

# *Lott Elementary School*

## *Campus Improvement Plan*



*Accountability Rating: Met Standard*

*2017 – 2018*

# ***Rosebud-Lott ISD***

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***Lott Elementary School***  
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# ***Lott Elementary School***

## ***Mission Statement***

Lott Elementary School 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 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

# *Lott Elementary School Campus 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 second 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 collected this past spring 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 RLISD District Improvement Plan:

### Parent Concerns

P1 – Quality Education

P2 – Teacher Keeps Me Informed

P3 – My Child Enjoys Coming to School

### Student Concerns

S1 – Cafeteria Food

S2 – Do Not Like Coming to School

S3 – Learning Is Not Made Fun

### Teacher Concerns

T1 – Being Appreciated

T2 – Parental Support

T3 – 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.

Campus Name: Lott Elementary School

Date of Committee Approval: 06/01/2017

Date of Board Approval: 07/24/2017

RLISD Goal # 1: All campuses will utilize strengths and resources to improve academic student performance.

Superintendent’s 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, 60% of all tested students will meet expectations or show improvement on all STAAR Tests as evidenced by state reports.

Identified Needs: Closing gaps in student achievement; intervention teachers for elementary; ELAR/W, math, and science interventionists; Horizontal and vertical alignment in the areas of ELAR/W, math, and science; additional intervention for students not passing a state assessment; increase in parent education and ESL classes; increase in teacher morale; students engaged in high quality instruction and programs.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.1 Continue to provide Compensatory Education programs: <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• English as a Second Language</li> <li>• Tutorials</li> <li>• STAAR Camps</li> <li>• Campus Interventionists</li> <li>• Accelerated Instruction</li> <li>• Summer School to address At-Risk students</li> </ul> Provide Parent Education Programs: <ul style="list-style-type: none"> <li>• Parenting classes</li> <li>• Online ESL Classes</li> <li>• Online GED classes</li> </ul> Attendance equal to 97.0% for all students <b>PI, S3, T1, T3</b>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Curriculum Specialist</li> <li>• Campus Principals</li> </ul>  <ul style="list-style-type: none"> <li>• ACE</li> <li>• Family Involvement Coordinator</li> <li>• Bilingual Teacher</li> <li>• Campus Principals</li> </ul>	8/12	6/2	SCE Funding  Summer School FTEs: 3 Principals, 10 Teachers, 5 Aides Summer School Supplies/ Materials  ACE Grant  SCE Funds	<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>• Lesson Plans in Eduphoria!</li> <li>• Course Offerings/Curriculum</li> <li>• Renaissance reading/math reports</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) No. of Identified Students</li> <li>2) No. by Gender/Subpopulation</li> <li>3) % of Mastery on Benchmark Assessments</li> </ol> <b>Program Evaluation:</b> <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>• Portfolios</li> <li>• 6-weeks attendance reports</li> </ul>	



Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.2 Continue and expand services to address the needs of identified <b>GT</b> students <ul style="list-style-type: none"> <li>• Policy/Procedures/Notifications</li> <li>• Referrals/Screening</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> <b>P1, S3, T1, T3</b>	<ul style="list-style-type: none"> <li>• GT Program Director</li> <li>• Campus Principals</li> <li>• GT Teachers</li> <li>• GT Campus Facilitators</li> </ul>	8/12	6/2	ESC Reg. 12 Funding  SCE Funds	<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>• Lesson Plans on Eduphoria!</li> <li>• Course Offerings/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> <li>3) % of Mastery on STAAR</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• Parents/students surveys;</li> <li>• 90% of Academic GT students will receive Masters Grade Level in at least 1 core area on STAAR</li> </ul>	
1.3 Continue services to identified <b>Special Education</b> students <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>• Response to Intervention (RtI)</li> </ul> <b>P1, S3, T1, T3</b>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Campus Principals</li> <li>• School Counselors</li> <li>• Interventionists</li> <li>• SPED Teachers</li> <li>• FEC Diagnostician</li> </ul>	8/12	6/2	ESC Reg. 12  FEC Director  Funding: sent to Co-Op from State SE Funds	<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>• 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> <li>3) % of Mastery on Benchmark Assessments</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR (STAAR/STAAR ALT 2)</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>• Monitor (Exited Students)</li> <li>• Required state-mandated testing program (STAAR; TELPAS)</li> <li>• ESL Certified</li> </ul> <p>P1, S3, T1, T3</p>	<ul style="list-style-type: none"> <li>• Charmaine Knight ESL Program Director</li> <li>• Campus Principals</li> <li>• Campus Secretaries</li> <li>• ESL Certified Teachers</li> <li>• Bilingual Aides</li> </ul>	8/12	6/2	<ul style="list-style-type: none"> <li>• ESC 12 Title III Funding</li> <li>Bilingual Aides</li> </ul>	<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</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>• Imagine Learning</li> <li>• Reading Renaissance Reports</li> <li>• iStation</li> <li>• Think Through Math</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) Parental Involvement</li> <li>3) New Generation System</li> <li>4) 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>P1, S3, T1, T3</p>	<ul style="list-style-type: none"> <li>• Special Program Director</li> <li>• Campus Principals</li> <li>• Campus Secretaries</li> </ul>	8/12	6/2	<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) PSAs in local newspaper, district website, Facebook (Eng/Span)</li> </ol> <p><b>Program Evaluation:</b></p> <p>Annual Performance Report; Migrant Application</p>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>1.6 Continue programs/services for students identified for Dyslexia services:</p> <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>• Update Dyslexia Curriculum based on current Dyslexia Handbook (2014)</li> <li>• Project Read Program Support</li> <li>• Dyslexia Intervention Program</li> </ul> <p>PI, S3, T1, T3</p>	<ul style="list-style-type: none"> <li>• Dyslexia/504 Coordinator</li> <li>• Campus Counselors</li> <li>• Campus Principals</li> <li>• Dyslexia Teachers</li> </ul>	8/12	6/2	<p>ESC 12</p> <p>The New State Dyslexia Handbook (2014)</p> <p>504 Documents</p> <p>CESD Conferences</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</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)</li> <li>• Local Program Evaluation</li> <li>• CIT Committee</li> <li>• Section 504 Committee</li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.7 Provide services to identified <b>Homeless</b> students: Policies/Procedures <ul style="list-style-type: none"> <li>• Identified Homeless Liaison</li> <li>• Student Identification</li> <li>• Programs/Services/Assistance</li> </ul> <b>PI, S3, T1, T3</b>	<ul style="list-style-type: none"> <li>• Homeless Liaison</li> <li>• Campus Principals</li> <li>• Campus Secretaries</li> <li>• Family Involvement Coordinator</li> <li>• Counselors</li> </ul>	8/12	6/2	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)</li> <li>• Attendance Records</li> <li>• Accelerated Reader and Math</li> <li>• STAR reports</li> </ul>	
1.8 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>• STAAR prep, dyslexia and accelerated instruction in grades 4 – 6.</li> <li>• STAAR enhancement for students failing STAAR</li> <li>• Accelerated Reader program in grades 4 – 6</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• All staff/teachers</li> <li>• Campus Principals</li> <li>• School Counselors</li> <li>• Interventionists:</li> </ul>	8/12	6/2	TEKS TEKS Resource System ESC Reg. 12  Title 1 FTE Family Involvement Coordinator  materials	<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>• Course Offerings/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>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<ul style="list-style-type: none"> <li>• Accelerated Math program in grades 4 - 6</li> <li>• Reading Plus</li> <li>• Summer School: all grade levels</li> <li>• Inclusion</li> <li>• Response to Intervention (RtI)</li> <li>• Math/Reading/Writing/Science Interventions</li> <li>• Grade Placement Committees</li> <li>• Renaissance Learning</li> <li>• ACE – after school program</li> <li>• Dyslexia Reading Programs</li> <li>• iStation 4-5)</li> <li>• Think Through Math (4-6)</li> <li>• STAAR Camps</li> <li>• IXL</li> <li>• Brain Pop</li> </ul> <p>P1, S3, T1, T3</p>	<ul style="list-style-type: none"> <li>• ACE Site Coordinators</li> <li>• Teachers</li> </ul>			<p>21<sup>st</sup> Century Afterschool Centers for Education Grant (ACE)</p>	<p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR- STAAR</li> <li>• STAR-Math and Reading</li> <li>• Surveys</li> <li>• Local Program Evaluation</li> <li>• Advisory Committee</li> <li>• Grade Placement Committee</li> <li>• Student Performance Scores on CBAs</li> <li>• Decline in Discipline Referrals</li> <li>• iStation Reports</li> <li>• Think Through Math Reports</li> <li>• Reading Plus Reports</li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.9 Continue expanding the use of <b>technology</b> for instruction and educational management <ul style="list-style-type: none"> <li>• Student opportunities to learn about and use technology to produce work</li> <li>• 1-1 Chromebooks/devices campuswide</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 4-6</li> <li>• Attend Technology Conferences</li> <li>• eduphoria!-AWARE and Forethought training</li> <li>• Math, Science, Technology, and Career Fair(s)</li> <li>• Continue use of Parent Portal</li> <li>• StarBoards in every classroom</li> <li>• <b>Desktops in every classroom</b></li> </ul> <p><b>P1, S3, T1, T3</b></p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Curriculum Specialist</li> <li>• Business Mgr/Grant Mgr</li> <li>• LES Principal</li> <li>• HS/MS Principal</li> <li>• 4-6 Teachers</li> <li>• Technology Director</li> </ul>	8/12	6/2	ESC Reg. 12  Eduphoria!   Title I Priority/Focus Grants  TCDSS/ESC13 Building Capacity in Rural Schools Grant	<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>• ISIP reports</li> </ul> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR)</li> <li>• Student Assessment data in AWARE</li> <li>• T-TESS observation and summative data</li> </ul>	
1.10 Continue the use of TEKS Resource System curriculum created from ESCs across the state <ul style="list-style-type: none"> <li>• Higher vocabulary</li> <li>• Aligned with state standards</li> <li>• Standard for all</li> <li>• Unit Calendar across state</li> </ul> <p><b>P1, S3, T1, T3</b></p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Curriculum Specialist</li> <li>• District Improvement Team</li> <li>• Campus Principals</li> <li>• Teachers</li> <li>• FE Coop</li> </ul>	8/12	6/2	ESC 12	<ul style="list-style-type: none"> <li>• TEKS Resource System Documents</li> <li>• Lesson Plans in Eduphoria!</li> <li>• T-TESS Walk-through Data</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) TEKS RS Assessments</li> <li>2) Report card grades</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> </ul>	

**RLISD Goal # 2:** All campuses will bridge the gap between family and community engagement throughout the district.

**Superintendent’s Goal #2:** 90% of all parents or guardians will be engaged in a documented face-to-face conference with their child’s teacher before June 1, 2018. This face-to-face conference may include Meet the Teacher Night, parent nights, STAAR Nights, conferences, ACE nights, etc. Regular phone calls and emails are encouraged, but will not count as documented face-to-face conferences.

**Campus Goal #2:** In the 2017-2018 school year, 90% of all parents/guardians will participate in at least one face to face, documented, school sponsored event.

**Identified Needs:** Closing gaps in student achievement; Family Involvement Advisory Committee; Coordinated Parent Volunteer Program at Elementary Schools; and all communication from Schools in home language.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
2.1 Parents as active participants through: <ul style="list-style-type: none"> <li>• Parenting Partners for Elementary and Secondary Schools</li> <li>• Parent Focus Groups</li> <li>• School/ Parent activities (ACE, PTO, Booster Club, SBDMC, volunteers)</li> <li>• Computer access and education for parents and community members</li> <li>• Title I Meetings</li> <li>• Open House/Meet the Staff</li> <li>• STAAR Studies Nights</li> <li>• Worth The Wait Parent Program</li> <li>• 6 weeks Awards Assemblies</li> <li>• End Year Awards Assembly</li> <li>• Course Selection/Registration Program</li> <li>• Public School Week Events</li> <li>• Field Day Events</li> <li>• Family Nights on Campuses (PTO, ACE)</li> <li>• Math &amp; Science Technology Fair</li> <li>• Parent Education Classes (GED and ESL)</li> <li>• Home Visits for At Risk students</li> <li>• Cougar Strippers (Parent Volunteer Program)</li> <li>• School Health Advisory and Safe and Drug-Free Council</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Involvement Coordinator</li> <li>• Campus Principals</li> <li>• Campus ACE Site Coordinators</li> <li>• Technology Director</li> <li>• ESL Staff</li> <li>• District RN</li> <li>• Counselors</li> <li>• Bilingual Teacher</li> </ul>	8/12	6/2	ESC Reg. 12  Rural and Low Income Grant Funding: \$12,450  Title 1 Funds: Supplies  Rosebud News Staff  ACE Grant	<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>• Assessment Records               <ul style="list-style-type: none"> <li>○ Star Early Literacy</li> <li>○ Star Math / Star Reading</li> </ul> </li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Meeting Agendas and Sign-In Sheets</li> </ul> <p style="text-align: center;">Benchmark Checks:</p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) Percentage of Mastery on Benchmark Assessments</li> </ol> <p style="text-align: center;">Program Evaluation:</p> <ul style="list-style-type: none"> <li>• Surveys from Parents and Students</li> <li>• TAP Report (AEIS) reports (STAAR, STAAR-A)</li> <li>• PEIMS-Total Discipline Referrals</li> <li>• Parent Focus Groups recommendations</li> <li>• Surveys</li> </ul>	

<ul style="list-style-type: none"> <li>• ACE Family Involvement</li> <li>• ESL Family Night</li> <li>• Rosebud News Articles/Notices</li> <li>• English for Spanish Speaking Parents</li> <li>• GT Family Night</li> </ul> <p>P2 T1 T2</p>				Title I Priority Grant		
<p>2.2 Parents Communication through Electronic/Technology Sources</p> <ul style="list-style-type: none"> <li>• E-mail Contact List</li> <li>• Update district/campus websites</li> <li>• Continue use of Parent Portal</li> <li>• Continue use of Remind</li> </ul> <p>P2 T1 T2</p>	<ul style="list-style-type: none"> <li>• Technology Director</li> <li>• Campus Principals</li> <li>• Curriculum Specialist</li> </ul>			Edlio ESC 12  Sharco	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Data on website visits</li> <li>• Local Evaluation</li> </ul>	



**Long Range 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 RLISD teachers will receive training during the summer or during the fall semester on “Teaching with Poverty in Mind” and “Capturing Kids’ Hearts.”

**Campus Goal #3:** By December 2017, 90% of teachers will have been trained on the importance of building relationships with all students, as well as how to successfully engage students living in poverty on a daily basis.

**Identified Needs:** Closing gaps in student achievement; Student code of conduct translated to Spanish; consistent dress code; increase in drug, alcohol, and tobacco awareness and prevention across the district; create opportunities for disenfranchised students to participate in career building activities; promote healthy lifestyles.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
3.1 Assist students in developing knowledge, skills, and competencies necessary for a broad range of <b>Career Opportunities.</b> <ul style="list-style-type: none"> <li>• Special Education classes will include: Co-Op, Life Skills,</li> <li>• Provide Career Awareness opportunities that include:               <ul style="list-style-type: none"> <li>a) Financial Aid and Admission Information</li> <li>b) Career day opportunity</li> </ul> </li> <li>• Math, Science, Technology, and Career Fair(s)</li> </ul> <b>P1 P3 S2 S3</b>	<ul style="list-style-type: none"> <li>• HS Principal</li> <li>• HS Counselor</li> <li>• Curriculum Specialist</li> <li>• FE Coop SPED Director</li> <li>• Superintendent</li> </ul>	8/12	6/2	ESC 12 HS/MS Teachers	<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>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in Eduphoria!</li> <li>• Course Offerings/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>• Surveys</li> <li>• Local Program Evaluation</li> <li>• Advisory Committee recommendations</li> </ul>	

Strategies (Initiatives/Programs)	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 Education</li> <li>• Continue Campus Bullying Policy and Procedures</li> <li>• Capturing Kids Hearts (CKH)</li> <li>• Positive Behavior Intervention Support (PBIS)</li> <li>• Parent Education Classes/Activities <ul style="list-style-type: none"> <li>○ GED classes</li> <li>○ ESL classes</li> <li>○ Parenting Partners</li> </ul> </li> </ul> <p>P1 P3 S2 S3</p>	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Curriculum Specialist</li> <li>▪ Campus Principals</li> <li>▪ Safety Systems &amp; Maintenance</li> <li>▪ SHAC/SDFS Committee</li> <li>▪ DSBDMC</li> <li>▪ PI Coordinator</li> <li>• School Counselors</li> <li>• All Teachers</li>   <li>• Bilingual Educator</li> <li>• Special Programs Coordinator</li> </ul>	8/12	6/2	<p>Region 12 SDFSC</p> <p>DAVE Lessons</p> <p>School Attorneys</p> <p>SCE tuition with FE Coop, LC &amp; Academy \$53,000</p> <p>Families in Crisis-Killeen</p> <p>Advocacy Center-Waco</p> <p>Falls County Extension Service</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>• Truancy court</li> <li>• Sign-In Sheets</li> </ul> <p>Benchmark Checks:</p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p>Program Evaluation:</p> <ul style="list-style-type: none"> <li>• Texas School Surveys</li> <li>• TAP Report presentation (STAAR, STAAR-A)</li> <li>• SDFSC Annual Report</li> <li>• Crisis Management Plan and Documented Crisis Drills</li> <li>• Parent Focus Groups</li> </ul>	

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

**Superintendent’s 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 ensure that an appropriate motivational system is in place on each campus with the highest of expectations for every classroom teacher.

**Campus Goal #4:** Lott Elementary School will hire high quality teachers. By May 2018, a 100% of teachers will have an average rating of proficient as evidenced by T-TESS evaluations.

**Identified Needs:** Closing gaps in student achievement; hiring and retaining high quality teachers; providing high quality staff development various sources (ESC12, job embedded professional development, and statewide providers)

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>4.1 Provide appropriate <b>staff development</b> to meet the needs of all staff.</p> <p><b>District-Wide</b></p> <ul style="list-style-type: none"> <li>• TEKS Resource Annual Conferences (State/Regional)</li> <li>• Study of TEKS</li> <li>• Eduphoria! AWARE/Forethought</li> <li>• Daily 5/CAFÉ 4-6</li> <li>• RtI/SIOP</li> <li>• GT Coop Workshops</li> <li>• Science/Math TRC</li> <li>• TEKS Resource System Curriculum</li> <li>• Data Disaggregation (all core subjects)</li> <li>• Assessment (all core subjects)</li> </ul> <p><b>Elementary</b></p> <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 at ESC12</li> <li>• PSP for RPS</li> <li>• School Improvement Training (TAIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Curriculum</li> <li>• District Improvement Team</li> <li>• Campus Principals</li>   <li>• Teachers</li>   <li>• ACE Site Coordinators</li> <li>• Teachers</li> <li>• Leadership Team</li> </ul>	8/12	6/2	<p>ESC Reg. 12</p> <p>Staff Development: Title I Priority/Focus Grants</p> <p>21<sup>st</sup> Century Afterschool Centers for Education Grant (ACE)</p>	<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> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> <li>• Benchmark Testing Data in AWARE</li> </ul>	

<ul style="list-style-type: none"> <li>• ESC 12 Reading/Math Academies</li> <li>• Elementary School Conferences</li> <li>• TransformED</li> </ul> <p>P1 S3 T1</p>						
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**RLISD Goal # 5:** RLISD administrators will seek out financial and educational support resources.

**Superintendent’s Goal #5:** 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 student population in excess of 750 students by September 1, 2019.

**Campus Goal #5:** Faculty and staff will monitor ADA to ensure that the 95% mark is surpassed for the 2017-2018 school year.

**Identified Needs:** Closing gaps in student achievement; improve health and wellness of students, faculty, and staff; increase attendance by providing disenfranchised students with more opportunities/activities.

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 4 - 6 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> <li>• Worth the Wait Abstinence Program</li> </ul> <b>P3 S1 S2 S3</b>	<ul style="list-style-type: none"> <li>• Special Programs</li> <li>• Campus Principals</li> <li>• PE Teachers</li> <li>• District RN</li> <li>• Technology Dir.</li> </ul>	8/12	6/2	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</li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
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>• TEEN CERT</li> <li>• Conduct district-wide Lockdown Drills</li> <li>• COPsync911</li> </ul> <b>P3 S1 S2 S3</b>	Superintendent Campus Principals Operations Director District RN Technology Director	8/12	6/2	Department of Homeland Security  Department of Health  ESC Reg. 12  Falls County Emergency Response  Local Police Departments  ESC 12 - Grant	<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> Monthly Crisis Drill Reports  <b>Program Evaluation:</b> Attendance Records of Students and Staff	