

Temple Independent School District

Raye-Allen Elementary

2018-2019 RAES CIP

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 15, 2018

Public Presentation Date: October 2, 2018

Mission Statement

District Mission: To inspire, motivate, and empower students to reach their maximum potential.

Campus Mission: To inspire, empower and engage students so they seek high expectations for themselves in order to become balanced, self-directed, life-long learners.

Vision

District Vision: To instill the value of learning in each student, and prepare them to be future leaders of society.

Campus Vision: To inspire a culture in which students believe in themselves and take risks to grow and meet individual success.

Core Beliefs

Motto

What's best for kids.

Our Core Values

Foster Belief in Our Students

+10 Growth for All

Promote Team Work

Empower Students to take Ownership

Inspire Students to Become Self starters

Cultivate Risk takers

Table of Contents

- Comprehensive Needs Assessment 5
- Needs Assessment Overview 5
- Demographics 8
- Student Academic Achievement 9
- School Processes & Programs 13
- Perceptions 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 18
 - Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities 18
 - Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community. 27
 - Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities. 30
- Title I Schoolwide Elements 33
 - ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 33
 - ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 33
 - ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 34
- 2018-2019 Campus Site-Based Committee 35
- Campus Funding Summary 36

Comprehensive Needs Assessment

Needs Assessment Overview

Raye-Allen Special education scores for Closing the Gap did not reach the target percent of meets in math. The target for math was 23% meets and we achieved 4% meets.

Raye-Allen Sub-pop White scores for Closing the Gap did not reach the target percent of meets in Reading or Math. The target for Reading was 60% and we achieved 26%. The target for math was 59% and we achieved 43%.

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District/Campus goals and objectives
- Prior years campus improvement plans
- Campus decision making committee meeting discussions (CIT)
- NCLB report card data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Domain 1 - Student Achievement
- Performance Domain 2 Academic Growth
- Performance Domain 2-Relative Performance
- Performance Domain 3- Closing Performance Gaps

Student Data: Assessments

- STAAR data – longitudinal/current
- AYP data
- PBMAS data
- Local benchmark and common assessment results
- Data for students in special programs

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged/ Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student failure and/or retention rate

Employee Data

- Staff surveys and/or feedback
- Professional Learning Communities discussions and survey
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions

- Staff development evaluations, surveys, and/or needs assessments
- State assessment results
- Special education, homeless, migrant, at-risk, ELL, dyslexia, Section 504, and gifted populations, including performance, discipline, attendance, and mobility

Parent/Community Data

- Community and/or parent surveys and/or feedback
- Parent Involvement Rate

Support Systems and Other Data

- Study and Professional development of best practices
- Prior year budgets/entitlements and expenditures in relation to current year funding priorities

Demographics

Demographics Summary

Raye-Allen is a Title I Elementary school with over 82% Economically Disadvantaged students. The student population is diverse. Raye-Allen's families are very mobile, almost 34%. We serve several homeless families and an significant number of foster children. We are not a neighborhood school. Many of our students are bused from a large government housing apartment complex. Demographics are: 38.8% African American, 18.2% White, and 32.8% Hispanic. Special Education population is 12.9%. 72.5 % of Raye-Allen students are classified At Risk.

Demographics Strengths

Our students perform above the target score in Domain 2, Academic Growth, in which a Distinction Designation was earned. All Sub-populations scored above the Reading Target for Growth. Hispanic students exceeded the Math Target (Domain 3 Academic Achievement).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas. **Root Cause:** Difficulty finding teachers with the proper certification or qualifications.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Reading:

3rd 55%

4th 52%

5th 55%

STAAR Math:

3rd 57%

4th 69%

5th 76%

STAAR Writing:

53%

STAAR Science:

51%

StarE Reading Results

72% of 1st grade grew in Math. and 70% were on grade level.

56% of Kinder students grew in Reading.

Only 46% of 1st graders were on grade level for Reading and 43% of 2nd graders were on grade level for reading at the end of the year.

Student Academic Achievement Strengths

Our students perform above the target score in Domain 2, Academic Growth.

3 of 4 cohort groups improved their performance in Reading and Math-

3rd to 4th Reading: -4% Approaches, +5% Meets, -3% Masters

3rd to 4th Math: +16% Approaches, +8% Meets, +14% Masters

4th to 5th Reading: +15% Approaches, +7% Meets, +1% Masters

4th to 5th Math: +31% Approaches, +18% Meets, +2% Masters

Grade Level groups improved in 6 of 8 areas:

STAAR Reading:

3rd 57% to 55%

4th 38% to 52%

5th 63% to 55%

STAAR Math:

3rd 54% to 57%

4th 45% to 69%

5th 69% to 76%

STAAR Writing:

38% to 53%

STAAR Science:

46% to 51%

Overall, RAES STAAR tests improved:

ALL students, ALL Subjects: 51% to 60%

ALL Students, Reading: 52% to 57%

ALL Students, Math: 56% to 68%

Student Academic Progress Improved from 61% to 78%

Strengths

Raye-Allen Math scores improved in all grade levels in Approaches, Meets, and Masters, the highest growth in the district.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 53% of Temple ISD Grade 4 students passed STAAR writing, which was significantly lower than the state passing rate. **Root Cause:** Incoming 4th grade students may experience gaps due to newly restructured instructional focus on grammar and revising and editing.

Problem Statement 2: Special Education students are not meeting grade level standards on state assessments. **Root Cause:** Special Education students have different instructional needs due to the wide range of impacts of student disabilities.

Problem Statement 3: STAAR achievement performance in some areas lags behind the state average. **Root Cause:** The majority of Temple ISD students are at-risk.

Problem Statement 4: STAAR reading scores lagged significantly behind STAAR math scores for the same students at the elementary level (Grade 3: 5 of 8 campuses; Grade 4: 5 of 8 campuses; Grade 5: 8 of 8 campuses). **Root Cause:** Small group instruction for reading was not as purposeful as they were for math.

Problem Statement 5: 57% of all RAES students Approach standard, 26% of all students Meet standard, and 12% of all students Master standard on the Reading STAAR test, resulting in not meeting Domain 1 targets. **Root Cause:** Raye-Allen students are significantly below grade level in reading at all grade levels.

School Processes & Programs

School Processes & Programs Summary

Raye-Allen has scheduled PLCs twice each week with PLC protocol in place. Tuesdays are focused on planning and delivery. Thursdays are focused on data, reflection, and professional development.

Raye-Allen provides teachers with professional development that is provided utilizing campus experts so that relevant content knowledge is presented. We encourage all staff to improve through reflection, research, and practice.

Raye-Allen had an RTI process in place to provide daily interventions to struggling students based on current data.

School Processes & Programs Strengths

Raye-Allen follows the 5 Certainties process - ensuring that Content, Delivery, Assessment, Data, and Student Reflection are tied together in order to best serve students. We follow the district road maps, assessment calendars, and data analysis through the PLC process. Student reflection is a main focus so that individual students may see their performance, set goals, and celebrate growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all students have Internet access outside of school walls. **Root Cause:** The economically disadvantaged percentage of students in TISD is 83%.

Problem Statement 2: Technology is not being used to its fullest capacity in the teaching and learning process. **Root Cause:** The District has not implemented the district-wide Blended Learning plan for training and support to integrate technology.

Problem Statement 3: The District must maintain efficient and clear processes.

Problem Statement 4: The District must develop community-friendly systems.

Problem Statement 5: The District must continue to have trained staff who can respond appropriately to emergency situations.

Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Perceptions

Perceptions Summary

Improving culture and developing leaders are a main focus at Raye-Allen. The culture surveys have come back more positive, with Raye-Allen moving to a Collaborative culture from a collegial one. We have good parent connections through the Early Act First Knight program. We have partnerships with several community groups, and have received donations for our students based on their needs.

Community perception continues to be an area of weakness that the Raye-Allen Administration will deliberately target in order to accurately convey the story of Raye0Allen and the success of the students.

Perceptions Strengths

Staff members feel free to communicate with administrators. Raye-Allen has a strong administrative team that provide for needs expressed by staff. Open communication with parents is expected. Positive referrals are part of the APs weekly communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

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
- Critical Success Factor(s) 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 Released Test Questions
- STAAR EL 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student 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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 31, 2018

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 1: TISD campuses will meet or exceed state standards for the Texas Accountability system. RAES EOY testing will show 80% of students are on Grade Level for reading.

Evaluation Data Source(s) 1: State accountability documents

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) Raye-Allen teachers will plan and deliver purposeful small group instruction utilizing guided reading and independent practice stations and individual student data reflection. (5 Certainties)</p>	2.5, 2.6	Campus Leadership and grade level teachers	Increased percent of students in Approaches, Meets and Masters on the Reading STAAR.
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Raye-Allen teachers will create Low TEKS spiral assessments based on CBA and Benchmark data in order to evaluate the effectiveness of reteaching and spiral review.</p>	2.4	Campus Admin and Grade Level teachers	Increased number of students passing STAAR assessments.
<p>Critical Success Factors CSF 4</p> <p>3) Implement District-wide Blended Learning Plan.</p>	2.5	Assistant Superintendent of Curriculum & Instruction; Executive Director of Elementary Education; Executive Director of Secondary Education; Secondary Director of Technology; Campus Principals	Met expectations as outlined in BL Measures of Success.
<p>Problem Statements: Student Academic Achievement 3</p>			
<p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: 287 - Title IV - 0.00</p>			

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Raye-Allen 5th grade team will implement Blended learning. All other grade levels will participate in the discovery phase.</p> <p>Targeted Support Strategy PBMAS Critical Success Factors CSF 2 CSF 4</p>	<p>2.5 Admin team</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Met expectations as outlined in BL plan.</p>
<p>5) PLC processes will include instruction by administrators on data dis-aggregation for all sub-populations with a focus on Special Education students, their assessments and accommodations.</p>	<p>Principal, Assistant Principal, Instructional Coach, Literacy Coach, Special Education teacher</p> <p>Problem Statements: Student Academic Achievement 2, 3</p>	<p>All sub-populations of students will meet the closing the gaps targets in both reading and math on the STAAR tests.</p>

Performance Objective 1 Problem Statements:

<p style="text-align: center;">Student Academic Achievement</p> <p>Problem Statement 2: Special Education students are not meeting grade level standards on state assessments. Root Cause 2: Special Education students have different instructional needs due to the wide range of impacts of student disabilities.</p> <p>Problem Statement 3: STAAR achievement performance in some areas lags behind the state average. Root Cause 3: The majority of Temple ISD students are at-risk.</p> <p>Problem Statement 4: STAAR reading scores lagged significantly behind STAAR math scores for the same students at the elementary level (Grade 3: 5 of 8 campuses; Grade 4: 5 of 8 campuses; Grade 5: 8 of 8 campuses). Root Cause 4: Small group instruction for reading was not as purposeful as they were for math.</p> <p>Problem Statement 5: 57% of all RAES students Approach standard, 26% of all students Meet standard, and 12% of all students Master standard on the Reading STAAR test, resulting in not meeting Domain 1 targets. Root Cause 5: Raye-Allen students are significantly below grade level in reading at all grade levels.</p> <p style="text-align: center;">School Processes & Programs</p> <p>Problem Statement 1: Not all students have Internet access outside of school walls. Root Cause 1: The economically disadvantaged percentage of students in TISD is 83%.</p> <p>Problem Statement 2: Technology is not being used to its fullest capacity in the teaching and learning process. Root Cause 2: The District has not implemented the district-wide Blended Learning plan for training and support to integrate technology.</p>

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 2: TISD will increase each domain scale score by 2 points: Student Achievement ; School Progress; Closing the Gaps

Evaluation Data Source(s) 2: State accountability documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1</p> <p>1) Continue GATE service plan to support identified Gifted and Talented students and advanced learners.</p>	<p>2.4, 2.5, 2.6</p> <p>Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 199 - General Fund: GT - 0.00</p>	<p>Executive Director of Elementary Education; Elementary Advanced Academics Coordinator</p>	<p>Improve Masters level achievement on state and local assessments.</p>
<p>Critical Success Factors CSF 1</p> <p>2) Continue PK-5 Reading Plan focused on supporting Tier 1 instructional strategies: daily spiral review, goal setting, and guided reading.</p>	<p>2.4, 2.5, 2.6</p> <p>Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 199 - General Fund: Basic Ed - 0.00, 199 - General Fund: State Comp Ed (SCE) - 0.00</p>	<p>Executive Director of Elementary Education Campus Principals</p>	<p>Improve student achievement on state reading assessments. Align and strengthen early reading instruction.</p>
<p>Critical Success Factors CSF 1</p> <p>3) Continue K-5 Writing Plan focused on supporting Tier 1 instructional strategies: implement daily spiral review and focus 75% of instruction on revising and editing.</p>	<p>2.4, 2.5, 2.6</p> <p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - General Fund: Basic Ed - 0.00, 199 - General Fund: State Comp Ed (SCE) - 0.00</p>	<p>Executive Director of Elementary Education, Elementary Campus Principals</p>	<p>Improve student achievement on the 4th grade writing STAAR. Align and strengthen writing instruction.</p>
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Raye-Allen will improve percentage of Meets and Mastery on each STAAR test through data dis-aggregation in PLCs and specific RtI interventions.</p>	<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - General Fund: Basic Ed - 0.00, 199 - General Fund: State Comp Ed (SCE) - 0.00</p>	<p>Campus Leadership team and grade level teams.</p>	<p>Improved performance on STAAR testing by 2% in Mastery and 5% in Meets.</p>
<p>Targeted Support Strategy Critical Success Factors CSF 2</p> <p>5) Raye-Allen will improve passing rate for all sub-populations (AA, Hispanic, White, SpEd, Eco Dis) through intentional data dis-aggregation and specific intervention strategies.</p>	<p>2.4</p> <p>Problem Statements: Student Academic Achievement 3</p>	<p>Admin Team, Grade Level teachers, RtI coordinator</p>	<p>Improved performance on STAAR by each sub-pop.</p>

<p>Critical Success Factors CSF 1</p> <p>6) Utilize RtI process to effectively implement the progress monitoring plan.</p>	<p>2.6</p>	<p>RtI Coordinator, IC, Admin Team, classroom teachers</p>	<p>Compliance with the RtI process. Improved student performance</p>
<p>Problem Statements: Student Academic Achievement 3</p>			
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Implement the Dyslexia curriculum with fidelity, identify dyslexic students</p>	<p>2.6</p>	<p>Literacy Coach, Reading Specialist, Principal</p>	<p>Improved Reading performance. Schedule follows the Scottish Rite requirements. Increased STAAR scores for individual students actively served.</p>
<p>Problem Statements: Student Academic Achievement 4</p>			

Performance Objective 2 Problem Statements:

<p>Student Academic Achievement</p>			
<p>Problem Statement 1: Only 53% of Temple ISD Grade 4 students passed STAAR writing, which was significantly lower than the state passing rate. Root Cause 1: Incoming 4th grade students may experience gaps due to newly restructured instructional focus on grammar and revising and editing.</p>			
<p>Problem Statement 3: STAAR achievement performance in some areas lags behind the state average. Root Cause 3: The majority of Temple ISD students are at-risk.</p>			
<p>Problem Statement 4: STAAR reading scores lagged significantly behind STAAR math scores for the same students at the elementary level (Grade 3: 5 of 8 campuses; Grade 4: 5 of 8 campuses; Grade 5: 8 of 8 campuses). Root Cause 4: Small group instruction for reading was not as purposeful as they were for math.</p>			

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 3: TISD will increase the graduation rate from 92.6% to 94% or above and maintain the dropout rate from 1.7% or less.

Evaluation Data Source(s) 3: TAPR, Accountability Completion Summary Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) Raye-Allen will continue the Attendance Incentives for perfect attendance. 2) RAES Attendance Plan will be created and implemented	2.6	RAES Admin team, Attendance Clerk, Truancy Officers	Popcorn parties for perfect attendance classes, perfect attendance awards each grading period, drawings for attendance incentives, 100% flags will help to improve student attendance.
	2.5	Assistant Principal and Attendance Clerk	Parents will be contacted regularly after 3 absences by AP or Attendance Clerk. Meetings will be set up with parents to help improve attendance.
Problem Statements: Student Academic Achievement 3			
Problem Statements: Student Academic Achievement 3			

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: STAAR achievement performance in some areas lags behind the state average. Root Cause 3: The majority of Temple ISD students are at-risk.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 4: TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED, and ESSA, as indicated by no staging for PBMAS.

Evaluation Data Source(s) 4: PBMAS report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
PBMAS Critical Success Factors CSF 1	2.4, 2.6	Director of Special Education; Campus Principals	Improved academic achievement for special education students.
1) Continue progress monitoring of special education achievement data.			
Problem Statements: Student Academic Achievement 2			
Funding Sources: 199 - General Fund; Special Ed - 0.00			

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: Special Education students are not meeting grade level standards on state assessments. Root Cause 2: Special Education students have different instructional needs due to the wide range of impacts of student disabilities.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 5: Temple ISD will recruit, develop, and retain highly qualified teachers and staff in order to reduce the teacher attrition rate to 18%.

Evaluation Data Source(s) 5: Teacher retention data, staff development documentation, recruitment documentation.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 7		Assistant Superintendent of Human Resources, Campus Principals	Reduce the teacher attrition rate to 18% or less.
1) Implement the TISD Teacher Recruitment and Retention Plan.	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund: Basic Ed - 0.00		
Critical Success Factors CSF 3 CSF 6 CSF 7		Admin Team, IC, LC, Mentor Teachers	Retention of quality teachers. 100% of new teachers have positive survey results.
2) RAES Administrative Team will ensure that new teachers have adequate support and resources in order to be successful.	Problem Statements: School Processes & Programs 6		
Critical Success Factors CSF 3 CSF 6		Admin Team	Improved Culture as based on staff surveys. Increased non-admin leaders.
3) RAES Admin team will provide 1 degree awards at each staff meeting to celebrate leadership, curriculum, behavior and student connections in order to promote leadership and improve culture.			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas. Root Cause 1: Difficulty finding teachers with the proper certification or qualifications.
School Processes & Programs
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 6: TISD will provide quality programs that enhance the educational experience of our students.

Evaluation Data Source(s) 6: Program evaluation documents

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 6</p> <p>1) Raye-Allen will provide numerous programs for students both during and after school to enhance their educational experience. These include: ACE after-school programming, Wildcat Mentors, Kyle's Kindness Club, Flag Corps, Orchestra, guest speakers, Early Act First Knight, Cup Stacking, and morning tutoring.</p>	<p>2.5</p>	<p>Raye-Allen Admin Team, ACE Coordinator, Activities teachers</p>	<p>Well-rounded students with quality educational programs</p>
<p>Problem Statements: Perceptions I</p>			

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.</p>

Goal 1: Academics: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities

Performance Objective 7: TISD will support student success through effective and efficient organizational processes.

Evaluation Data Source(s) 7: Process evaluation and efficiency measures

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) PLCs will follow the 5 Certainties processes - Content Planning, Delivery, Assessment, Data Analysis, and Student Reflection. Weekly PLC meetings will include on day of content/delivery focus, and one day of data analysis and intervention planning including Professional Development to improve processes. Progress monitoring will take place throughout the year utilizing the district assessment calendar.</p>	<p>2.4</p>	<p>Leadership Team, Grade Level teams, Admin team</p>	<p>Develop and utilize PLC protocols to facilitate effective teacher planning and delivery in order to improve student achievement. Increase the understanding of creating and monitoring campus expectations. Participate in strategies that will support the work during PLCs in order to improve classroom instruction.</p>
<p>Problem Statements: School Processes & Programs 6</p>			

Performance Objective 7 Problem Statements:

<p>School Processes & Programs</p> <p>Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.</p>

Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1: TISD will develop and maintain academically driven and functionally appropriate facilities where student safety and health are paramount.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Monitor student participation in the breakfast and lunch programs.		Assistant Superintendent of Finance and Operations; Director of School Nutrition, Campus Principals	Maintain student participation at 2017-18 levels.
Problem Statements: School Processes & Programs 6			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 2: TISD will provide structures that enhance the health and safety of our students, staff, and community.

Evaluation Data Source(s) 2: Process and program evaluations

Summative Evaluation 2:

Strategy Description Critical Success Factors CSF 6	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus.	Problem Statements: School Processes & Programs 5	Director of Health Services; Campus Principals	Emergency situations at campuses are handled with proper protocols.
2) Monitor effectiveness of emergency responses and procedures training. 100% staff trained in safety training and active shooter training during professional development.	Problem Statements: Perceptions 1	Campus Principal	Participation in training, increased preparedness for emergencies.
3) Follow the district bullying investigation documentation.	2.6	Campus admin team	Train staff on possible instances of bullying. Utilize Bullying worksheet in each report.
	Problem Statements: School Processes & Programs 4, 6		

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: The District must develop community-friendly systems.
Problem Statement 5: The District must continue to have trained staff who can respond appropriately to emergency situations.
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.
Perceptions
Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 2: Behavior: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 3: TISD will provide support at each campus focused on reducing student behavior resulting in decreased ISS, OSS, and DAEP placements.

Evaluation Data Source(s) 3: Campus and district discipline data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>PBMAS Critical Success Factors CSF 4</p> <p>1) Monitor the effectiveness of District training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.</p>		<p>Assistant Superintendent of Student Services; Director of Intervention Services and Counseling, Campus Principals</p>	<p>Decrease in ISS, OSS and DAEP placements.</p>
<p>Problem Statements: School Processes & Programs 6</p>			
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Training for behavior supports will be provided to all staff to include: CHAMPS, restorative discipline practices, and TBRJ.</p>	<p>2.6</p>	<p>Admin Team, Director of Student Intervention Services</p>	<p>Decrease in behaviors that result in ISS, OSS, and DAEP</p>
<p>Critical Success Factors CSF 6</p> <p>3) RAES will continue to provide programs that develop quality character traits, including Early Act First Knight program, Kyle's Kindness Club, ACE Junior Helpers. Flag Corps, and Positive Referral program.</p>	<p>2.5</p>	<p>Admin Team, ACE Coordinator, Counselor</p>	<p>Decrease in number of referrals.</p>
<p>Problem Statements: School Processes & Programs 4, 6</p>			

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: The District must develop community-friendly systems.</p>
<p>Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.</p>

Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 1: TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

Evaluation Data Source(s) 1: Campus and district student attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Implement a comprehensive, district-wide program in order to maintain attendance as a daily focus of campuses.	2.5, 2.6 Problem Statements: School Processes & Programs 6	Assistant Superintendent of Student Services; Truancy Officers; Campus Principals	Increase in district student attendance rate.
2) Implement Attendance RtI referral process to identify students with attendance issues for early intervention.	2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 3	Assistant Superintendent of Student Services; Truancy Officers; Campus Principals	Increase in district student attendance rate.

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: The District must maintain efficient and clear processes.
Problem Statement 6: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 2: TISD will maintain teacher attendance average to 96% or above.

Evaluation Data Source(s) 2: Campus and district teacher attendance data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 6 1) Recognize and award teacher attendance each grading period.	Problem Statements: Perceptions 1	Assistant Superintendent of Human Resources, Campus Principals	Increased teacher attendance.

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The District must continue to provide a wide range of supports for our students, staff and community.

Goal 3: Attendance: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 3: TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Evaluation Data Source(s) 3: Parent engagement activity documentation; parent and community surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 5</p> <p>1) RAES will host monthly parent events to include music presentations, carnivals, Early Act First Knight ceremonies, Science night, STAAR night, Foundations night, meet the teacher, and parent conferences.</p>	<p>3.1, 3.2</p> <p>Problem Statements: School Processes & Programs 4 Funding Sources: 211 - Title I, Part A - 2456 87</p>	<p>Principal, ACE Coordinator, Counselor, Fine Arts teachers, PE teacher,</p>	<p>Increased parent involvement in school.</p>

Performance Objective 3 Problem Statements:

<p>School Processes & Programs</p> <p>Problem Statement 4: The District must develop community-friendly systems.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Raye-Allen is a Title I school. Funding from Title I is used to involve parents through activities, two-way communication, and opportunities for improving academic performance of the students. A comprehensive needs assessment (CNA) for the campus that is based on the data for the student performance in relation to state content and student performance standards is completed annually, and reviewed quarterly.

SBDM meets monthly

RtI is in place as part of the master schedule

TEKS resource system guides pacing and curriculum

Parent Involvement through EAFK and parent events is a priority

Teachers meet in PLCs on Tuesdays and Thursdays in order to focus on the 5 Certainties (Content, Delivery, Assessment, Data, Student Reflection - Goal Setting)

System Safeguards reviewed as part of CNA

Additional Targeted support as part of CNA and CIP

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The site based committee updates the plan annually as part of the CNA and CIP process. The committee is made up of 2/3 teaching and 1/3 non-teaching staff, 2 business members, 2 community members, and 2 parents.

2.2: Regular monitoring and revision

The site based committee meets a minimum of quarterly and the plan is reviewed in November, February, April and June. The plan is evaluated in June.

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

The CIP is posted on the Raye-Allen website and printed copies are available in the office.

2.4: Opportunities for all children to meet State standards

Schoolwide reform strategies that (a) provide opportunities for all children to meet the state's proficient and advanced levels of student performance; (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically under-served populations; (c) include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state academic achievement standards who are members of the target population of any program that is included in the schoolwide program, address how the campus will determine if such needs have been met, and are consistent with and are designed to implement the state and local improvement plans, if any.

2.5: Increased learning time and well-rounded education

All teachers follow the district instructional framework which ensures maximum learning minutes for each subject. The lesson plans reflect the subject planning and the classroom schedules are posted outside of each room.

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

Universal screeners will show which students are Tier 2 or 3. Every 3 weeks, teachers will review the results of these screeners during PLCs and develop interventions for the identified students. The interventions are research based and district supported. Interventions are logged in to Skyward and reviewed for effectiveness each 3 weeks. Teachers monitor and adjust based on student performance. An RtI period has been established during the day to meet the needs of these students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Title I Parent Involvement Policy is reviewed and input is requested at the first Title I parent meeting. A copy is offered to attending parents. It is also available on the Raye-Allen website.

3.2: Offer flexible number of parent involvement meetings

Parent events are offered at various times in order to offer flexible times for parents to attend. Music performances, EAFK ceremonies, award ceremonies, carnivals, and parent nights are offered monthly.