				
5) Special Ed and General Ed staff will receive training in inclusive practices and CPI to strengthen instructional support for special ed students.							
							

Goal 2: Provide a safe, well-maintained, supportive environment that encourages individual growth

Performance Objective 1: Provide a modern, attractive, safe and encouraging learning environment where students and staff are respected.


Summative Evaluation: Improved campus climate and learning environment; reduced number of referrals; more effective use of instructional time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement Campus Discipline Management Plan. Teach, model, practice and reinforce student expectations for classroom settings through school-wide lesson plans for behavioral expectations, rules in the teacher newsletter	4	Administrators, Counselor	Lesson plans, PA announcement of daily lesson, Reduced discipline referrals				
2) Identify Right Choice Students of the Week through weekly drawings. Students of the will have their picture posted in the hallway. We will also include Rotary Student of the Six weeks that will have perfect attendance, good behavior and passing grades.	1	Administrators	Positive student and parent input, Teacher participation in student name submission				
3) Provide classroom guidance reinforcing classroom expectations for behavior/academic skills in the classroom.	2	Counselor	Teacher conferences, Decreased office referrals, Grade level meetings				
							

Goal 2: Provide a safe, well-maintained, supportive environment that encourages individual growth

Performance Objective 2: Attendance rates will reach and/or exceed 96%.


Summative Evaluation: Average Daily Attendance rates will meet or exceed 96% each six weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incentives for perfect attendance for students at each grade level.	2	Administrators/Classroom Teachers	Weekly attendance rates will meet or exceed 96%.				
Funding Sources: Local							
2) Conduct home visits for students who are frequently absent and utilize the courts to support Compulsory Attendance Law.	6	Administrators	Weekly attendance rates will meet or exceed 96%.				
3) Conduct calls to parents of students who are frequently tardy/absent.	6	Administrators/Classroom Teachers	Weekly attendance rates will meet or exceed 96%.				
4) Conference with parents of students who have excessive absences and tardies.	6	Administrators/Counselor/Classroom Teachers	Weekly attendance rates will meet or exceed 96%.				
5) Attendance committee will monitor attendance levels and determine placement for students with excessive absences.	8	Administrator/Attendance Committee	Weekly attendance rates will meet or exceed 96%.				
6) Any absences over 10 will require a doctor's note or a parent conference with a principal for it to be excused.	6	Administrators	Weekly attendance rate will meet or exceed 96%.				
7) Send notices through US mail on students 3rd, 7th and 10th absences.	6	Administrators	Weekly attendance rate will meet or exceed 96%.				
8) Utilize School Messenger Parent Notification System to notify parents on a daily basis of student absence.	6	Administrator/Technology Department	Weekly attendance rate will meet or exceed 96%.				
Funding Sources: Title IA							
9) Through the "Rockdale Micro-Community Store" students will receive a "Tiger Buck" for everyday they are present.	2	Administrators and classroom teachers	Banking log of money for each child.				
							

Goal 2: Provide a safe, well-maintained, supportive environment that encourages individual growth

Performance Objective 3: Counseling services will be provided to the students who are identified at risk of dropping out in the future.


Summative Evaluation: 95% of the students in grades Kindergarten through 2nd will be promoted to the next grade.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Counselor will provide lessons for social skills as needed by teachers.	10	Counselor	Counseling logs, Office documentation of social skill lessons, Classroom observations				
	Funding Sources: SCE - \$24594.00						
2) Counselor will plan classroom guidance sessions focusing on identified needs across the campus.	1	Counselor	Record of counseling referrals, Counselor schedule, Conferences with Campus Administrators, teacher/student feedback				
	Funding Sources: Local						
3) Resources for parents including ideas to promote academic success, effective parenting, a positive home-and-school partnership, healthy habits, and positive character traits will be available through the school website.	6	Counselor	Counseling logs/ Parent and teacher feedback				
	Funding Sources: Local						
							

Goal 2: Provide a safe, well-maintained, supportive environment that encourages individual growth

Performance Objective 4: Develop, train, and implement a plan to ensure safety in emergency situations.


Summative Evaluation: Assessment will be measured by a reduction in the number of incident reports and through safety audits.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct one fire drill each month and each of the other emergency/disaster drills each semester.	10	Administrators	Reduction in the yearly number of incident reports.				
2) Conduct safety audits every three years.	10	Administrators/District Audit Team	Excellent Safety Audit Rating				
3) Emergency Operations Plan will be in compliance with national Incident Management System (NIMS).	10	Administrators	Plan components meet NIMS checklist of plan features.				
4) Distribute and review maps detailing escape routes from all areas of the building.	10	Administrators	Reduction in number of yearly incidents.				
5) Utilize video monitoring system to enhance campus security.	10	Administrators	Reduction in reports of unauthorized people in the building.				
6) All staff and visitors will be required to wear name tags while in the building.	10	Administrators	Reduction in reports of unauthorized people in the building.				
Funding Sources: Title IA							
7) Require all visitors to enter the building through the front doors and check in at the front office. Visitors will be required to swipe their driver's license in the Raptor system.	10	Administrators	Reduction in reports of unauthorized people in the building.				
Funding Sources: Title IA							
8) Recognize Child Safety Month in April	10	Counselor	Reduction in the number of yearly incident reports.				
9) Train personnel in CPR and AED equipment, and offer Diabetes workshop for all staff that have direct interaction with diabetic students	4	District Nurse	Staff training completion certificates.				
10) Implement the Multi-Hazard Emergency Plan and train all staff member in its use.	10	Administrators	Reduction in number of yearly incident reports and safety audit.				
11) Offer health and safety training for staff (ie. CPR training, Diabetes workshop).	4	District Nurse	Staff training certificates of completion				
							

Goal 3: Lead parents and community members into becoming engaged partners in educating all Rockdale ISD students

Performance Objective 1: Improve communication with parents and community by encouraging more involvement and support of Rockdale Elementary School activities as measured by the number of parents and community members who attend school events, PTO meetings, and provide assistance for school programs.


Summative Evaluation: A 5% increase in participation at school-sponsored events.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Post a RES newsletter to the campus website each six weeks to include information pertinent to all students	6	Administration	Campus website				
Funding Sources: Local							
2) Send 3-week progress notes home with all students on the 4th six weeks in each 6 weeks grading period.	6	Homeroom teachers	Skyward reports				
Funding Sources: Local							
3) RES will have 85% PTO members among our faculty to illustrate the instructional staff's dedication to working with parents and community.	1, 6, 7, 10	Administration and RES teachers	PTO participation				
Funding Sources: Local							
4) Conduct Meet the Teacher Nights to provide teacher-designed home activities parents can use to assist their children with grade level concepts.	6, 7	Specialist and administration	Sign in sheets				
Funding Sources: ACE - \$200.00							
5) Meet with the Campus Educational Council during the school year to provide a forum for input and evaluation of campus planning and decision-making. The CEC includes community, business and parent representatives	10	Administrators	Sign-in sheets; meeting agendas				
Funding Sources: Local							
6) Conduct a GT meeting for parents of students in the Gifted and Talented program	6	GT teacher	Sign in sheet				
7) All parents will be contacted either by conference or by phone on the Parent Conference Day.	6	Administrators and teachers	Parent conference logs.				
							

Goal 3: Lead parents and community members into becoming engaged partners in educating all Rockdale ISD students

Performance Objective 2: Plan and implement a variety of activities to involve all parents in the education of their students. Building a strong home school connection will enhance the learning opportunities of our students.


Summative Evaluation: 95% of the students in grades K-2 will be promoted to the next grade .

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Solicit parents and community members to work as volunteers at the elementary campus.	6	iTiger Coordinator	Volunteer logs				
Funding Sources: ACE							
2) Conduct Meet the Teacher nights for PreK-2nd Grade.	1	Administrators	Sign in sheets				
Funding Sources: Local							
3) Conduct Family Nights to provide teacher-designed home activities parents can use to assist their children with grade level concepts.	6, 7	Reading Specialist, Math/ELA Committees, and administrators	Sign in sheets				
Funding Sources: SCE - \$402.00							
4) Parent/teacher conferences will be held once a year to promote communication between school and home, to ensure student success, and assist parents in strategies they can use to help students' performance.	1, 6, 7	Principal and RES teachers	parent sign-in sheets and district calendar				
Funding Sources: Local							
							

Goal 3: Lead parents and community members into becoming engaged partners in educating all Rockdale ISD students

Performance Objective 3: Expand the ability and variety of methods to communicate information and connect with parents, families, businesses, and the community.






Summative Evaluation: Increase in % of parents and community participants at each meeting; number of meetings conducted by listed programs and committees.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Solicit parents and community members to work as volunteers to assist with campus projects and programs. The district will host an annual luncheon recognizing these volunteers.	6, 10	ACE coordinator, Administrators and teachers	Sign in from the luncheon				
Funding Sources: Local							
2) Use local newspaper, radio announcements, social media, school website, and school messenger for school events.	1, 6, 10	Administrators, Community Relations Director	Parent attendance at school-events, Skylert reports, sign-in sheets				
Funding Sources: Title IA							
3) Participate in Texas Public School Week by implementing community and parent activities		Administrators	Sign in sheets				
Funding Sources: Local							
							

Goal 3: Lead parents and community members into becoming engaged partners in educating all Rockdale ISD students

Performance Objective 4: Increase community and parental involvement in the school and increase the school's involvement in the community.

Summative Evaluation: Sign -in sheets.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PTO and RES will partner and provide a literacy night to bring community and other grade levels together to enhance literacy.	6, 7, 9, 10	Administrators and PTO members	Sign in sheets and attendance logs				
Funding Sources: Local							
2) Rockdale ISD will employ a Community Relations director to communicate with parents and increase parental participation.	6, 10	Assistant Superintendent	Parent sign-in sheets, Community Relations director log				
Funding Sources: Local							
3) Continue to work with local churches that provide needed clothing and shoes.	10	Administrators, counselor and nurse	Documentation in skyward				
4) Kindergarten students travel to the senior citizen center and the farmers market in order to engage in our community.	1, 10	RES kindergarten teachers.	Parent permission slips and letters to parents.				
Funding Sources: Local							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	2	3	Conduct RTI meetings every six weeks to identify students at risk and prescribe interventions.
1	2	4	Utilize universal screenings to identify at-risk students and track progress of interventions using AIMS Web.
1	3	7	RES will utilize TEKS Resource System, and Lead4ward to allow campus staff to develop strong tier one curriculum. They will also hire a writing and science specialist to help at the beginning of the school year.
1	10	5	Special Ed and General Ed staff will receive training in inclusive practices and CPI to strengthen instructional support for special ed students.

State Compensatory

Personnel for Rockdale Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Campus Teacher	ESL Summer School Teacher	ESL Summer School	.15
Campus Teachers	Tutorial Teachers	Intervention	1.5
Campus Teachers	PreK Teachers	Full Day PreK	2
Cindy Pelzel	ESL Summer School Para	ESL Summer School	.15
Keely Reisner	Counselor	At-risk students	.5

Title I

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**