

Franklin Independent School District
Roland Reynolds Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

The mission of Franklin ISD is to provide a quality education that empowers students to maximize their individual strengths to become responsible, successful citizens.

Vision

Franklin ISD is an organization that strives for excellence by providing a quality educational system that develops successful leaders, teachers, students, and community partnerships. We value mutual respect and trust among all stakeholders. This leads to producing life-long learners ready to become an integral part of society.

Core Beliefs

Roland Reynolds Elementary Core Values

1. Deliver extraordinary service.
2. Put people first.
3. Build a positive team and family spirit.
4. Build open and honest relationships with communication.
5. Do more with less.
6. Be involved with community.
7. Be passionate and determined.
8. Embrace change.
9. Be ethical, moral and humble.

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Comprehensive Needs Assessment

Revised/Approved: August 17, 2018

Needs Assessment Overview

The comprehensive needs assessment process conducted in the late spring of 2018, at Roland Reynolds Elementary involved careful review of the following:

- student achievement and attendance data;
- curriculum, instruction and assessment concerns;
- teacher observation and performance reviews;
- staffing patterns;
- Glows/Grows Meetings
- staff and parent surveys; and
- parent involvement policies and practices.

Surveys were sent out to parents and staff. After gathering the data, the stakeholders met in discussion groups, including parent and teacher input meetings. Information gathered through this process drives our campus improvement plan.

Demographics

Demographics Summary

Roland Reynolds Elementary is located in the small close-knit agricultural community of Franklin, Texas. The school district serves approximately 1,220 students and has one elementary campus. Roland Reynolds Elementary serves PK-4th grade students. Approximately 60% of the total student enrollment lives outside of the Franklin city limits and rides the bus to school. Although our demographics have not changed much in recent years, 28% percent of students new to Roland Reynolds Elementary during the 2017-2018 school year were identified as SPED, 504, ELL, &/or significantly behind grade level. In our current highest needs SPED classroom, 5/7 of students enrolled new to our campus within last 18 months.

2018-2019

- Total students - 526
- African American students - 7%
- Hispanic students - 17%
- White students - 70%
- Economically disadvantaged students - 43%
- English Language Learners - 3%
- Special education students - 11%
- Gifted and talented students - 2%
- Dyslexia - 4%
- 504- 7%
- RtI - 26%

2017-2018

- Total students -540
- African American students - 8%
- Hispanic students - 18%
- White students - 69%
- Economically disadvantaged students - 39%
- English Language Learners - 4%
- Special education students -11%
- Gifted and talented students - 1%

2016-2017

- Total students -549
- African American students - 7%
- Hispanic students - 19%
- White students - 70%
- Economically disadvantaged students - 42%
- English Language Learners - 5%
- Special education students -9%
- Gifted and talented students - 1%

Demographics Strengths

Overall our demographics have not changed much in recent years. We celebrate the diversity we have, especially for a rural community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional staff is needed to accommodate student needs. **Root Cause:** Students moving into district are coming in with higher needs (ESL, SPED, other unidentified concerns).

Student Academic Achievement

Student Academic Achievement Summary

Overall our STAAR scores continue to improve. Our campus scores are higher than state average in all areas of STAAR. The subgroups of African American and SPED have the largest gaps. One of the challenges we face is time to provides language and academic interventions for the small number of ESL students in STAAR grade levels. Most students are meeting or exceeding growth on math and reading assessments in 1st-4th grades, however on summative assessments 21-30% of students are scoring in the range where interventions may be necessary to be successful in the next grade level.

Grade 3 Math

	2018	2017	2016	2015	2014
All Students	92	80	76	91	91
African American	80	63	33	67	67
Hispanic	82	63	67	80	90
White	96	88	80	96	92
Special Ed	50	*25	33	60	60
Econ. Disad.	94	76	63	88	85
LEP	75	*50	67	67	100

Grade 3 Reading

	2018	2017	2016	2015	2014
All Students	93	79	64	76	83
African American	80	63	33	67	33
Hispanic	88	74	61	50	90
White	96	84	66	88	84
Special Ed	50	*38	33	40	80
Econ. Disad.	88	67	50	68	83
LEP	75	*50	67	0	0

Grade 4 Math

2018 2017 2016 2015 2014

All Students	95	92	90	87	82
African American	67	100	80	75	40
Hispanic	100	82	83	80	60
White	98	94	92	89	90
Special Ed	63	29	63	50	50
Econ. Disad.	91	89	86	76	68
LEP	100	*100	100	0	67

Grade 4 Reading

	2018	2017	2016	2015	2014
All Students	88	75	69	86	72
African American	56	*50	40	50	60
Hispanic	95	82	61	90	47
White	90	74	73	87	78
Special Ed	50	43	38	67	30
Econ. Disad.	82	65	48	82	54
LEP	75	*60	33	0	0

Grade 4 Writing

	2018	2017
All Students	79	68
African American	75	67
Hispanic	85	62
White	80	69
Special Ed	14	14
Econ. Disad.	75	52
LEP	80	75

		Franklin ISD			Franklin ISD		
		2017	2017	2017	2018	2018	2018
		% Level Approaches Grade Level	% Meets Grade Level	% Masters Grade Level	% Level Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
3rd	Reading	79%	49%	35%	96%	59%	36%
	Math	80%	52%	27%	93%	65%	36%

4th	Reading	74%	41%	21%	89%	66%	35%
	Math	91%	63%	42%	95%	70%	43%
	Writing	68%	27%	11%	82%	56%	11%

Kindergarten 2018 End of Year Independent Reading Level

Masters	65%
Meets	79%
Approaches	95%
Does Not Meet	5%

1st grade Independent EOY 2018 Reading Level

Masters	46%
Meets	70%
Approaches	82%
Does Not Meet	18%

1st grade growth BOY to EOY 2018 Reading Level

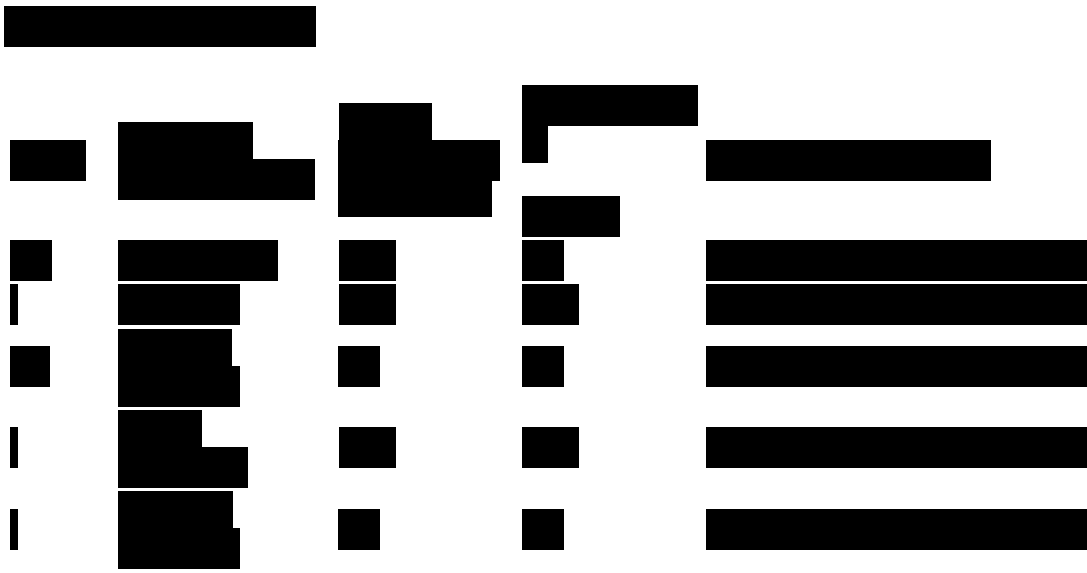
Met or Exceeds Growth	76%
No Growth	24%

2nd grade 2018 Independent EOY Reading level

Masters	62%
Meets	73%
Approaches	82%
Does Not Meet	18%

2nd grade 2018 BOY to EOY growth reading level

Met or Exceeds Growth	75%
No Growth	25%



Student Academic Achievement Strengths

Improvements noted in almost all areas of STAAR performance from 2017 to 2018. Roland Reynolds Elementary academic strengths include: guided

reading instruction, best practices used in math and reading instruction, high-quality common assessments, access to research-based interventions used for Tier 2 and Tier 3, vertical and horizontal alignment, and experienced teaching staff. School staff developed common vocabulary and cut-scores to align with STAAR for K-4 to include does not meet, approaches, meets, and masters grade level expectations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students entering 3rd grade not reading on grade level. **Root Cause:** 70-79% of students leaving K-2 reading on grade-level (meet expectations).

Problem Statement 2: Students entering 3rd grade not performing on grade level in math. **Root Cause:** End of year iLearn screening data show 36% students not on-level at end of 2nd grade.

Problem Statement 3: Subgroup with largest gap between overall approaches STAAR across all subjects is Special Education. **Root Cause:** SPED students performing below grade level due to their disability which inhibits them passing grade level STAAR tests.



School Processes & Programs

School Processes & Programs Summary

Data confirms that all teachers and paraprofessionals on our campus are highly qualified. We enjoy a relatively low student-to-staff ratio, which contributes to student success and teacher satisfaction. Our campus has a low teacher turnover rate, one new hire for grade level teacher in 18-19 with six years experience in previous district. Target professional development offered based on campus needs assessment. Teachers who are in need of individual assistance are provided mentors, as well as administrative direction and support, as indicated. Administrators attend a job fair to interview and recruit the best possible applicants for our campus. Our campus aligns objectives under district goals. We implement strategies to ensure we meet these objectives and reach our district and campus goals. A master schedule is set to maximize instructional time and mastery learning. Care is taken to ensure that content areas have sufficient time to deliver instruction on required grade level TEKS. Administrators and special needs coordinators meet to ensure special needs students receive the assistance they require. Interventionists are available to support teachers with students needing Tier 2 or Tier 3 interventions. Tracking of student progress is carefully monitored by campus administrators, as well as through a campus Instructional Leadership Team and RtI committee who consider options to improve student performance and behavior. School counselor provides guidance counseling to all students, and individual counseling occurs as needed. Attendance committee monitors student attendance and tardies.

Data:

91% of teachers have 3 or more years experience

Class size averages for campus 18.5/class

The vast majority of parents rated the following programs as excellent or good: ESL - 98%, SPED-98%, Gifted & Talented - 95%

98% agree/strongly agree that their child receives supports when he or she is struggling to learn.

98% agree/strongly agree that the school's policies and programs reflect, respect, and value the diversity of the families in the community.

93% agree/strongly agree that discipline is handled properly in school.

28% disagree/strongly disagree that students do not bully or threaten each other in this school.

2017-2018 Staff Survey (44 responses)

100% of staff feel their input is sought by campus administration during decision-making.

School Processes & Programs Strengths

All grade level teachers at Roland Reynolds Elementary are fully certified and all classes meet student to teacher ratio requirements. Special education teachers are encouraged to plan with grade level teachers and to maintain rigor for all students. All teachers (with emphasis on ELA and Reading teachers) at Reynolds Elementary are encouraged to obtain their ESL certification in order to better support our growing ESL population needs. Newly hired teachers in all subjects are encouraged to obtain their ESL certification when interviewed or hired. Guidance lessons provided to all students by school counselor. All students benefit from specials rotations including PE, music, art, and computer. Before/after school clubs include: Art, Chorus, Student Council, Makers Space, GT Science, UIL academics. A master schedule is designed to guard instructional time and maximize student learning. Campus objectives and strategies align with district goals. Tutorial times are provided as student needs dictate, offered before, during, and after school. Planning time is allocated for vertical and horizontal alignment of instruction and assessment. The RtI committee ensures students' academic and/or behavioral needs are identified and addressed. Parent/family events are held to build and foster relationships. Additionally, a campus leadership team is utilized for shared decision-making.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need additional qualified personnel to implement math and reading interventions as determined by RtI committee. **Root Cause:** More students have been identified through RtI needing Tier 2 and Tier 3 interventions than we can serve using current personnel.

Perceptions

Perceptions Summary

Students, teachers, and community members respond favorably to surveys concerning climate, academics and safety of our campus. Parents and staff indicated they their concerns are heard and staff is responsive to their/their child's needs. Parents indicate they are informed of their child's progress. 12% of parents indicate that communication is not adequate nor timely. Bullying/threatening behavior is viewed as an issue by 28% of parents.

During the spring of 2018, we conducted a parent survey in which 43 parents responded.

100% agree/strongly agree their child feels safe at school.

98% agree/strongly agree that their child receives supports when he or she is struggling to learn.

98% agree/strongly agree that the school's policies and programs reflect, respect, and value the diversity of the families in the community.

95% of parents feel the campus keeps them informed of their child's academic progress.

93% agree/strongly agree that discipline is handled properly in school.

93% agree/strongly agree that campus personnel listen to parent concerns regarding his/her child.

91% agree/strongly agree that campus personnel are responsive to the needs of their child.

88% agree/strongly agree they receive adequate and timely communication.

28% disagree/strongly disagree that students do not bully or threaten each other in this school.

The vast majority of parents rate the following programs as Excellent or Good: Career and Technical Education English Language Development, Special Education Services, Gifted and Talented Program.

2017-2018 Staff Survey (44 responses)

100% of staff indicate they feel supported, treated professionally, and valued by campus administrators.

100% of staff feel their input is sought by campus administration during decision-making.

School personnel participated in Glows/Grows meetings in March 2018 over the following areas: master schedule, specials, RtI process, interventions, student behavior/discipline, curriculum/resources, testing/screeners, and other.

Master Schedule:

Glows: 50 minutes for planning, ELA in morning block, brain break separate from recess, maximum instructional time, ideal for testing/benchmark testing days

Grows: break up math block, prefer recess in early afternoon, not designated time for interventions per grade level, schedule PK and K back to back for lunch, allow for transition time between specials and lunch

Specials:

Glows: Having younger grades then older grades, rotations between art, music, computer, PE, and library

Grows: would like to add drama, start computer & library from beginning of school year, get substitutes for specials teachers when out, more library check-out time weekly, more art instruction, non-PE classes cancelled too often

RtI:

Glows: additional interventionists wonderful, process to track student data per grade level is useful, counselor's input appreciated, fewer meetings with designated grade level contact helpful, data showing growth or lack of considered.

Grows: all data collected should be shared by interventionist as well as classroom teachers, teachers not in the meeting, process has changed last several years, share RtI data with inclusion support and interventionists. further clarification for required data for RtI process, more RtI documentation for behavior/academic concerns for PreK

Interventions:

Glows: great improvements with reading interventions, like pulled at end of instructional block, appreciate additional staff to assist with interventions to serve more students, lots of growth, students enjoy, group sizes smaller due to additional interventionists.

Grows: students miss class when pulled during instructional block, attendance of interventionists, need continue assistance with growing needs

Student Behavior/School-wide Procedures and Routines:

Glows: feel supported by admin, behavior issues addressed in timely manner, feel supported by behavior interventionists. appreciate Coach as male-mentor, older grades are more consistent with hallway expectations, procedures and expectations have worked well this year, cones working great in cafeteria, only having one day a week duty, like end of day dismissal, like 3rd and 4th grade together in auditorium before school

Grows: could use another male figure on campus, school-wide expectations should be implemented by all for both positive and negative, apply tape in hallway for lining up, need school-wide programs to address respect and responsibility for actions, communication about how discipline issues are handled, consistent expectations to acknowledge adults, dress code, etc. universal signs/signals throughout school, no seconds in cafeteria until all students served, clean up during lunches, more explicit teaching of bathroom/pod behavior and hold students accountable, notify office when students are staying after school, don't send students to specials over 30 minutes late, keep kids out a recess if cannot participate in PE due to note from home

Duties;

Glows: PK/K car rider line very organized, cones in cafeteria at lunch work well, enjoy one day a week duty, breakfast in cafeteria

Grows: be on time for duty, afternoon bus duty people need to stay and actively monitor front of school, PK/K car rider line need to work as a team, cones don't work for PK-2nd or additional staff needed, employees should not be talking during red cone, would like assistance from cafeteria staff

Curriculum/Resources;

Glows: appreciate input & professional judgment on resources used, appreciate additional PK readers, have access to multiple resources, appreciate planning with ELA specialist from Region 6, love digital coach resource, feel we are provided what we need

Grows: New typing curriculum is needed, need training on creating Unit tests in Aware and TEKS Resource System, would like additional resources that are not test-prep format, additional SS resources/textbooks, integrating curriculum more, concerned about Saxon Phonics with TEKS Resource

Testing/Screeners:

Grows: appreciate availability of substitutes for beginning of year reading screeners, data reports from DMAC, iStation, iLearn, AR, multiple sources of data

Grows: lengthy 9 weeks tests in Kinder, iStation/iLearn screeners need to be more actively monitored, many are computer based, struggling to get in required minimum number of tests for Science and Social Studies, make sure students receive additional accommodations they are eligible for if testing is taking too long to complete, tracking growth in math, need intervention for application of math skills, additional headphones/iPads needed for PK testing

Student Health, Emotional, Counseling:

Grows: Kindness tree by counselor, counseling offered to students, early-childhood counseling, nurse loving and supportive with children, counselor efficient in addressing student needs, counselor and nurse go above and beyond to meet staff and student needs.

Grows: social skills for all students are needed for appropriate behaviors: manners, greeting, etc. additional counselor needed for growing academic and behavior support, planned counseling lesson time throughout the year, hygiene talk needed, morning message too lengthy

Others:

Grows: Like Jump Rope for Heart, enjoy team, school climate much improved,

Grows: seek collaboration with HS campus for HS students to work as mentors for students, don't clean classrooms during lunch, age-appropriate furniture or furniture to allow for flexible grouping, empty trash at end of day, reward system implemented for AR success, more class time for writing, anyone who may come in contact with student with allergy or other health issues should be informed, parent assembly about school expectations

Perceptions Strengths

Roland Reynolds Elementary is perceived by parents and staff as being safe and positive. Parent/family events are well attended. RRE communicates with parents in a variety of ways: Remind, Facebook page, email, phone, newsletter, notes home. Parents are informed of their child's academic progress. Parents feel concerns are listened to by school staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inadequate participation from parents when given opportunities to provide input on decision-making. **Root Cause:** Data shows parents do not attend Title 1 Parent Meetings and low completion of parent surveys (44 responses).

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals




Revised/Approved: August 17, 2018





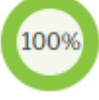
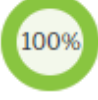
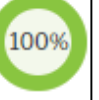

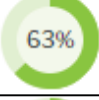
Goal 1: All students will have access to a safe, rigorous education that will enable them to achieve their full educational potential.

Performance Objective 1: 100% of all student populations will meet or exceed growth on STAAR and K-2 assessments, and score at or above state average on STAAR.

Evaluation Data Source(s) 1: STAAR scores, 9 week tests, Fountas and Pinnell, STAR early literacy, iStation, iLearn

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will focus on the best practices of balanced literacy in ELA classrooms.		Campus administrators and reading interventionist	improved reading scores, evidence of SAXON phonics instruction in K-2 improvement in phonics and phonemic awareness in campus screening k-2				
2) The campus will focus on targeted student expectations in reading, as identified by faculty after careful review of state assessment data including academic achievement, academic growth and closing the gaps of subgroups (during August inservice).		Campus administrators, teachers and SPED Teachers	Data will be kept on each student in the school identifying growth and achievement. Progress will be monitored on iStation, iLearn, Fountas & Pinell, and STAR/AR.				
3) Grade level teams will collaborate closely to carefully design common assessments that reflect an appropriate level of rigor and accurately measure student achievement on the TEKS.		Curriculum director, campus administration, classroom teachers	Common assessments in place and results reflected on report cards. Students will all have the opportunity to acquire the same knowledge and skills at the same rigor ultimately improving student achievement.				

4) Teachers will utilize interventions and strategies to intervene for students when they begin to struggle socially, behaviorally and/or academically in the classroom. Data for every student will be kept and analyzed by RtI Committee.	2.4	Principal Assistant Principal RtI Committee	All students will be monitored for academic and behavioral growth by multiple professionals to ensure student success.				
Problem Statements: Student Academic Achievement 1, 2							
5) Increase collaboration of general education and special education teachers to ensure high quality instruction and assessment for special education students.		Campus administration, general education and special education teachers	Increase of special education student's making academic and/or behavioral growth.				
PBMAS 6) Teachers will emphasize academic vocabulary to meet student needs and improve academic success of all students but with a focus on special education students and ESL students.	2.4	Principal, Assistant Principal, Teachers	Improving students academic vocabulary will increase students' academic success.				
7) Core content teachers will follow vertical alignment and refer to TEKS Resource instructional focus documents to ensure curriculum aligns with the state- adopted TEKS.		Curriculum Director, Principal, Assistant Principal, Teachers	Assessments reflect mastery of TEKS, Walkthrough documentation				
8) RRE will offer a free, open enrollment full day Pre-Kindergarten program.	2.5	Director of Curriculum and Instruction; Principal	Pre-K can help narrow achievement gaps while boosting learning for all students. Being a rural community there is not a private preK available.				
Funding Sources: State Compensatory Fund - 115950.00							
TEA Priorities Build a foundation of reading and math 9) The campus will focus on targeted student expectations in math, as identified by faculty after careful review of state assessment data (during August inservice).		Campus administrators classroom teachers and SPED teachers	improvement in STAAR math scores, curriculum-based assessments, math grades, and progression on iLearn program.				
10) The school day will be extended for learning opportunities as needs arise (before or after school tutorials).	2.5	Principal, Assistant Principal	Improvement in students grades and a better comprehension of the lessons being taught in class along with an increased sense of self confidence.				
11) Teachers will refer students for services as needs arise including counseling, out-reach programs, and/or family assistance programs.		Classroom teachers, counselor	Students social and emotional needs will be met so they are able to maximize academic learning.				
12) The campus RtI committee will meet regularly to review data (screening, assessment, social/emotional) and make recommendations for interventions. Timely feedback will be given to teachers from RtI committee.	2.6	Principal	Through analysis of data student's identified will each have a plan to address deficiencies and increase learning or improve behavior.				

TEA Priorities Build a foundation of reading and math 13) Interventions in Tier 2 and Tier 3 will be implemented with fidelity to address specific targeted needs of students. Progress monitoring will be carefully documented by reading and math interventionists and classroom teachers.	2.4	Special Education teachers, ESL coordinator, dyslexia therapist, Administrators and Counselor	Students will make progress in intervention: Fountas & Pinnell, iLearn, Read 180, System 44, iStation				
	Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Title I - 101580.00						
14) Campus administration will meet with grade level teachers each grading period to carefully review student learning data (how subgroups are progressing in mastering grade level TEKS).		Campus administration, classroom teachers	Academic progress of all students will be monitored with a focus on identifying students in need of additional services.				
15) RRE will offer art, music and computers along with PE to students PK-4. Students will be allowed to participate in various performances and contests throughout the year, providing a well rounded education.	2.5	Principal	Research suggests integration of fine arts improves motor skills, creativity, social/emotional balance, math and science scores.				
	Funding Sources: Title I - 35960.00						
PBMAS 16) All teachers will be trained in Sheltered Instruction and a walkthrough checklist will be developed for administrators	2.4	Curriculum Director Principal Assistant Principal	Teachers will implement techniques in Tier I Instruction to improve student achievement of ESL students.				
	Problem Statements: Student Academic Achievement 4						
17) Summer school offered to students who did not pass Math or Reading for the school year, did not meet compulsory attendance requirements, or did not show adequate growth.	2.5, 2.6	Principal Administrator	Decreased gaps in student achievement.				
18) All at-risk students will be identified according to at-risk criteria. Teachers will be notified and students will be discussed in RtI meetings.	2.6	Principal Assistant Principal ESL Coordinator PEIMS Clerk RtI Committee Counselor	Students who are in need of additional services to be successful will be identified and provided interventions to ensure they make academic progress.				
19) Students receiving Special Education services will receive targeted interventions at current performance level as well as grade level.	2.4	Principal Assistant Principal	SPED students will show growth and the gap between all students and SPED students will diminish by 10%.				
	Problem Statements: Student Academic Achievement 3						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Additional staff is needed to accommodate student needs. **Root Cause 1:** Students moving into district are coming in with higher needs (ESL, SPED, other unidentified concerns).

Student Academic Achievement

Problem Statement 1: Students entering 3rd grade not reading on grade level. **Root Cause 1:** 70-79% of students leaving K-2 reading on grade-level (meet expectations).

Problem Statement 2: Students entering 3rd grade not performing on grade level in math. **Root Cause 2:** End of year iLearn screening data show 36% students not on-level at end of 2nd grade.

Problem Statement 3: Subgroup with largest gap between overall approaches STAAR across all subjects is Special Education. **Root Cause 3:** SPED students performing below grade level due to their disability which inhibits them passing grade level STAAR tests.

F [REDACTED]
content knowledge and academic English vocabulary to be successful on STAAR

School Processes & Programs

Problem Statement 1: Need additional qualified personnel to implement math and reading interventions as determined by RtI committee. **Root Cause 1:** More students have been identified through RtI needing Tier 2 and Tier 3 interventions than we can serve using current personnel.

Goal 1: All students will have access to a safe, rigorous education that will enable them to achieve their full educational potential.

Performance Objective 2: The staff and student attendance rate will not drop below 95% average daily attendance.

Evaluation Data Source(s) 2: Attendance Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will stress the importance of attendance to parents through parent conferences, notes on weekly homework trackers, and parent meetings.		Attendance Clerk	Attendance at school is critical for student's success. Through monitoring and encouragement from teachers students will be in school.				
2) Repeated absences or tardies of a single student will be reported to the principal. The campus attendance policy will be adhered to consistently.		Attendance Clerk	Student attendance rates do not fall below 95% on the average daily rate.				
3) Qualifying students will be recognized at the end of each 9 weeks with a certificate of perfect attendance.		Principal	Positive reinforces to encourage good attendance will boost student attendance. Record of students with perfect attendance are kept and certificates are given.				
4) The FISD automated phone system will be utilized for absent students.		Principal	Average Daily Attendance met goal.				
5) A print copy of the campus attendance policy will be provided to all parents at the beginning of the school year (in English and Spanish). Policies on unexcused absences will be closely adhered to.		Campus administration	Language barrier will be eliminated and ELL and non ELL students will meet attendance requirements due to parents being informed of policy.				
= Accomplished = Continue/Modify = No Progress = Discontinue							





Goal 1: All students will have access to a safe, rigorous education that will enable them to achieve their full educational potential.

Performance Objective 3: Reynolds Elementary will have procedures in place to ensure a safe, healthy, disciplined and drug-free environment.

Evaluation Data Source(s) 3: Incidents of discipline referral will decrease by 10% from the previous year; documentation of monthly safety drills; parent and staff surveys; results of fitnessgram

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will implement and regularly review the Standard Response Protocol with all faculty, staff and parents.		Principal, Assistant Principal	A common language will be used across the district and with emergency personnel and parents so there will be no confusion in an emergency.				
2) The campus will provide CPR, First aid, AED, Epi Pen and trauma training for all staff members.		Principal Nurse	All teachers and staff will have the tools needed if an emergency arises to come to the aid of students or anyone needing services.				
3) Fire, tornado and shelter-in-place drills will be conducted regularly. Lockdown and evacuation drills will be conducted as well.		Principal Assistant Principal	Staff and students will know the procedures and how to implement them in case of an emergency. Parents and community members notified of every drill.				
4) Two-way communication will be provided between the office and student playgrounds.		Principal Office Staff	Communication will increase safety and awareness of students and staff on the playgrounds.				
5) The campus will sponsor a community helper day for Prek and K students, which includes visits from the fire department, the police department and the emergency response team (ambulance).		Principal Assistant Principal	Prek and K students will have a better understanding of community helpers and will feel comfortable interacting with emergency personnel.				
6) Teachers will monitor and provide increased supervision of students in transition times (hallways and restrooms) and during recess.		Teachers	Reduced incidences of bullying and discipline referrals				
7) All students will participate in fitness activities during the school year. Third and fourth graders will use a QR system to monitor and track fitness progress.		Teachers	Students will continue to learn the importance of health and wellness for their life benefit. Third and fourth graders will learn to self monitor fitness through QR system.				
8) Students will participate in school wide assemblies to address character education and anti-bullying initiatives, such as the NED Show and Wrestler Bullying Assembly.		Counselors and campus administrators	Improved social interaction, fewer discipline referrals, fewer bully reports				











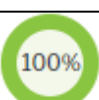
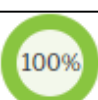
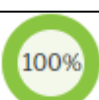


9) Implement student led morning assemblies once a week to build community, discuss safety rules and procedures, and recognize good character traits.		campus administration, teachers, counselor	Develop student leaders and develop a culture of good character	100%			
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Goal 1: All students will have access to a safe, rigorous education that will enable them to achieve their full educational potential.

Performance Objective 4: Teachers will receive professional development during the year to ensure that all students meet or exceed growth on STAAR, Fountas and Pinnell and other assessments.

Evaluation Data Source(s) 4: Staff survey, certificates of professional development, certificates of certifications

Summative Evaluation 4:

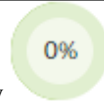
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be provided opportunities for data analysis and collaboration (benchmarks, major assessments, and lesson planning).		Principal, assistant principal, curriculum director	Data driven instruction will improve student learning				
2) Professional development will be provided to aide teachers in the implementation of guided reading and math best practices.		campus administration	Establish fundamental skills necessary for proficiency in reading and math. Teachers will be able to identify weaknesses and strengthen specific skills in order to increase achievement in reading and math.				
3) Professional development will be provided to ensure curriculum is properly aligned across and between grade levels.		Curriculum director, Principal, Assistant Principal	Vertical and horizontal alignment ensures students opportunity to master grade level TEKS and be better prepared for the next grade level.				
4) Teachers will be provided staff development in "best practices" of instruction and behavior.		Curriculum director, Principal, Assistant Principal, counselor	Continual reminders and workshops to implement best practices which increases teacher awareness and TTESS scores.				
5) Ensure all faculty and instructional aides have the appropriate certifications and training needed.		Principal	Properly trained and certified personnel ensures they have the necessary tools to provide instruction for academic/behavioral growth.				
6) Administration will attend Career Fair at Texas A&M University and Sam Houston if needed. Campus will also participate in the student teaching program.		Principal	Recruit the best teachers possible for the campus.				
7) An Instructional Leadership Team will meet in the summer to plan targeted campus and student learning goals and professional development to support those goals. The team will also meet mid-year to assess progress.		Principal, assistant principal	Targeting professional development will increase student achievement by 10%.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: FISD will provide technology infrastructure while implementing and using current technology.

Performance Objective 1: 100% of classroom teachers will integrate technology to engage students and improve student learning.

Evaluation Data Source(s) 1: TTESS, program usage reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will provide technology classes specific to teaching technology TEKS (kindergarten through fourth grade). Keyboarding will be included for grades three and four.		Principal, Technology instructor, classroom teachers	Opportunities for students to use different learning styles, students develop college and career readiness skills				
2) The campus will maintain software programs used to accelerate student learning (Renaissance Learning, Istation, iLearn).	2.5, 2.6	Principal Assistant Principal	Programs in place and a decrease in number of students on tier 2 and 3				
Funding Sources: Title I - 15289.00							
3) Replace desktops and Chromeboxes in classrooms.		Technology Director and Campus Principal	Working technology allows teachers to incorporate technology into the classroom, instructors can personalize the education experience, give instant access to knowledge, provide student preference which improves student engagement.				
4) Students taking STAAR On-line (SPED, ELL, 504, RtI) will use Kurzweil program to mimic the on-line STAAR test.		Principal SPED teachers	Students will be familiar with accessibility features available on state standards in order to increase passing percentage.				
Problem Statements: Student Academic Achievement 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: Subgroup with largest gap between overall approaches STAAR across all subjects is Special Education. **Root Cause 3:** SPED students performing below grade level due to their disability which inhibits them passing grade level STAAR tests.














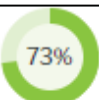
Goal 3: Reynolds Elementary will continue building a mutually supportive partnership among school, home, and community to improve student achievement.

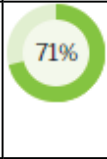




Performance Objective 1: Increase parent and community participation in campus decision making activities by 10%.

Evaluation Data Source(s) 1: Attendance rosters and records during family events, meetings, and volunteer opportunities; parent survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will host family events throughout the year. These include Meet the Teacher/Title I Night, Fall Festival, STEAM night, and Grandparent's Day (in November), parent conferences (within 1st grading period), class parties (Christmas, Easter, and Halloween) as well as grade level specific meetings and programs.	3.2	Principal, Assistant Principal, Selected Teachers	Family events provided by the school have the highest attendance by parents. These events provide opportunities for parents to be involved in the school which increases student achievement.				
	Problem Statements: Perceptions 1						
2) The campus website, as well FISD Facebook and Twitter, Remind 101 and campus newsletter will be regularly updated to include pertinent information for parents and community members.		Principal and Teachers	Various means of communication help breakdown any barriers that parents may have to access information about the school and school events.				
3) Every classroom teacher will conduct a conference with a parent or guardian on each child enrolled in their homeroom by the end of the first grading period of the school year.		Homeroom teachers, Principal, Assistant Principal	Teachers meeting face to face with parents will increase parent communication throughout the school year. Home/school compacts will be discussed and signed at this meeting.				
4) Parents are notified and encouraged to actively participate in ARD, 504, Dyslexia committee, and LPAC meetings concerning their student.	3.2	Principal, special education staff, dyslexia coordinator, ESL coordinator, and (or) 504 coordinator	Active parent participation in student's educational meetings improves communication, and emphasizes the importance of parental input into their student's education.				
5) Activities and events (such as Grandparents Day and Everyone Reads Day) will be submitted to the the local media to encourage community and parents to be involved and support our campus.	3.2	Principal, designated teacher	Increase participation of community members in school events.				

6) The campus shall send information to parents in a language and format they can understand, including: parent's right to know teacher qualifications, parents' right to know non-highly qualified teacher, annual campus report cards, reports regarding student achievement, parent involvement policy, school-parent compact, code of student conduct and automated emergency or informational messages.		Principal, ESL coordinator	Parents using a different home language than English will have access to the same information available as English speaking parents. Parents will become more involved in the child's education.				
7) The campus shall assist parents in understanding the state's academic content and achievement standards and requirements of Title 1 programs through our annual Title 1 meeting and grade level specific meetings.		Principal, Assistant Principal	An understanding of student requirements on state academic content will improve parents support in student learning.				
8) The campus will annually meet with parents and other stake holders to discuss the Parent and Family Engagement Policy and the School Parent Compact. Policy will be made available and compacts will be discussed and signed.	3.1	Principal Assistant Principal	Parental input into the decision making of the school; all stakeholders will have the opportunity to provide decision making within the school				
9) RRE will find new ways to involve parents in school decision making by having booths at Meet the Teacher and STEAM night (evening activities). Survey will be given to find the best time to hold parent meetings due to low attendance in previous years.	3.2	Principal Assistant Principal	Increased parent participation in Spring parent meetings specifically when looking at Compacts and Parent and Family Engagement Policy along with STAAR scores.				
Problem Statements: Perceptions 1							
10) Elementary Fall Festival will incorporate academics at each grade level booth to help build the knowledge needed to further support their child's education.	3.2	Principal Assistant Principal	Increased understanding and knowledge of parents on their child's education.				
11) 4th grade parent orientation will be held to help parents understand the expectations of the curriculum and the state standards.	3.2	Principal 4th grade teachers	Parental awareness of grade level expectations and state assessment.				
12) Parents will be encouraged to share opinions and observations concerning the programs and instruction which their child receive on our campus.		Principal	Increased parent communication and involvement in education; parent survey results used				
13) The campus will continue to recruit and utilize volunteers to aid students and teachers on our campus. These volunteers will be screened utilizing background checks if visiting classrooms (exception: designated party days).		Principal, Designated Parent Volunteer Coordinator	Increased volunteer participation				
14) The campus will recognize and honor volunteers serving our students and faculty.		Principal	Recognition given will increase awareness and participation in the volunteer program.				

15) The campus will support parent education (Adult ESL class) and family and community health.		Principal, Counselor, ESL Teacher	Community resources shared with parents including the Parent and Family Engagement Connection; attendance at adult ESL will continue to grow and parents will learn English which helps parents engage in student's learning.				
Funding Sources: Title I - 12000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions	
Problem Statement 1: Inadequate participation from parents when given opportunities to provide input on decision-making. Root Cause 1: Data shows parents do not attend Title 1 Parent Meetings and low completion of parent surveys (44 responses).	

Goal 4: Reynolds Elementary administrators will develop and implement a financial plan that would allow the district to maximize federal, state, and local funding.

Performance Objective 1: Funds will be coordinated as prescribed by Title I guidelines.

Evaluation Data Source(s) 1: Itemized budget and monthly expense reports reflect compliance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RRE will join the ESC6 Title I Part A Fee Service		Curriculum Director	District and Campus will be in compliance with all Title I Policies.				
Funding Sources: Title I - 8595.00							
2) Funds will be discussed, planned and spent according to guidelines.		Principal	Funds for Title will be spent in the program that will benefit the students the most.				
3) The district curriculum and instruction director will work closely with the district financial manager to plan for and monitor use of Title 1 funds.		District curriculum and instruction director and district financial manager	Funding directed and monitored				
4) The campus principal will closely monitor monthly itemized budget summary sheets to ensure compliance.		Principal	Money will be spent according to budget and campus and district will be in compliance.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Information for the Campus Needs Assessment at Roland Reynolds Elementary is gathered through a variety of methods. Anonymous parent surveys and staff surveys were electronically sent out during the spring semester. Teacher input meetings were held on March 30, 2018 where teachers met to provide input on several campus-based programs and processes. Results of spring surveys and teacher input meetings were shared at the Parent Input Meeting on May 2, 2018 at 1:30pm and District Planning Meeting on June 18, 2018 at 8:30 a.m.

In general, Roland Reynolds Elementary schoolwide program:

- allows flexibility in combining resources serving all students;
- plans for comprehensive, long-term improvement;
- permits all students to participate;
- promotes coordination and integration of curriculum and instruction;
- provides continuous learning for staff, parents and the community;
- uses research-based practices to develop and implement enriched instruction for all students;
- holds all students accountable for achieving the same high standards;
- uses inclusive approaches to strengthen the school's organization structure;
- consolidates resources to achieve program goals; and
- engages in continuous self-assessment and improvement.

Analyzing our needs, we have identified additional qualified staff is need to help deliver interventions as determined by the RtI committee, both in ELA and in Math. Parent involvement is important to our campus and we welcome parents and families to all events. We would like to increase parent participation on surveys and parent input meetings. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home. The Campus Planning Committee met on June 18, 2018 to review information obtained through campus needs assessment to provide input on campus and district plan. The Leadership Team met on August 17, 2018 to approve our CNA and campus plan for the 2018-2019 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Planning Committee is made up of appropriate stakeholders. Stakeholders include principal, teachers, parents, and community members. This allows our site based decisions to be made by an accurate representation of the entire campus. List of committee members are attached. The Campus Planning Committee met on June 18, 2018 to review information obtained through campus needs assessment to provide input on campus and district plan.

The Leadership Team met on August 17, 2018 to approve our CNA and campus plan for the 2018-2019 school year.

2.2: Regular monitoring and revision

The Campus Planning Committee will meet on January 30, 2019 and May 2, 2019 to monitor and revise Campus Improvement Plan at two different times both dates. The Leadership Team will meet on Dec. 5, 2018, March 20, 2019 and other times as needed to review and monitor the Campus Improvement Plan. Lists of committee members are attached.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available in English in the office at Roland Reynolds Elementary and on the website. It is available in other languages upon request. We also have a copy at our Campus Planning meetings, Leadership Team meetings, and Parent Input meetings for members to review.

2.4: Opportunities for all children to meet State standards

Roland Reynolds Elementary provides opportunities for all students to meet state standards. Goal 1, Performance Obj. 1, Strategies 4, 6,13, 16, 19 (Pages 24-25)

2.5: Increased learning time and well-rounded education

Roland Reynolds Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education.

Goal 1, Performance Objective 1, Strategies 8, 10, 15, 17 (Pages 24-25) ; Goal 2, Performance Objective 1, Strategy 2 (Page 32)

2.6: Address needs of all students, particularly at-risk

Roland Reynolds Elementary provides instructional programs and strategies that target at risk students.

Goal 1, Performance Objective 1, Strategies 12, 17, 18 (Page 24-25) ; Goal 2, Performance Objective 1, Strategy 2 (Page 32)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was approved by our parent input committee on May 4, 2018 at Roland Reynolds Elementary. It is available in both English and Spanish in the Roland Reynolds Elementary Student Handbook located on our school webpage. A printed copy is available upon request in both English and Spanish. Lists of the committee members are attached.

Goal 3, Performance Objective 1, Strategy 8 (Page 35)

3.2: Offer flexible number of parent involvement meetings

We have several parent involvement meetings during the school year. Our Campus Planning and Parent Input meetings will be held this year at two times each meeting date: January 30, 2018 and May 2, 2018. Our academic-based parent involvement activities include the following:

Event	Date	Location	Time	Attendance
Meet the Teacher Night/Title I Meeting	8/20/18	Elementary Campus	5:30 pm, 6:00 pm, 6:30 pm	327
4th grade Parent Orientation (emphasis on helping parents understand grade level requirements and STAAR assessments.	8/27/18	Elementary Campus	5:30-6:30 pm	50
Fall Festival (Incorporated Grade Level Academics at each Grade Level Booth)	10/19/18	Elementary Campus	5:00-7:30 pm	314
Veteran's Day Assembly - COMMUNITY -	11/9/18	High School Gym	9:00 am	150+
STEAM Night (Sci, Tech, Eng, Arts, Math) - COMMUNITY	11/12/18	Elementary Campus	5:30-7:30 pm	753
Grandparent's Day/Book Fair	11/19/18	Elementary Campus	Varies by grade level during school day	546
Everyone Read's Day		Elementary Campus	Varies by grade level during school day	
Field Day	5/17/19	Community Park	Varies by grade level during school day	

Additionally we host a variety of performances (PK Christmas Program, 2nd - 4th grade Choir Concert) throughout the school year; classroom parties three times a year, and provide a variety opportunities for parents to volunteer in our school (such as Pride Pals, Holiday door decorating contest, preparing materials for classrooms, Penguin Patch, and decorating for family events).

All of our events have an excellent attendance rate and we enjoy including our parents in as many activities as possible.

Goal 3, Performance Objective 1, Strategies 1,4,5,9,10, 11, (Pages 34-35)