

# *Lott Elementary School*

## *Campus Improvement Plan*



*Accountability Rating: Met Standard*

*2018 – 2019*

# ***Rosebud-Lott ISD***

## **Board of Trustees**

*Julie Bennett, President*

*Emily Hering, Vice President*

*Cindy Kahlig, Secretary*

*Henry Bravo*

*Rodney Drake*

*Jason Mallory*

*Don Stiles*

## **Superintendent**

*Dr. Steve Brownlee, Superintendent*

## **Principals**

*Phil Johanson, Rosebud-Lott High School/Middle School*

*Alushka Driska, Rosebud Primary & Lott Elementary Schools*

***Lott Elementary School***  
**Campus Site-Based Decision-Making Committee**

**Chairman**

*Alushka Driska, Principal*

**Administrative Representative**

*Amy Ballard, Counselor*

**Classroom Teachers**

*Jeff Lorenz*

*Jennifer Lorenz*

*Susan Moher*

*Dawn Willberg*

**Parent Representative**

*Alexis Valdez*

**Community Member**

*Donnie Hoelscher*

**Business Representative**

*Sam Horn*

**Non-Teaching Representative**

*Susan Luna*

# *Lott Elementary School*

## **Mission Statement**

Rosebud-Lott ISD will provide a safe and supportive learning environment where all students will receive a well-rounded education that is part of the foundation for them to become leaders in their chosen careers and communities.

## ***Vision Statement***

Rosebud-Lott ISD will be regarded as the premier school district in Central Texas because of the quality of education we provide and the environment in which we provide it.

## ***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 2018 – 2019*

- Goal I:** In 2018-2019, 65% of all tested students will meet expectations or show improvement on all STAAR Tests as evidenced by state reports.
- Goal II:** In the 2018-2019 school year, 90% of all parents/guardians will participate in at least one face to face, documented, school sponsored event.
- Goal III:** By January 2019, LES will strive to earn the title of Elementary and Middle School UIL Academic Champions for the third consecutive year.
- Goal IV:** Lott Elementary School will hire high quality teachers. By May 2019, a 100% of teachers will have an average rating of proficient as evidenced by T-TESS evaluations.
- Goal V:** All LES major safety and security risks are reduced as evidenced by the safety audit. All faculty/staff will be trained on school safety and security.

**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 2018 – 2019**

### **ESEA Provisions**

The Rosebud-Lott ISD District Improvement Plan includes the following components as required by ESEA provision: comprehensive needs assessment which includes the 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 – Enjoys Coming to School  
P3 – Informed of Progress

### **Student Concerns**

S1 – Enjoys Coming to School  
S2 – Make Learning Fun  
S3 – Feel Safe on the Bus

### **Teacher Concerns**

T1 – Supplies  
T2 – Technology  
T3 – Being Appreciated

## **Every Student Succeeds ACT (ESSA)**

### **Title I, Part A Schoolwide Program (SWP)**

#### **Program Implementation Statutory Requirements**

(Element 1) SWP Comprehensive Needs Assessment (E1)  
(Element 2) SWP Campus Improvement Plan Requirements (E2)  
(Element 3) Parent and Family Engagement Requirements (E3)

## **Areas of Celebration**

Based upon the initial results of the state assessments for 2017-2018, 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 2018 over their scores in 2017. In addition, LES and RLMS teamed up to win the 21AA District UIL Middle School Academic Meet in December for the second consecutive year. LES also combined with RPS to take the 21AA District UIL Elementary School Academic Meet also for the second consecutive year. RLHS had previously won the High School UIL Academic Meet. For the last two years, they have finished a close second place. RLES (PreK-6) is scheduled to open in January 2019.



**Campus Name:** Lott Elementary School

**Date of Committee Approval:** 06/01/2017  
**Date of Board Approval:** 07/24/2017

**RLISD Goal # 1:** By 2022, all RLISD campuses will earn at least one distinction in one of their relevant areas for each year through 2022.

**Superintendent’s Goal # 1:** The percentage of students passing all tests given will increase by 5% in 2018 over the percentage in 2017.

**Campus Goal #1:** In 2018-2019, 65% 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 P1, S1, S2, T1, T3, E1, E2, E3	<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>	8/14	6/1	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
<p>1.2 Continue and expand services to address the needs of identified <b>GT</b> students</p> <ul style="list-style-type: none"> <li>• Policy/Procedures/Notifications</li> <li>• Referrals/Screening</li> <li>• Assessment</li> <li>• Professional Development: <ul style="list-style-type: none"> <li>➢ Teachers – 30 Hrs</li> <li>➢ Teachers – 6 Hrs Annual Update</li> <li>➢ Admin &amp; Counselors – 6 Hrs</li> <li>➢ State Conferences</li> </ul> </li> <li>• Program Options/ Curriculum</li> </ul> <p>P1, S1, S2, T1, E1, E2</p>	<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>	8/14	6/1	<p>ESC Reg. 12 Funding</p> <p>SCE Funds</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans on Eduphoria!</li> <li>• Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) % of Mastery on STAAR</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parents/students surveys;</li> <li>• 90% of Academic GT students will receive Masters Grade Level in at least 1 core area on STAAR</li> </ul>	
<p>1.3 Continue services to identified <b>Special Education</b> students</p> <ul style="list-style-type: none"> <li>• Policies/Procedures/Notifications</li> <li>• ARDs (annual and as needed)</li> <li>• Implementation of CAP <ul style="list-style-type: none"> <li>○ Transitional Planning</li> <li>○ Initial Testing/Placement</li> <li>○ Least Restrictive Environment</li> <li>○ Related Services</li> <li>○ Annual evaluation/follow-up</li> <li>○ Classroom modifications</li> <li>○ Assistive technology, as needed</li> <li>○ Speech</li> <li>○ Inclusion</li> <li>○ Occupational/Physical Therapy</li> </ul> </li> <li>• Response to Intervention (RtI)</li> </ul> <p>P1, S1, S2, T1, E1, E2</p>	<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>	8/14	6/1	<p>ESC Reg. 12</p> <p>FEC Director</p> <p>Funding: sent to Co-Op from State SE Funds</p>	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• Parent Communications</li> <li>• List of Identified Students in PEIMS</li> <li>• Training/Staff Development Records</li> <li>• Assessment Records</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in eduphoria!</li> <li>• Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) % of Mastery on Benchmark Assessments</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>• TAPR (STAAR/STAAR ALT 2)</li> <li>• 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 <b>ESL</b> 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>	<ul style="list-style-type: none"> <li>• ESL Program Director</li> <li>• Campus Principals</li> <li>• Campus Secretaries</li> <li>• ESL Certified Teachers</li> <li>• Bilingual Aides</li> </ul>	8/14	6/1	<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> <li><b>Benchmark Check:</b> <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> </li> <li><b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR (STAAR)</li> <li>• TELPAS</li> <li>• Woodcock-Munoz Language Proficiency Test</li> <li>• Imagine Learning</li> </ul> </li> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
P1, S1, S2, T1, E1, E2					<ul style="list-style-type: none"> <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 Services Provided</li> </ol> <ul style="list-style-type: none"> <li>• Forms (English/Spanish)</li> <li>• Monitoring (Program &amp; Retention)</li> <li>• Intervention Strategies</li> </ul> <p>P1, S1, S2, T1, E1, E2</p>	<ul style="list-style-type: none"> <li>• Special Program Director</li> <li>• Campus Principals</li> <li>• Campus Secretaries</li> </ul>	8/14	6/1	<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>	
<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>P1, S1, S2, T1, E1, E2</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>	8/14	6/1	<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> P1, S1, S2, T1, E1, E2	<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>	8/14	6/1	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> </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>	8/14	6/1	TEKS TEKS Resource System ESC Reg. 12 Title 1 FTE	<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> </ul>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<ul style="list-style-type: none"> <li>• STAAR enhancement for students failing STAAR</li> <li>• Accelerated Reader program in grades 4 – 6</li> <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, P3, S1, S2, T1, E1, E2</p>	<ul style="list-style-type: none"> <li>• ACE Site Coordinators</li> <li>• Teachers</li> </ul>			<p>Family Involvement Coordinator</p> <p>materials</p> <p>21<sup>st</sup> Century Afterschool Centers for Education Grant (ACE)</p>	<ul style="list-style-type: none"> <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>• 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>• 1-1Chromebooks/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>• Desktops in every classroom</li> </ul> P1, S1, S2, T1, T2, E1, E2	<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>	8/14	6/1	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> <b>Program Evaluation:</b> <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>	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
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> P1, S2, T1, T2, E1, E2	<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>	8/14	6/1	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:** RLISD will increase the percentage of parents participating in the Annual Needs Assessment Survey by 5% and decrease the negative response percentage.

**Superintendent’s Goal #2:** The number of family/community engagement volunteer hours will increase by 10% December 2018 over the hours accumulated by December 2017.

**Campus Goal #2:** In the 2018-2019 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> </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>	8/14	6/1	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>• School Health Advisory and Safe and Drug-Free Council</li> <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>P1, P2, P3, S1, S2, E1, E2, E3</p>				<p>Title I Priority Grant</p>		
<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>P3, E3</p>	<ul style="list-style-type: none"> <li>• Technology Director</li> <li>• Campus Principals</li>   <li>• Curriculum Specialist</li> </ul>			<p>Edlio ESC 12  Sharco</p>	<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:** By 2022, RLISD will achieve a State Championship in one sport and a State Championship in an UIL or Extra-curricular activities.

**Superintendent Goal #3:** RLISD will have at least one team advance deeper into the playoffs than the previous year and increase participation in UIL extra-curricular competition by 5%.

**Campus Goal #3:** By January 2019, LES will strive to earn the title of Elementary and Middle School UIL Academic Champions for the third consecutive year.

**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> P1, P2, P3, S1, S2, E1, E2, E3	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Curriculum Specialist</li> <li>• FE Coop SPED Director</li> <li>• Superintendent</li> </ul>	8/14	6/1	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
3.2 Reduce discipline referrals and impact healthy student behavior through the following: <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> P1, P2, P3, S1, S2, S3, E1, E2, E3	<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	Region 12 SDFSC  DAVE Lessons  School Attorneys  SCE tuition with FE Coop, LC & Academy \$53,000  Families in Crisis-Killeen  Advocacy Center-Waco  Falls County Extension Service	<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> Benchmark Checks: <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> Program Evaluation: <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:** By 2022, RLISD will be regarded as the employer of choice by hiring and retaining high achieving, quality teachers.

**Superintendent’s Goal #4:** The superintendent will attend at least two Teacher Job Fairs annually, assure that all teachers are appropriately vetted with the correct certification before being referred to the Board for employment, and spend at least one day per week on each campus.

**Campus Goal #4:** Lott Elementary School will hire high quality teachers. By May 2019, 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
4.1 Provide appropriate <b>staff development</b> to meet the needs of all staff. <b>District-Wide</b> <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> <b>Elementary</b> <ul style="list-style-type: none"> <li>• ACE Training</li> <li>• Attend subject-area training</li> <li>• PK/K Conference at ESC 12</li> <li>• 1<sup>st</sup>/2<sup>nd</sup> Grade Conference 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>	8/14	6/1	ESC Reg. 12  Staff Development: Title I Priority/Focus Grants  21 <sup>st</sup> Century Afterschool Centers for Education Grant (ACE)	<ul style="list-style-type: none"> <li>• Training/Staff Development Records</li> <li>• Certificates of Completion</li> <li>• Sign-in Sheets</li> <li>• Walk-through Data</li> <li>• Creation of CBAs</li> <li>• Progress Reports</li> <li>• Report Card Grades</li> <li>• Lesson Plans in eduphoria!</li> </ul> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• TAPR (STAAR, STAAR-A)</li> <li>• 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, S2, T1, T2, E1, E2</p>						
---	--	--	--	--	--	--

\

**RLISD Goal # 5:** By the end of the year 2018, all major safety and security risks are reduced as evidenced by the safety audit findings being addressed and increased security presence at the schools and related events.

**Superintendent’s Goal #5:** Annually, the Superintendent will generate and present a budget to the Board that includes improved status in the areas of academics, extra-curricular, facilities, safety, and security.

**Campus Goal #5:** All LES major safety and security risks are reduced as evidenced by the safety audit. All faculty/staff will be trained on school safety and security.

**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> P1, P3, S2, T1, E1, E2, E3	<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>	8/14	6/1	The Great Body Shop (K-5) Curriculum  FitnessGram data for District and State  Center for Disease Control and Prevention  Scott & White	<ul style="list-style-type: none"> <li>• Policy/Procedure documents on file</li> <li>• SHAC Recommendations and Minutes</li> <li>• Health Meeting Minutes</li> <li>• Training/Staff Development Records</li> <li>• Website postings</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Attendance Rate</li> <li>2) Academic performance</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>• FitnessGram Data</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> P2, P3, S1, S3, E1, E2	Superintendent Campus Principals Operations Director District RN Technology Director	8/14	6/1	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	