

Rosebud-Lott Middle School

Campus Improvement Plan



Accountability Rating: Overall C

2019 – 2020

Rosebud-Lott ISD

Board of Trustees

Julie Bennett, President

Emily Hering, Vice President

Cindy Kahlig, Secretary

Henry Bravo

Rodney Drake

Jason Mallory

Don Stiles

Superintendent

Dr. Steve Brownlee, Superintendent

Principals/Assistant Principals

Dr. Jerrod Barton, Rosebud-Lott High School/Middle School

Marvin Whitfield, Rosebud-Lott High School/Middle School

Dr. Lisa Baum, Rosebud-Lott Elementary School

Jonathan Shaw, Rosebud-Lott Elementary School

Rosebud-Lott ISD
District Site-Based Decision-Making Committee

Chairman

Dr. Steve Brownlee, Superintendent

Administrative Representative

Natalie Parcus – Executive Director of Administration

Dr. Jerrod Barton – RLHS/MS Principal

Marvin Whitfield – RLHS/MS Assistant Principal

Dr. Lisa Baum – RLES Principal

Jonathan Shaw – RLES Assistant Principal

Classroom Teachers

Audra Mock (RLHS)

Amanda Spencer (RLMS)

Amanda Duncan (RLES)

Brandyne Scott (RLES)

Chelsea Wuebker (RLES)

Parent Representative

Jamie Moeller

Christine Skala

Mary Leon

Paula Neimeyer

Amanda Schultz

Non-Teaching Representative

Brad Ballard (District)

Community Member/Business Rep

Rosebud-Lott ISD

Mission Statement

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

Vision Statement

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

RLISD Shared Beliefs

We Believe:

1. All students can learn, have individual strengths, and can be successful.
2. It takes a united community to support and prepare students for success and life-long learning.
3. We should invest in our teachers.
4. Schools must academically and technologically prepare students for the 21st century.
5. Students deserve to be involved and engaged in their learning.

District Goals

1. By 2022, all RLISD campuses will earn at least one distinction in one of their relevant areas.
2. RLISD will increase the percentage of parents participating in the Annual Needs Assessment Survey by 5% and decrease the negative response percentage.
3. By 2022, RLISD will achieve a State Championship in one sport and a State Championship in one UIL or Extra-curricular activities.
4. By 2022, RLISD will be regarded as the employer of choice by hiring and retaining high achieving, quality teachers.
5. By the end of the year 2020, all major safety and security risks are reduced as evidenced by the safety audit findings being addressed and increased security presence at the schools and related events.

Superintendent Goals

1. The percentage of students passing all STAAR/STAAR EOC tests given will increase by 5% in 2020 over the percentage in 2019.
2. The number of family/community engagement volunteer hours will increase 10% by December 2019 over the hours accumulated by December 2018.
3. RLISD will have at least one team advance deeper into the playoffs than the previous year and increase participation in UIL extra-curricular competition by 5%.
4. The superintendent will attend at least two Teacher Job Fairs annually, assure that all teachers are appropriately vetted with the correct certification before being referred to the Board for employment, and spend at least one day per week on each campus.
5. Annually, the Superintendent will generate and present a budget to the Board that includes improved status in the areas of academics, extra-curricular, facilities, safety, and security.

Objectives

1. By the end of the District Strategic Plan (2015-2016), 100% of students in the district will consistently show academic growth.
2. By 2020, R-L ISD will use multiple forms of communication to reach 100% of families and communities.
3. RLISD Administration will ensure that a teacher's subject matter certification is the priority criteria for the hiring process AND that by August 2020, 100% of the teachers employed will be rated proficient or higher on T-TESS.
4. Believing that self-motivation is the engine to life-long learning, we strive to generate 100% authentic engagement in the educational experience, both in extra-curricular and course work by 2020.
5. By 2020, RLISD will increase student enrollment by 20%.

State Board of Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission 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.

Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to perform at levels to meet their full educational potential.
3. School campuses will maintain a safe, clean and disciplined environment conducive to student learning.
4. Educators will incorporate creative and innovative techniques of instruction and assessment as appropriate to improve student learning.
5. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
6. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
7. A well-balanced and appropriate curriculum will be provided to all students.
8. Qualified and highly effective personnel will be recruited, developed, and retained.
9. The State's students will demonstrate exemplary performance in comparison to national and international standards

Rosebud-Lott ISD

District Goals 2019 – 2020

- Goal I:** By 2022, all RLISD campuses will earn at least one distinction in one of their relevant areas.
- Goal II:** For each year through 2022, RLISD will increase the percentage of parents participating in the Annual Needs Assessment Survey by 5% and decrease the negative response percentage.
- Goal III:** By 2022, RLISD will achieve a State Championship in one sport and a State Championship in one UIL or Extra-curricular activity.
- Goal IV:** By 2022, RLISD will be regarded as the employer of choice by hiring and retaining high achieving, quality teachers.
- Goal V:** By the end of the year 2020, all major safety and security risks are reduced as evidenced by the safety audit findings being addressed and increased security presence at the schools and related events.

Notes: Have 5 checkpoints throughout the year: October, December, February, April, and May/June

Use the following

NS-Not Started; 0% - 25%; 26% - 50%; 51% - 75%; 76% - 100%

RLISD Executive Summary 2019 – 2020

ESEA Provisions

The Rosebud-Lott ISD District Improvement Plan includes the following components as required by ESEA provision: comprehensive needs assessment which includes the STAAR, STAAR EOC, PBMAS, TAPR, community and parent input demographic information; measurable performance objectives; strategies to address and support the objectives; instructional methods for student groups not achieving full potential, resources allocated, staff responsible, summative time-lines; as well as formative and summative evaluation criteria. The district improvement plan shall include measurable performance objectives for all appropriate academic excellence indicators for all student populations. Plus, there are strategies for improvement of student performance that include instructional methods for addressing the needs of student groups not achieving their full potential, methods for addressing the needs of students for special programs, dropout reduction, integration of technology, discipline management, emergency operations and safety audits, staff development for professional staff, strategies for providing information to students, teachers, and counselors of students in grades 6-12 regarding post-secondary success. Moreover, the plan shall include the use of federal resources (Title and other grant sources) in implementing identified strategies; parental involvement components; a migrant education program; a plan to recruit, hire, and retain highly qualified personnel; programs, strategies, and activities implemented for LEP students; programs, strategies, and activities implemented to reduce violence and illegal drug use; innovative programming which improves elementary and secondary identified programs; annual evaluation of the GT program; a state compensatory education plan; strategies for homeless students as outlined by McKinney-Vento; and a parental involvement policy/plan.

Title I district and campuses' improvement plans shall include school-wide reform strategies that are scientifically research based, instruction by and retention of highly qualified teachers and professional staff, high quality and on-going professional development, strategies to increase parent involvement, strategies to provide smooth transition from early childhood programs, measures to include teachers in decision-making of assessment processes, strategies that provide effective and timely assistance to students who experience difficulty mastering the State's standards, and also coordination and integration among the federal, state and local services and programs.

Needs Assessment

Because strong data driven instructional decisions are foundational to increases in student performance, data study continues to be a major focus in Rosebud-Lott ISD. The curriculum and instruction department believes strongly in providing sanctioned time for analyzing data and adjusting the instructional program to fit needs as identified by the data. Multiple forms of data collected this past spring create a comprehensive overview of what district needs exist. Staff analysis continues to be conducted in multiple areas with data being reviewed and compared to determine areas where progress has occurred and areas that are in need of improvement. In addition, a district and campus level electronic formative assessment system has been implemented which will provide immediate data feedback for district and campus level study. Instructional adjustments can be made in response to formative data. Based upon the parent, student, and teacher surveys that have been done, here are the specific areas of concern that will be addressed in the RLISD District Improvement Plan:

Parent Concerns

P1 – Enjoys Coming to School
P2 – Night-Time Activities
P3 – Informed of Progress

Student Concerns

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

Teacher Concerns

T1 – Supplies
T2 – Being Appreciated
T3 – Quality Staff Development

Every Student Succeeds ACT (ESSA)

Title I, Part A Schoolwide Program (SWP)

Program Implementation Statutory Requirements

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

Areas of Celebration

Based upon the results of the state assessments for 2018-2019, there are three STAAR Tests in which Rosebud-Lott's percentage passing was above the state average.

5th grade Math – 91% (state average 83%)

7th grade Writing – 80% (state average 69%)

US History EOC – 94% (state average 93%)

In addition, LES and RLMS teamed up to take 2nd place at the 21AA District UIL Middle School Academic Meet. LES also combined with RPS and placed 2nd at the 21AA District UIL Elementary School Academic Meet. RLHS finished in 4th place at the High School UIL Academic Meet.

RLES (PreK-6) is scheduled to open in August 2019.

District Name: Rosebud – Lott Independent School District

Date of Committee Approval: 10/14/2019
Date of Board Approval: 10/21/2019

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

Superintendent’s Goal # 1: The percentage of students passing all STAAR/STAAR EOC tests given will increase by 5% in 2020 over the percentage in 2019.

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

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.1 Continue to provide Compensatory Education programs: <ul style="list-style-type: none"> • Dyslexia • English as a Second Language • Tutorials • STAAR Prep Classes • Credit Recovery • Campus Interventionists • Accelerated Instruction • Summer School to address At-Risk students • Algebra Camp Expand Pre-Kindergarten to three full-day classes; Provide Parent Education Programs: <ul style="list-style-type: none"> • Parenting classes • Online ESL Classes • Online GED classes Attendance equal to 97.0% for all students S1, S2, T1, E1, E2, E3	<ul style="list-style-type: none"> • Superintendent • Curriculum Specialist • Campus Principals • Campus Principals 	8/7	5/21	SCE Funding Summer School FTEs: 2 Principals, 10 Teachers, 2 Aides Summer School Supplies/ Materials SCE Funds	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications & Sign-in sheets • List of Identified Students in PEIMS • Assessment Records in AWARE • Progress Reports • Report Card Grades • Lesson Plans in eduphoria! • Course Offerings/Curriculum • Renaissance reading/math reports • OdysseyWare progress reports Benchmark Checks: <ol style="list-style-type: none"> 1) No. of Identified Students 2) No. by Gender/Subpopulation 3) % of Mastery on Benchmark Assessments Program Evaluation: <ul style="list-style-type: none"> • Policies/Procedures/Notification • Student Identification (based on state/local criteria) • Program Activities-based on identified needs • Portfolios • 6-weeks attendance reports 	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.2 Continue and expand services to address the needs of identified GT students <ul style="list-style-type: none"> • Policy/Procedures/Notifications • Referrals/Screening • Assessment • Professional Development: <ul style="list-style-type: none"> ➢ Teachers – 30 Hrs ➢ Teachers – 6 Hrs Annual Update ➢ Admin & Counselors – 6 Hrs ➢ State Conferences • Program Options/ Curriculum S1, S2, T3, E1, E2	<ul style="list-style-type: none"> • GT Program Director • Campus Principals • GT Teachers • GT Campus Facilitators 	8/7	5/21	ESC Reg. 12 Funding SCE Funds	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • List of Identified Students • Training/Staff Development Records • Assessment Records • Progress Reports • Report Card Grades • Lesson Plans on eduphoria! • Course Offerings/Curriculum Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 2) Number by Gender/Subpopulation 3) % of Mastery on STAAR Program Evaluation: <ul style="list-style-type: none"> • Parents/students surveys; • 90% of Academic GT students will receive Masters Grade Level in at least 1 core area on STAAR 	
1.3 Continue services to identified Special Education students <ul style="list-style-type: none"> • Policies/Procedures/Notifications • ARDs (annual and as needed) • Implementation of CAP <ul style="list-style-type: none"> ○ Transitional Planning ○ Initial Testing/Placement ○ Least Restrictive Environment ○ Related Services ○ Annual evaluation/follow-up ○ Classroom modifications ○ Assistive technology, as needed ○ Speech ○ Inclusion ○ Occupational/Physical Therapy • Response to Intervention (RtI) S1, S2, T3, E1, E2	<ul style="list-style-type: none"> • Superintendent • Campus Principals • School Counselors • SPED Teachers • FEC Diagnostician 	8/7	5/21	ESC Reg. 12 FEC Director Funding: sent to Co-Op from State SE Funds	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • List of Identified Students in PEIMS • Training/Staff Development Records • Assessment Records • Progress Reports • Report Card Grades • Lesson Plans in eduphoria! • Course Offerings/Curriculum Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 2) Number by Gender/Subpopulation 3) % of Mastery on Benchmark Assessments Program Evaluation: <ul style="list-style-type: none"> • TAPR (STAAR/STAAR EOC & STAAR ALT 2) 	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.4 Provide services for identified ESL students <ul style="list-style-type: none"> • Home Language Survey • Policies/Procedures/Notifications • Parent Consultation • Screening/Testing • Language Proficiency Assessment Committee (LPAC) Training • Translations • Monitor (Exited Students) • Required state-mandated testing program (STAAR; TELPAS, TPRI & TEMI) • Secondary ELA Teachers, ESL Certified S1, S2, E1, E2	<ul style="list-style-type: none"> • ESL Program Director • Campus Principals • Campus Secretaries • ESL Certified Teachers 	8/7	5/21	<ul style="list-style-type: none"> • ESC 12 Title III Funding 	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • List of Identified Students in PEIMS • Training/Staff Development Records • Assessment Records • Progress Reports • Report Card Grades • Lesson Plans • Course Offerings/Curriculum <p>Benchmark Check:</p> <ol style="list-style-type: none"> 1) Number of Identified Students 2) Number by Gender/Subpopulation 3) Number by Grade/Ability level <p>Program Evaluation:</p> <ul style="list-style-type: none"> • TAPR (STAAR) • TELPAS 	
1.5 Work with the ESC Region 12 in the implementation of the seven areas of focus in regard to Migrant students: <ol style="list-style-type: none"> 1) Identification and Recruitment 2) Early Childhood 3) Parental Involvement 4) Secondary Credit Accrual 5) Graduation Enhancement 6) New Generation System 7) Migrant Services Coordination Services Provided <ul style="list-style-type: none"> • Forms (English/Spanish) • Monitoring (Program & Retention) • Intervention Strategies S1, S2, E1, E2	<ul style="list-style-type: none"> • Special Program Director • Campus Principals • Campus Secretaries 	8/7	5/21	ESC Reg. 12 Title III-Shared Services with ESC 12	<ul style="list-style-type: none"> • NGS Student Records • Staff Development • Assessment Records • Forms • Policies/ Procedures • Progress Reports/Report Card Grades <p>Benchmark Checks:</p> <ol style="list-style-type: none"> 1) Number of Identified Migrant Students 2) Parent Advisory Council Identified 3) PSAs in local newspaper, district website, Facebook (Eng/Span) <p>Program Evaluation:</p> Annual Performance Report; Migrant Application	
1.6 Continue programs/services for students identified for Dyslexia services: <ul style="list-style-type: none"> • Policies/Procedures/Notification 	<ul style="list-style-type: none"> • Dyslexia/504 Coordinator 	8/7	5/21	ESC 12 The New State Dyslexia	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • List of Identified Students in PEIMS • Training/Staff Development Records 	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<ul style="list-style-type: none"> • Parent Notification/Consent • Identification/Student Assessment • Program/Activities • Staff Development • Accommodations • Update Dyslexia Curriculum based on current Dyslexia Handbook (2018) • Dyslexia Intervention Program S1, S2, T3, E1, E2	<ul style="list-style-type: none"> • Campus Counselors • Campus Principals • Dyslexia Teachers 			Handbook (2018) 504 Documents CESD Conferences	<ul style="list-style-type: none"> • Assessment Records • Progress Reports • Report Card Grades • Lesson Plans • Course Offerings/Curriculum Benchmark Checks: 1) Number of Identified Students 2) Number by Gender/Subpopulation Program Evaluation: <ul style="list-style-type: none"> • TAPR (STAAR) 	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.8 Provide services to identified Homeless students: Policies/Procedures <ul style="list-style-type: none"> • Identified Homeless Liaison • Student Identification • Programs/Services/Assistance S1, E1, E2	<ul style="list-style-type: none"> • Homeless Liaison • Campus Principals • Campus Secretaries • Counselors 	8/7	5/21	ESC 12	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • Student Residence Questionnaires • List of Identified Students in PEIMS • Training/Staff Development Records • Assessment Records • Progress Reports • Report Card Grades • Lesson Plans in eduphoria! Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 2) Number by Gender/Subpopulation Program Evaluation: <ul style="list-style-type: none"> • TAPR (STAAR) • Attendance Records • Accelerated Reader and Math • STAR reports 	
1.9 Provide Accelerated Education opportunities for all Identified Students <ul style="list-style-type: none"> • Continue & expand the use of Honors courses in the curriculum. • Offer dual-credit and articulated courses through local community colleges • Provide counseling and access to study guides for at-risk students taking the STAAR test. • School-wide, Title I Program • After school tutorials • STAAR prep, dyslexia and accelerated instruction in grades 3 – 12. 	<ul style="list-style-type: none"> • Superintendent • All staff/teachers • Campus Principals • School Counselors • Interventionists: 	8/7	5/21	TEKS TEKS Resource System ESC Reg. 12 Title 1 FTE Family Involvement Coordinator materials	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • Grade Placement Committee Meeting Minutes • Sign-in sheets • List of Identified Students in PEIMS • Training/Staff Development Records • Assessment Records • Progress Reports • Report Card Grades • Lesson Plans in eduphoria! Forethought • Course Offerings/Curriculum Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<ul style="list-style-type: none"> • STAAR/STAAR EOC enhancement for students failing STAAR • Accelerated Reader (K-6) • Accelerated Math (K-9) • OdysseyWare online program in grades 7 - 12 • Summer School: SSI Grades, core class failures, and truancy • Inclusion • Response to Intervention (RtI) • Math/Science Intervention • Grade Placement Committees • Dyslexia Reading Programs • Istation (Pre-K-5) • Grow Your Own Grant (R-L HS) <p>P3, S1, S2, T1, E1, E2</p>					<p>2) Number by Gender/Subpopulation</p> <p>Program Evaluation:</p> <ul style="list-style-type: none"> • TAPR- STAAR • Surveys • Local Program Evaluation • Advisory Committee • Grade Placement Committee • Student Performance Scores on CBAs • Decline in Discipline Referrals • Exit Test 	
<p>1.10 Continue expanding the use of technology for instruction and educational management</p> <ul style="list-style-type: none"> • Student opportunities to learn about and use technology to produce work • Continue 1-1Chromebooks/devices at MS/HS & expand districtwide • Increase student access to technologically advanced equipment • Provide all staff with on campus access to Internet • Technology TEKS in 7-8 • Attend Technology Conferences • eduphoria!-AWARE and Forethought training • Continue use of Parent Portal • Continue use of TI NSpire <p>S1, S2, T1, E1, E2</p>	<ul style="list-style-type: none"> • Superintendent • Curriculum Specialist • Business Mgr/Grant Mgr • HS/MS Principal • 7-8 Teachers • Technology Director 	8/7	5/21	<p>ESC Reg. 12</p> <p>eduphoria!</p> <p>Title I Funds</p>	<ul style="list-style-type: none"> • Lesson Plans • Student Schedules • Student Questionnaires • Request for Staff Development • Report on teacher TxEIS usage • Lesson Plans in eduphoria! Forethought • Renaissance reports • OdysseyWare reports • ISIP reports <p>Program Evaluation:</p> <ul style="list-style-type: none"> • TAPR (STAAR) • Student Assessment data in AWARE • T-TESS observation and summative data 	

RLISD Goal # 2: For each year through 2022, RLISD will increase the percentage of parents participating in the Annual Needs Assessment Survey by 5% and decrease the negative response percentage.

Superintendent’s Goal #2: The number of family/community engagement volunteer hours will increase 10% by December 2019 over the hours accumulated in December 2018.

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

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
2.1 Parents as active participants through: <ul style="list-style-type: none"> • Parent Focus Groups • School/ Parent activities (ACE, PTO, Booster Club, SBDMC, volunteers) • Computer access and education for parents and community members • Title I Meetings • Open House/Meet the Staff • Senior Parent Conference • STAAR Studies Nights • 8th Grade Parent Night • Worth The Wait Parent Program • 6 weeks Awards Assemblies • End Year Awards Assembly • Course Selection/Registration Program • Public School Week Events • Parent Education Classes (ESL) • Home Visits for At Risk students 	<ul style="list-style-type: none"> • Campus Principals • Technology Director • ESL Staff • District RN • Counselors 	8/7	5/21	ESC Reg. 12 Title 1 Funds: Supplies Rosebud News Staff	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • List of Identified Students in PEIMS • Assessment Records <ul style="list-style-type: none"> ○ Star Early Literacy ○ Star Math • Progress Reports • Report Card Grades • Meeting Agendas and Sign-In Sheets <li style="text-align: center;">Benchmark Checks: 1) Number of Identified Students 2) Number by Gender/Subpopulation 3) Percentage of Mastery on Benchmark Assessments <li style="text-align: center;">Program Evaluation: • Surveys from Parents and Students • TAPR Report (AEIS) reports (STAAR) • PEIMS-Total Discipline Referrals • Parent Focus Groups recommendations 	

Long Range Goal #3: By 2022, RLISD will achieve a State Championship in one sport and a State Championship in one UIL or Extra-curricular activity.

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

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

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>3.1 Assist students in developing knowledge, skills, and competencies necessary for a broad range of UIL and Extracurricular Competitions.</p> <ul style="list-style-type: none"> • Provide a wide variety of sport and UIL events • Recruit and encourage SPED students to compete in UIL, athletic and Special Olympics • Provide competitive opportunities that include: <ul style="list-style-type: none"> a) Addition of tennis b) Participate in robotics competitions c) Participate in band contests d) Participate in education competitions • Build time in and out of school to practice for UIL, extracurricular, and athletics events • Academic/ UIL tryouts • Recruit students for enrollment in courses tied to competitions <p>P1, P3, S1, S2, E1, E2</p>	<ul style="list-style-type: none"> • MS Principal • MS Counselor • Curriculum Specialist • Superintendent • UIL Sponsor • Athletic Director 	8/7	5/21	MS Teachers Coaches Directors	<ul style="list-style-type: none"> • Competition Results • Win/ Loss Record <p>Benchmark Checks:</p> <ol style="list-style-type: none"> 1) Scrimmages 2) Pre-district games 3) Practice meets 4) Practice Competitions <p>Program Evaluation:</p> <ul style="list-style-type: none"> • UIL results • Surveys • Local Program Evaluation • Advisory Committee recommendations 	

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
3.2 Reduce discipline referrals and impact healthy student behavior through the following: <ul style="list-style-type: none"> • Maintain and update the Student Code of Conduct • Maintain a district-wide School Health Advisory Council (SHAC/SDFSC) • Participate in FitnessGram • Provide staff development for extracurricular staff • Conduct random drug testing • Work with non-profit agencies to provide speakers on safe and drug free topics • Maintain Parental Contact • Implement Character Education • Continue Campus Bullying Policy and Procedures • Capturing Kids Hearts (CKH) • Positive Behavior Intervention Support (PBIS) • V.O.I.C.E P1, P2, P3, S1, S2, S3, E1, E2, E3	<ul style="list-style-type: none"> ▪ Superintendent ▪ Curriculum Specialist ▪ Campus Principals ▪ Safety Systems & Maintenance ▪ SHAC/SDFS Committee ▪ DSBDMC • School Counselors • All Teachers • ESL Educator • Special Programs Coordinator 	8/7	5/21	Region 12 SDFSC School Attorneys SCE tuition with FE Coop, LC & Academy Families in Crisis-Killeen Advocacy Center-Waco Falls County Extension Service	<ul style="list-style-type: none"> • Policy/Procedure documents on file • Parent Communications • Assessment Records • Progress Reports • Report Card Grades • Dropout rates • Sign-In Sheets Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 2) Number by Gender/Subpopulation Program Evaluation: <ul style="list-style-type: none"> • Texas School Surveys • SDFSC Annual Report • Parent Focus Groups 	

RLISD Goal #4: By 2022, RLISD will be regarded as the employer of choice by hiring and retaining high achieving, quality teachers

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

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

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
4.1 Provide appropriate staff development to meet the needs of all staff. District-Wide <ul style="list-style-type: none"> • TEKS Resource Annual Conf. • Study of TEKS • eduphoria! AWARE/Forethought • Daily 5/CAFÉ K-8 • RtI/SIOP • GT Coop Workshops • Science/Math TRC • TEKS Resource System Curriculum • Data Disaggregation (all core subjects) • Assessment (all core subjects) Secondary <ul style="list-style-type: none"> • Google Tech Classroom • Data Disaggregation (all core subjects) • Assessment (all core subjects) Elementary <ul style="list-style-type: none"> • ACE Training • Attend subject-area training • PK/K Conference at ESC 12 • 1st/2nd Grade Conference at ESC12 • ESC 12 Reading/Math Academies • READ Grant (ESC Region 12) S2, T1, T3, E1, E2	<ul style="list-style-type: none"> • Superintendent • Curriculum • District Improvement Team • Campus Principals • HS Teachers • SIT • Secondary Curriculum Specialist 	8/7	5/21	ESC Reg. 12 Staff Development: Title I Funds	<ul style="list-style-type: none"> • Training/Staff Development Records • Certificates of Completion • Sign-in Sheets • Walk-through Data • Creation of CBAs • Progress Reports • Report Card Grades • Lesson Plans in eduphoria! Program Evaluation: <ul style="list-style-type: none"> • TAPR (STAAR, STAAR-A) • Benchmark Testing Data in AWARE 	

RLISD Goal # 5: By the end of the year 2020, all major safety and security risks are reduced as evidenced by the safety audit findings being addressed and increased security presence at the schools and related events.

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

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

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
5.1 Provide a Coordinated School Health Program for K - 8 students <ul style="list-style-type: none"> • Conduct SHAC meetings • Conduct FitnessGram • Informational health meetings for parents and students • Post health tips on the district website • Attend workshops • Worth the Wait Abstinence Program P3, S2, T1, E1, E2, E3	<ul style="list-style-type: none"> • Special Programs • Campus Principals • PE Teachers • District RN • Technology Dir. 	8/7	5/21	The Great Body Shop (K-5) Curriculum FitnessGram data for District and State Center for Disease Control and Prevention Scott & White	<ul style="list-style-type: none"> • Policy/Procedure documents on file • SHAC Recommendations and Minutes • Health Meeting Minutes • Training/Staff Development Records • Website postings Benchmark Checks: <ol style="list-style-type: none"> 1) Attendance Rate 2) Academic performance Program Evaluation: <ul style="list-style-type: none"> • FitnessGram Data 	
5.2 Prepare and Plan for Emergency of Disaster Situations <ul style="list-style-type: none"> • Revise annually individual Campus and District Crisis Management Plans. • Conduct regularly scheduled and unannounced crisis drills • Update the Emergency Operations Plan (EOP) • Update Pandemic Flu Plan • Flu Shot Clinic • TEEN CERT • Conduct district-wide Lockdown Drills P1, P3, S1, S3,E1, E2	Superintendent Campus Principals Operations Director District RN Technology Director	8/7	5/21	Department of Homeland Security Department of Health ESC Reg. 12 Falls County Emergency Response Local Police Departments ESC 12 - Grant	<ul style="list-style-type: none"> • Policy and Procedure Documents on File • Parent Communications • PEIMS Data (enrollment, attendance) • Drill Reports • Training Certificates Benchmark Checks: Monthly Crisis Drill Reports Program Evaluation: Attendance Records of Students and Staff	

--	--	--	--	--	--	--