

**Rising Star Independent School
District Improvement Plan
2017-2018**

Date of School Board Approval
September 11, 2017

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The major responsibility of the District is to provide a quality educational program for the youth of this District. This philosophy is predicated upon the theory that all children have certain common characteristics, but that each child has many traits that are unique. Thus, it becomes the manifest duty of this District to provide an educational program that is:

1. Fundamental enough to provide the basic needs common to all children.
2. Diversified enough to account for individual difference among children.
3. Flexible enough to change rapidly as the needs of the children change, and a program which
4. Utilizes the resources available to ensure that all goals and objectives are established to achieve the District's mission (Business Procedures Manual, Section 3 Budget 1.0, 1.1, and 1.2)

Insert sign-in sheet of members at last meeting

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

*A Pre-K or K student is *NOT* at risk if he/she has not been promoted to the next grade level due to request of the parent.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: *16.5*

The process we use to identify students at-risk is:

Rising Star ISD uses the state guidelines provided in the Texas Education Code 29.081 to identify at-risk students.

The process we use to exit students from the SCE program who no longer qualify is:

Students who no longer meet the criteria in TEC 29.081 are exited from the program.

**2016-2017 Rising Star ISD
STAAR Performance Results**

See Appendix A

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal	
Program/Funding Source	Amount of Funding
Title 1 Part A	\$94,316
REAP	\$17,192
State	
Program/Funding Source	Amount of Funding
Career & Technology	\$161,420
State Compensatory Education	\$167,147
Bilingual/ESL	\$5,966
Gifted & Talented	\$2,600
Special Education	\$74,318
Local	

Program/Funding Source	Amount of Funding
Harriet Gulley Beadel Grant	\$600

Comprehensive Needs Assessment Attendees
Date(s):

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
See Appendix B		

Comprehensive Needs Assessment Summary 2017-2018

Section 1 – District Profile

Rising Star ISD is an EC-12 campus located in West Central Texas. The population of 835 citizens includes primarily White and Hispanic individuals or families, with a miniscule number of Black and Asian individuals or families. Student demographics at junior high/high school, based on 2016-2017 data for 69 students are: Economically Disadvantaged 66.7%, English Language Learners 0.0% , and Mobility Rate 13.6%. Student demographics for 72 elementary students are: Economically Disadvantaged 75.0%, English Language Learners 11.1%, and Mobility Rate 15.3%. The major sources of income are agriculture (farming, ranching...) and jobs requiring travel to nearby cities. Our facilities include a junior high/high school built in 1992 and an elementary school built in 1996. There are various other buildings including a newer Ag/FCCLA building, a two classroom annex, and a smaller P.E. gym near the elementary.

Section 2 – Data Reviewed

2016-2017 TEA Accountability Summary, 2017 Performance-Based Monitoring System, STAAR scores, TPRI data, TELPAS, Promotion/Retention rates, Discipline Referrals/Consequences, Attendance Rate, Special Education Referrals, Intervention Success Rates, Credits Earned, Parental Involvement Activities, AP Testing, Dual Credit Participation Rates

Section 3 – Findings/Conclusions

2017 TEA Accountability Summary – Rising Star Elementary met all standards and received Distinction Designation in 4 areas: ELA/Reading, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps and Postsecondary Readiness. Rising Star Junior High and High School met all standards and received Distinction Designation in 5 areas: Academic Achievement in Math, Social Studies, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps and Postsecondary Readiness.

Performance-Based Monitoring Analysis System – CTE Classes are above the state averages in all areas except one: CTE Nontraditional Course Completion Rate for females.

Section 4 – Strengths

Students:

- No excessive behavioral problems
- Most are very respectful of staff and classmates
- Most strive for success
- Most are appropriately dressed for school

Staff:

- Every teacher is highly qualified in his/her teaching field
- All paraprofessionals meet NCLB criteria
- Support staff and administration are very knowledgeable in their respective work assignments

Parents/Community:

- Most of our parents are involved and concerned
- The community supports the school

Facilities:

- The High School was built in 1992 and is good condition
- The Elementary School was built in 1996 and is in good condition
- The Ag/Home Eco building and the annex are in good condition
- The gymnasium, circa 1970, is sufficient, but could use a facelift.
- The Ag shop could also do with a facelift.

Section 5 – Weaknesses

Students:

- Some drop out of school
- Lack of motivation of some students
- Our students don't have 1-1 computer use

Staff:

- Teachers having only one teaching field
- PK/K & 1st/2nd Teachers have to teach both classes at once
- We have to contract with ESC 14 for a counselor
- Our SPED teacher has to cover HS & JH campuses

Parents/Community:

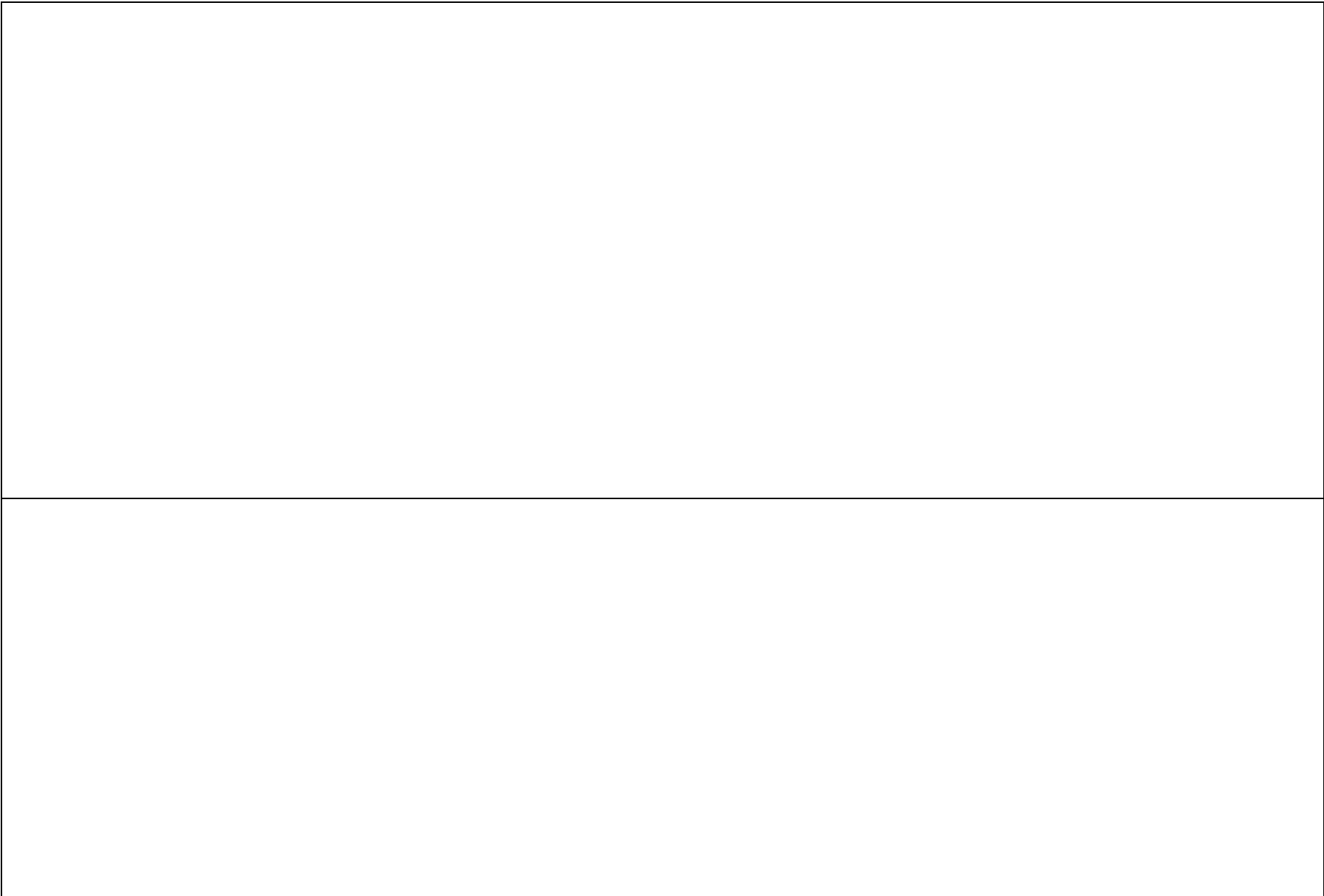
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Facilities:

- Some of our buildings, not being used as classrooms, have issues that need to be addressed: Broken windows, general clean up and clean out. Disposal of unusable materials...
- Gym is need of exterior paint and siding replacement
- Tennis courts need resurfacing

Section 6 – Identified Needs

1. Need to have 1 teacher for each PK, K, 1st & 2nd grade class respectively instead of doubling up
2. Need one SPED teacher for each campus
3. Need student computer ratio of 1:1
4. Need more SMART boards for teachers
5. Need a full-time academic/LPC couns



Rising Star ISD DIP 2017-2018

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May, 2018, 90% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2, 9	Core subject teachers Principal	Every 3 weeks	State Compensatory Title Local	Scheduled tutorial period	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas	9	Core subject teachers Principal	Every 3 weeks	State Compensatory Title Local	As needed before & after school	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation

Goal 2: All teachers will be qualified and all paraprofessionals will meet ESSA requirements.

Objective 1: 100% of core academic classes will be taught by ESSA qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: : 100% of core academic classes will be taught by ESSA qualified teachers and 100% ESSA qualified staff will be maintained.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide a yearly stipend of \$500 to teachers who are recruited and remain in the district	3, 5	Principal, Human Resources Dept.	May, 2018	Local Funds Title II Funds	School Budget	100% core academic classes taught by ESSA teachers; 100% paraprofessionals meet ESSA requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	3	Principal, Human Resources Dept.	Beginning of each semester	Local Funds Title II Funds	School Budget	Low income and minority students are taught by ESSA teachers

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Goal 2: Highly Qualified Staff Goal RSISD will continue to maintain 100% ESSA qualified teachers.

Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Summative Evaluation: Student success on state assessments specific to targeted area of staff development

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3, 4	Principal, Staff Development Dept.	End of each semester	State Compensatory Title II Local	Teacher Training Records	Increased student performance on benchmark assessments
Identify teachers and paraprofessionals who do not meet ESSA requirements and provide specific professional development	3, 4	Principal, Human Resources Dept.	Beginning and end of each semester	State Compensatory Title II Local	Teacher Training Records	100% core academic classes taught by ESSA teachers, 100% paraprofessional with instructional duties will meet ESSA requirements

Rising Star ISD DIP 2017-2018

Goal 3: Safe/Drug Free School Goal All students in RSISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May, 2018 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 5% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including dating violence, harassment, alcohol and drug use.	2	Principal	Monitor: end of each grading period	State Compensatory Local	Reduction in incidents of bullying, violence (to include dating violence), tobacco, alcohol, and other drug use.	Reduction in PEIMS and discipline referrals

Rising Star ISD DIP 2017-2018

Goal 4: Graduation/Dropout Reduction Goal All students in RSISD will graduate from high school.

Objective 1: By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 9	Principal, Designated teachers	End of each semester	State Compensatory Title Local	Increase in graduation rate Decrease in dropout rate	Successful completion of coursework to recover credits

Goal 5: Parent/Community Involvement Goal Parents and Community will be partners in the education of students in Rising Star ISD.

Objective 1: By May 2018, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Local	Parents are made aware through mail-outs, District website, one to one and group meetings	Parents receive reports of assessment results
Provide and advertise a "Parent Center" where educational and parenting information can be accessed.	6, 10	Principal	Monitor usage each 6 weeks	Title I, State and local funds, PTO funds, Parent Liaison, Web-based resources, Community agencies	Bulletin boards are maintained with new information as it becomes available, parents request information and receive it person or by mail	Documentation of usage

Goal 6: Rising Star ISD will continue to provide effective programs for Special Education students.

Objective: Ensure implementation of ARD recommendations and achieve mastery of the students' IEP

Summative Evaluation: IEP, STAAR, STAAR Alternate

Activity/Strategy	Title 1 schoolwide component	Person(s) Responsible	Timeline	Resources	Evidence of implementation	Evidence of Impact
Provide related services based on assessment and IEP as developed in ARD Committee	1, 2, 3,10	Teachers & Principal	1 st day of school through the last day of the school year	Comanche Special Services, Region 14 staff, Local Staff	Teacher and Principal ensure IEP is followed according to ARD	Student will show improvement toward goals and ultimately master all IEP recommendations
Confidentiality Staff Development	4	Teachers and Principal	1 st day of school through the last day of the school year	Comanche Special Services, Region 14 staff, Local Staff	Staff development records	Teachers become highly aware of the need for confidentiality
Monitor progress of Special education students in their regular classrooms	8, 9	Special Ed teacher, Principal, Diagnostician	1 st day of school through the last day of the school year	Comanche Special Services, Region 14 staff, Local Staff	Principal ensures that student is monitored by the regular ed. and special ed teachers	Student success

Rising Star ISD DIP 2017-2018

Goal 7: Rising Star ISD will provide strong learning opportunities for Gifted and Talented students.

Objective 1: Identification and meaningful service of Gifted and Talented students.

Summative Evaluation: Assessment of individual Student Portfolios, Parent Surveys, STAAR results

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide identification process for Gifted/Talented students	1, 3, 10	Principal, Designated teacher(s)	Annually	Local State	Students identified as G/T are served in the program	Successful completion of ID process & documentation of students who do & do not qualify
Provide meaningful opportunities for intensive focus on higher order and critical thinking skills	2, 3, 4	Principal and G/T teacher(s)	Each six weeks	Local State	G/T teacher provides opportunities for intensive focus on higher order and critical thinking skills	Student Portfolios

Goal 8: Rising Star ISD will train appropriate staff in identifying the behaviors of students who may be at risk for dropping out of school due to the following: Homelessness, pregnancy, limited English proficiency, students who may have been sexually abused or otherwise maltreated, and Students who may indicate suicidal thoughts.

Objective 1: Training appropriate staff to be able to identify possible warning signs of students that meet at risk criteria as defined by the State Compensatory Education Guidelines

Summative Evaluation: Students meeting any of the At Risk state compensatory education guidelines will be referred to appropriate assistance.

Activity/Strategy	State Compensatory Guidelines for at risk Students	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teachers and paraprofessional staff training	1-13	Supt., Principal, Teachers, Paraprofessionals	January 3, 2018	Comp. Ed. Title II	Training sign in Sheet	Students are receiving appropriate help: Counseling, The Open Door Pregnancy and Family Resource Center, CPS referrals, ESL classes

Rising Star ISD DIP 2017-2018