

# *Rosebud Primary School*

## *Campus Improvement Plan*



*2018–2019*

# ***Rosebud-Lott ISD***

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# ***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.

## ***State Board of Education Mission and Objectives***

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

### ***Campus Goals 2018 – 2019***

- Goal I:** In 2018-2019, Rosebud Primary School will strive to meet TEA standards by preparing students to meet the passing percentage needed in order to maintain a ‘Met Standard’ rating on all STAAR testing.
- Goal II:** Rosebud Primary School will provide and document opportunities for parents and the community to become active participants and partners in their child’s education.
- Goal III:** Rosebud Primary School will strive to ensure that all students are engaged in all aspects of their learning experience.
- Goal IV:** Rosebud Primary School will hire and retain highly qualified PK – 3<sup>rd</sup> grade teachers and ensure that each teacher receives the appropriate training
- Goal V:** All RPS major safety and security risks are reduced as evidenced by the safety audit. All faculty and staff will be trained on school safety and security.

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

Use the following

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

## **RLISD Executive Summary 2018 – 2019**

### **ESEA Provisions**

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

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

## Needs Assessment

Because strong data driven instructional decisions are foundational to increases in student performance, data study continues to be a major focus in Rosebud-Lott ISD. The curriculum and instruction department believes strongly in providing sanctioned time for analyzing data and adjusting the instructional program to fit needs as identified by the data. Multiple forms of data were collected this past spring to 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 R-L ISD District Improvement Plan:

### Parent Concerns:

- P-1 Quality Education
- P-2 Enjoys coming to School
- P-3 Informed of Progress

### Student Concerns:

- S-1 Enjoys Coming to School
- S-2 Make Learning Fun
- S-3 Feel Safe on the Bus

### Teacher Concerns:

- T-1 Supplies
- T-2 Technology
- T-3 Being Appreciated

## **Every Student Succeeds ACT (ESSA) Title I, Part A Schoolwide Program (SWP) Program Implementation Statutory Requirements**

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

## Areas of Celebration

Based upon the initial results of the state assessments for 2017-2018, RLISD, RLHS, RLMS, and LES have once again achieved an accountability rating of Met Standard. Once again, RLISD and LES have met all four Indices in the accountability system. In addition, RLHS and RLMS also appear to have surpassed the minimum state requirements in all four areas as well. While we are still waiting on the final accountability ratings and awards, our RLISD students have demonstrated significant growth in 2018 over their scores in 2017. In addition, LES and RLMS teamed up to win the 21AA District UIL Middle School Academic Meet in December for the second consecutive year. LES also combined with RPS to take the 21AA District UIL Elementary School Academic Meet also for the second consecutive year. RLHS had previously won the High School UIL Academic Meet for the two previous years. This year they came in a close second place.

**Date of Committee Approval: 6/1/2017**

**Campus Name: Rosebud Primary School**

**Date of Board Approval:**

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

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

**Campus Goal #1:** In 2018-2019, Rosebud Primary School will strive to meet TEA standards by preparing students to meet the passing percentage needed in order to maintain a ‘Met Standard’ rating on all STAAR testing.

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
1.1 Continue to provide Compensatory Education programs: <ul style="list-style-type: none"> <li>● Dyslexia</li> <li>● English as a Second Language</li> <li>● Tutorials</li> <li>● Campus Interventionists</li> <li>● ACE Program</li> <li>● Accelerated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● Dyslexia Teacher</li> <li>● ESL</li> <li>● Teachers</li> <li>● Interventionists</li> <li>● Counselor</li> <li>● ACE</li> <li>● Pre-K Faculty/Staff</li> </ul>			SCE Funding  Summer School FTEs: 1 Principal, 4 Teachers, 2 Aides  Summer School	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications &amp; Sign-in sheets</li> <li>● List of Identified Students in PEIMS</li> <li>● Assessment Records in AWARE</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● IStation, CBAs</li> <li>● Lesson Plans in Eduphoria!</li> <li>● Curriculum</li> </ul>	



<ul style="list-style-type: none"> <li>● Summer School to address At-Risk students</li> </ul> <p>Expand Pre-Kindergarten to 3 full-day classes;</p> <p>Provide Parent Family Involvement Activities:</p> <ul style="list-style-type: none"> <li>● Parent / student activities</li> </ul> <p>Attendance equal to 97.0% for all students</p> <p>P1, S1, S2, T1, T3 E1, E2,E3</p>	<ul style="list-style-type: none"> <li>● Summer School Faculty/Staff</li> </ul>			<p>Supplies</p> <p>Pre-K Grant</p> <p>ACE Grant</p> <p>SCE Funds</p>	<ul style="list-style-type: none"> <li>● Renaissance reading/math reports</li> <li>● TAPR Report / TAPR Data</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Diversity</li> <li>3) % of Mastery on CBA/Benchmark Assessments</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● Policies/Procedures/Notification</li> <li>● Student Identification (based on state/local criteria)</li> <li>● Program Activities-based on identified needs</li> <li>● 6-weeks attendance reports</li> </ul>	
<p>1.2 Continue and expand services to address the needs of identified <b>GT</b> students</p> <ul style="list-style-type: none"> <li>● Policy/Procedures/Notifications</li> <li>● Referrals/Screening</li> <li>● IStation</li> <li>● Assessment</li> <li>● Professional Development: <ul style="list-style-type: none"> <li>➤ Teachers – 30 hrs</li> <li>➤ Teachers – 6 hrs Annual Update</li> <li>➤ Admin &amp; Counselors – 6 hrs</li> <li>➤ State Conferences</li> </ul> </li> <li>● Program Options/ Curriculum</li> </ul> <p>P-1, S-1, S-2,T1 E1,E2</p>	<ul style="list-style-type: none"> <li>● GT Program Director</li> <li>● Campus Principal</li> <li>● GT Teachers</li> <li>● GT Campus Facilitators</li> </ul>			<p>ESC Reg. 12</p> <p>Funding</p> <p>SCE Funds</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● GT Teacher Consultation</li> <li>● Lesson Plans on Eduphoria!</li> <li>● Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) % of Mastery on STAAR (3<sup>rd</sup> Grade)</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● Parents/students surveys</li> <li>● 90% of Academic GT students will receive Commended Performance/Level III in at least 1 core area on STAAR, respectively</li> </ul>	

<p>1.3 Continue services to identified <b>Special Education</b> students</p> <ul style="list-style-type: none"> <li>● Policies/Procedures/Notifications</li> <li>● ARDs (annual and as needed)</li> <li>● Implementation of CAP <ul style="list-style-type: none"> <li>○ Transitional Planning</li> <li>○ Initial Testing/Placement</li> <li>○ Least Restrictive Environment</li> <li>○ Related Services</li> <li>○ Annual evaluation/follow-up</li> <li>○ Classroom modifications</li> <li>○ Assistive technology, as needed</li> <li>○ Speech</li> <li>○ Inclusion</li> <li>○ Occupational/Physical Therapy</li> </ul> </li> <li>● PPCD/Life Skills</li> <li>● Response to Intervention (RtI)</li> <li>● Project Read</li> </ul> <p>P-1, S1, S2, T1 E1, E2</p>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● School Counselor</li> <li>● Interventionist</li> <li>● SPED Teachers</li> <li>● FEC Diagnostician</li> </ul>			<p>ESC Reg. 12</p> <p>Director FE Coop</p> <p>Funding: sent to Co-Op from State SE Funds</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Lesson Plans in Eduphoria!</li> <li>● Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) % of Mastery on Benchmark Assessments</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● TAPR (STAAR/STAAR ALT 2)</li> <li>● Rigby Benchmark Running Records</li> <li>● Think Through Math</li> <li>● IStation</li> </ul>	
<p>1.4 Provide services for identified <b>ESL</b> students</p> <ul style="list-style-type: none"> <li>● Home Language Survey</li> <li>● Policies/Procedures/Notifications</li> <li>● Parent Consultation</li> <li>● Screening/Testing</li> <li>● Language Proficiency Assessment Committee (LPAC) Training</li> <li>● Translations</li> <li>● Summer School (K-1)</li> <li>● Monitor (Exited Students)</li> <li>● Required state-mandated testing program (STAAR; TELPAS)</li> <li>● ESL Teacher in each grade level</li> <li>● English in a Flash</li> <li>● Imagine Learning</li> <li>● Pre-K Expansion</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Campus Principal</li> <li>● Campus Secretary</li> <li>● ESL Certified Teachers</li> <li>● Bilingual Aides</li> </ul>			<p>ESC 12</p> <p>Title III Funding</p> <p>Bilingual Aides</p> <p>Pre-K Grant</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● ESL Teacher Consultation</li> <li>● Lesson Plans</li> <li>● Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Check:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) Number by Grade/Ability level</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● TAPR (STAAR)</li> <li>● TELPAS</li> <li>● Woodcock-Munoz Language Proficiency Tes</li> <li>● Rigby Benchmark Running Records</li> <li>● Reading Renaissance Reports</li> <li>● iStation</li> <li>● Imagine Learning</li> </ul>	

<p>P-1,S-1, S-2,T1 E1,E2</p> <p>1.5 Work with the ESC Region 12 in the implementation of the seven areas of focus in regard to <b>Migrant</b> students:</p> <ol style="list-style-type: none"> <li>1) Identification and Recruitment</li> <li>2) Early Childhood</li> <li>3) Parental Involvement</li> <li>4) Secondary Credit Accrual</li> <li>5) Graduation Enhancement</li> <li>6) New Generation System</li> <li>7) Migrant Services Coordination</li> </ol> <p>Services Provided</p> <ul style="list-style-type: none"> <li>● Forms (English/Spanish)</li> <li>● Monitoring (Program &amp; Retention)</li> <li>● Intervention Strategies</li> </ul> <p>P-1, S1, S2, T1 E1,E2</p>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● Special Programs</li> <li>● Campus Secretary</li> <li>● Counselor</li> </ul>			<p>ESC Reg. 12</p> <p>Title III-Shared Services with ESC 12</p>	<ul style="list-style-type: none"> <li>● NGS Student Records</li> <li>● Staff Development</li> <li>● Assessment Records</li> <li>● Forms</li> <li>● Policies/ Procedures</li> <li>● Progress Reports/Report Card Grades</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Migrant Students</li> <li>2) Parent Advisory Council Identified</li> <li>3) Identification of 4-year olds</li> <li>4) PSAs in local newspaper, district website, Facebook (Eng/Span)</li> </ol> <p><b>Program Evaluation:</b> Performance Report; Migrant Application</p>	
<p>1.6 Continue programs/services for students identified for Dyslexia services:</p> <ul style="list-style-type: none"> <li>● Policies/Procedures/Notification</li> <li>● Parent Notification/Consent</li> <li>● Identification/Student Assessment</li> <li>● Program/Activities</li> <li>● Staff Development</li> <li>● Early Identification</li> <li>● Accommodations</li> <li>● Dyslexia Handbook</li> <li>● Dyslexia Intervention Program</li> </ul> <p>P1,S1,S2,T1 E1,E2</p>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● 504 Coordinator</li> <li>● Counselor</li> <li>● Dyslexia Teacher</li> </ul>			<p>ESC 12</p> <p>Current Dyslexia Handbook</p> <p>504 Documents</p> <p>CESD Conferences</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● IStation</li> <li>● Lesson Plans</li> <li>● Course Offerings/Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b> ● TAPR (STAAR and STAAR A)</p>	
<p>1.7 Continue <b>Kindergarten</b> and full-day <b>Pre-Kindergarten</b> classes and activities for the young learner and their parents:</p> <ul style="list-style-type: none"> <li>● Policies/Procedures</li> <li>● Pre-K: Kinder Notification (English and Spanish)</li> <li>● Student Assessment</li> <li>● Program/Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● Kindergarten Teachers</li> <li>● Pre-K Teachers</li> <li>● Paraprofessionals</li> <li>● Interventionists</li> </ul>			<p>ESC 12</p> <p>Title I Funds</p> <p>Pre-K Grant</p> <p>Teacher Supplies</p>	<ul style="list-style-type: none"> <li>● Local Program Evaluation</li> <li>● Section 504 Committee</li> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Lesson Plans in Eduphoria!</li> <li>● Frog Street Press</li> </ul>	

<ul style="list-style-type: none"> <li>● Pre-K / Kindergarten Registration/Orientation</li> <li>● Response to Intervention (RtI)</li> <li>● Frog Street Press</li> <li>● (3) PK-4 Teachers/classes</li> </ul>					<p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● Local Program Evaluation</li> <li>● At-Risk Checklists</li> <li>● IStation</li> <li>● Rigby</li> <li>● CLI Engage Circle Assessment</li> </ul>	
<p>P1,S1,S2,T1 E1,E2</p> <p>1.8 Provide services to identified <b>Homeless</b> students: Policies/Procedures</p> <ul style="list-style-type: none"> <li>● Special Programs Director</li> <li>● Student Identification</li> <li>● Programs/Services/Assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● Special Programs Director</li> <li>● Campus Secretary</li> <li>● Counselor</li> </ul>			<p>ESC 12</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● Student Residence Questionnaires</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Lesson Plans in Eduphoria!</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● TAPR (STAAR, STAAR-A)</li> <li>● Attendance Records</li> <li>● Accelerated Reader and Math</li> <li>● STAR Reading and Math</li> <li>● Early Literacy</li> <li>● IStation</li> </ul>	
<p>P1,S1,S2,T1 E1,E2</p> <p>1.9 Provide <b>Accelerated Education</b> opportunities for all Identified Students</p> <ul style="list-style-type: none"> <li>● Provide counseling and access to study guides for at-risk students taking the STAAR test.</li> <li>● School-wide, Title I Program</li> <li>● After school tutorials</li> </ul>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● All staff/teachers</li> <li>● Counselor</li> <li>● Interventionists</li> <li>● ACE Site Coordinator</li> </ul>			<p>TEKS</p> <p>TEKS Resource System</p> <p>ESC Reg. 12</p> <p>Title 1 FTE</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● Grade Placement Committee Meeting Minutes</li> <li>● Sign-in sheets</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> </ul>	

<ul style="list-style-type: none"> <li>● Dyslexia and accelerated instruction in grades 3 – 12.</li> <li>● Accelerated Reader K – 3</li> <li>● STAAR Camp</li> <li>● Accelerated Math</li> <li>● Summer School: K – 3</li> <li>● Inclusion</li> <li>● Response to Intervention (RtI)</li> <li>● Reading and/or Math Intervention</li> <li>● Grade Placement Committees</li> <li>● Renaissance Place – Inclusive of Early Literacy Program</li> <li>● ACE</li> <li>● Dyslexia Reading Program</li> <li>● IStation (Pre-K - 3)</li> <li>● IXL.com (Sp. Ed.)</li> <li>● Mobymax (Sp. Ed.)</li> <li>● Daily 5 / Daily 3 Framework</li> </ul> <p>P1,P3,S1,S2,T1 E1,E2</p>				<p>Materials</p> <p>21<sup>st</sup> Century Afterschool Centers for Education Grant (ACE)</p>	<ul style="list-style-type: none"> <li>● Report Card Grades</li> <li>● Lesson Plans in Eduphoria! Forethought</li> <li>● Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● TAPR- STAAR, STAAR A</li> <li>● TEMI</li> <li>● CBAs</li> <li>● Rigby Benchmark Running Records</li> <li>● Star Math and Reading</li> <li>● Surveys</li> <li>● Local Program Evaluation</li> <li>● Grade Placement Committee</li> <li>● Student Performance Scores on CBAs</li> <li>● Decline in Discipline Referrals</li> <li>● IStation Reports</li> </ul>	
<p>1.10 Continue expanding the use of <b>technology</b> for instruction and educational management</p> <ul style="list-style-type: none"> <li>● Student opportunities to learn about and use technology to produce work</li> <li>● Increase student access to technologically advanced equipment</li> <li>● Provide all staff with on campus access to Internet</li> <li>● Technology TEKS in K-3</li> <li>● Attend Technology Conferences</li> <li>● Eduphoria!-AWARE and Forethought training</li> <li>● Continue use of Parent Portal</li> <li>● StarBoards in every classroom</li> <li>● IStation</li> <li>● Project Read</li> <li>● Reading A to Z / Raz Kids</li> <li>● Spelling City</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Curriculum Specialist</li> <li>● Business Mgr/Grant Mgr</li> <li>● Campus Principal</li> <li>● Teachers</li> <li>● Technology Dir.</li> </ul>			<p>ESC Reg. 12</p> <p>Jason Martinez; Eduphoria!</p> <p>Title I Priority/Focus Grants</p> <p>TCDSS/ESC13</p> <p>Building Capacity in Rural Schools Grant</p>	<ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Student Schedules</li> <li>● Student Questionnaires</li> <li>● Request for Staff Development</li> <li>● Report on teacher TxEIS usage</li> <li>● Lesson Plans in Eduphoria! Forethought</li> <li>● Renaissance reports</li> <li>● IStation reports</li> </ul> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● TAPR (STAAR, STAAR-A)</li> <li>● Student Assessment data in AWARE</li> <li>● T-TESS observation and summative data</li> </ul>	

<ul style="list-style-type: none"> <li>● Math in a Flash</li> <li>● Reflex Math</li> <li>● Scientific Minds</li> </ul> <p>P1,S1,S2,T1,T2 E1,E2</p>						
<p>1.11 Continue the use of TEKS Resource</p> <p>System curriculum created from ESCs across the state</p> <ul style="list-style-type: none"> <li>● Academic Vocabulary</li> <li>● Aligned with state standards</li> <li>● Standard for all</li> <li>● Unit Calendar across state</li> </ul> <p>P-1, S2,T1,T2 E1,E2</p>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Campus Principal</li> <li>● Curriculum Specialist</li> <li>● Teachers</li> <li>● Counselor</li> </ul>			ESC 12	<p>TEKS Resource System Documents</p> <ul style="list-style-type: none"> <li>● Lesson Plans in Eduphoria!</li> <li>● T-TESS Walk-through Data</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) TEKS RS Assessments</li> <li>2) Report card grades</li> <li>3) CBAs</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● TAPR (STAAR, STAAR-A)</li> </ul>	

**R-L ISD Goal #2:** RLISD will increase the percentage of parents participating in the Annual Needs Assessment Survey by 5% and decrease the negative response percentage.

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

**Campus Goal #2:** Rosebud Primary School will provide and document opportunities for parents and the community to become active participants and partners in their child’s education.

<b>Initiatives: Strategies/(steps)</b>	<b>Person Responsible</b>	<b>Begin Time</b>	<b>End Time</b>	<b>Resource</b>	<b>Evaluation (Documentation/Assessment)</b>	<b>Benchmark Dates</b>
2.1 Parents as active participants through: <ul style="list-style-type: none"> <li>● Parenting Partners for Elementary and Secondary Schools</li> <li>● School/ Parent activities (Campus, ACE, PTO, SBDMC, volunteers)</li> <li>● Title I Meeting</li> <li>● Open House/Meet the Staff</li> <li>● 3<sup>rd</sup> Grade STAAR Nights</li> <li>● PK / K ‘Round Up’</li> <li>● 6 weeks Awards Assemblies</li> <li>● End Year Awards Assembly</li> <li>● Public School Week Events</li> <li>● Field Day Events</li> <li>● Family Nights on Campuses (PTO, ACE)</li> <li>● School Health Advisory and Safe and Drug-Free Council</li> <li>● ACE Family Involvement</li> <li>● ESL Family Night</li> <li>● Thanksgiving Lunch</li> <li>● Rosebud News Articles/Notices</li> <li>● GT Open House / Showcase</li> </ul> P1, P2, P3,S1,S2 E1,E2,E3	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● ACE Site Director</li> <li>● Teachers</li> <li>● ESL Staff</li> <li>● Counselor</li> <li>● Nurse</li> <li>● Cafeteria Staff</li> </ul>			ESC Reg. 12  Rural and Low Income Grant Funding: \$12,450  Title 1 Funds  Rosebud News Staff  ACE Grant  Title I Priority Grant	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Assessment Records               <ul style="list-style-type: none"> <li>○ IStation</li> <li>○ TEMI</li> <li>○ CBAs</li> <li>○ Star Early Literacy</li> <li>○ Star Math, Star Reading</li> </ul> </li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Meeting Agendas and Sign-In Sheets</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> <li>3) Percentage of Mastery on Benchmark Assessments</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>● Surveys from Parents and Students</li> <li>● TAP Report (AEIS) reports (STAAR, STAAR-A)</li> <li>● PEIMS-Total Discipline Referrals</li> <li>● Parent Focus Groups recommendations</li> <li>● Surveys</li> <li>● Parent surveys</li> <li>● Data on website visits</li> <li>● Local Evaluation</li> </ul>	
2.2 Parents Communication through Electronic/Technology Sources <ul style="list-style-type: none"> <li>● E-mail Contact List</li> <li>● Update district/campus websites</li> <li>● Continue use of Parent Portal</li> <li>● Remind P-3 E3</li> </ul>	<ul style="list-style-type: none"> <li>● Technology Dir.</li> <li>● Campus Principal</li> <li>● Curriculum Specialist</li> </ul>			Edlio ESC 12  Sharco		

**R-L ISD Goal #3:** By 2022, RLISD will achieve a State Championship in one sport and a State Championship in an UIL or Extra-curricular activities.

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

**Campus Goal #3:** By January 2019 Rosebud Primary School will strive to earn the title of Elementary UIL Academic Champion for the third consecutive year.

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 Career Opportunities.</p> <ul style="list-style-type: none"> <li>● Special Education classes will include Life Skills</li> <li>● Integrate Technology in the classroom</li> <li>● Social Studies curriculum</li> <li>● Field Trips</li> <li>● ACE</li> <li>● Community Volunteers</li> </ul> <p>P-1, P-2, P3,S1,S2 E1,E2,E3</p>	<ul style="list-style-type: none"> <li>▪ Campus Principal</li> <li>▪ ACE Site Director</li> <li>▪ FE Co-Op</li> <li>▪ Curriculum Specialist</li> <li>▪ SHAC/SDFS Committee</li> <li>▪ SBDMC</li> <li>▪ Counselor</li> <li>● Teachers</li> <li>● PTO</li> <li>● Nurse</li> </ul>			<p>ESC 12</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>● Policy Procedure document on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Lesson Plans in Eduphoria!</li> <li>● Curriculum</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <p>TAPR (STAAR, STAAR-A)</p> <ul style="list-style-type: none"> <li>● Surveys</li> <li>● Local Program Evaluation</li> </ul>	



Strategies (Initiatives/Program)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
<p>3.2 Reduce discipline referrals and impact healthy student behavior through the following:</p> <ul style="list-style-type: none"> <li>● Maintain and update the Student Code of Conduct</li> <li>● Maintain a district-wide School Health Advisory Council (SHAC/SDFSC)</li> <li>● Provide staff development in the area of Discipline Management</li> <li>● Conduct regularly scheduled and unannounced crisis drills</li> <li>● Work with non-profit agencies to provide speakers on safe and drug free topics</li> <li>● Maintain Parental Contact</li> <li>● Implement Character Ed.</li> <li>● Zero Tolerance – District/Campuses</li> <li>● Continue Campus Bullying Policy and Procedures</li> <li>● Teaching with Poverty in Mind</li> <li>● Capturing Kids Hearts (CKH)</li> <li>● Positive Behavior Intervention Support (PBIS)</li> <li>● PK Conscious Discipline</li> <li>● VOICE</li> <li>● Red Ribbon Week</li> <li>● DAVE Lessons</li> <li>● Parent Education Activities</li> </ul> <p>P1, P-2, P-3, S1,S-2,S3 E1,E2,E3</p>	<ul style="list-style-type: none"> <li>● Campus Principal</li> <li>● Curriculum Specialist</li> <li>● Safety Systems and Maintenance</li> <li>● ACE</li> <li>● PTO</li> <li>● SHAC</li> <li>● Teachers</li> <li>● SBDMC</li> <li>● Counselor</li> <li>●</li> </ul>			<p>Region 12 SDFSC</p> <p>SCE tuition with FE Co-Op, LC &amp;Academy \$53,000</p> <p>DAVE Lessons</p>	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● Parent Communications</li> <li>● List of Identified Students in PEIMS</li> <li>● Training/ Staff Development Records</li> <li>● Assessment Records</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Lesson Plans in Eduphoria!</li> <li>● Sign-In Sheets</li> </ul> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Number of Identified Students</li> <li>2) Number by Gender/Subpopulation</li> </ol> <p><b>Program Evaluation:</b></p> <ul style="list-style-type: none"> <li>● Texas School Surveys</li> <li>● TAPR Report presentation (STAAR, STAAR-A)</li> <li>● SDFSC Annual Report</li> <li>● Crisis Management Plan and Documented Crisis Drills</li> </ul>	

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

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

**Campus Goal #4:** Rosebud Primary School will hire and retain highly qualified PK – 3<sup>rd</sup> grade teachers and ensure that each teacher receives the appropriate training

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
4.1 Provide appropriate <b>staff development</b> to meet the needs of all staff. <b>District-Wide</b> <ul style="list-style-type: none"> <li>● TEKS Resource Annual Conf.</li> <li>● Capturing Kids Hearts (CKH)</li> <li>● Study of TEKS</li> <li>● Eduphoria! AWARE/Forethought</li> <li>● Daily 5/CAFÉ K-8</li> <li>● RtI/SIOP</li> <li>● GT and GT Coop Workshops</li> <li>● Science/Math</li> <li>● TEKS Resource System</li> <li>● Data Disaggregation</li> <li>● Assessment (all core subjects)</li> </ul> <b>Elementary</b> <ul style="list-style-type: none"> <li>● ACE Training</li> <li>● Attend subject-area training</li> <li>● PK/K Conference at ESC 12</li> <li>● 1<sup>st</sup>/2<sup>nd</sup> Grade Conference ESC-12</li> <li>● PSP for RPS</li> <li>● Frog Street Curriculum Training</li> <li>● Math and Reading Academies</li> <li>● School Improvement Training</li> <li>● Teaching with Poverty in Mind</li> <li>● Capturing Kids Hearts (CKH)</li> </ul> P1, S2, T1, T2 E1,E2	<ul style="list-style-type: none"> <li>- Superintendent</li> <li>● Campus Principal</li> <li>● Curriculum Specialist/DCSI</li> <li>● Campus Improvement Team</li> <li>● ACE Site Coordinator</li> <li>● Primary Teachers</li> <li>● PSP</li> </ul>			ESC Reg. 12  Staff Development  Title I Priority/Focus Grants  TCDSS/ESC13 Building Capacity in Rural Schools Grant  21 <sup>st</sup> Century Afterschool Centers for Education Grant (ACE)  TEA	<ul style="list-style-type: none"> <li>● Training/Staff Development Records</li> <li>● Certificates of Completion</li> <li>● Sign-in Sheets</li> <li>● Walk-through Data</li> <li>● Creation of CBAs</li> <li>● Progress Reports</li> <li>● Report Card Grades</li> <li>● Lesson Plans in eduphoria!</li> </ul> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>● TAPR (STAAR, STAAR-A)</li> <li>● CBA/Benchmark Testing Data in AWARE</li> </ul>	

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

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

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

Strategies (Initiatives/Programs)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/Assessment)	Benchmark Dates
5.1 Provide a Coordinated <b>School Health Program</b> for K - 8 students <ul style="list-style-type: none"> <li>● Conduct SHAC meetings</li> <li>● Conduct Fitnessgram</li> <li>● Informational health meetings for parents and students</li> <li>● Post health tips on the district website</li> <li>● Attend workshops</li> </ul> P1 P3 S2 T1 E1,E2,E3	<ul style="list-style-type: none"> <li>▪ Campus Principal</li> <li>▪ PE Teacher</li> <li>▪ Campus Nurse</li> <li>▪ District RN</li> <li>▪ Technology Director</li> </ul>			The Great Body Shop (K-5) Curriculum  Fitnessgram data for District and State  Center for Disease Control and Prevention  Scott & White	<ul style="list-style-type: none"> <li>● Policy/Procedure documents on file</li> <li>● SHAC Recommendations and Minutes</li> <li>● Health Meeting Minutes</li> <li>● Training/Staff Development Records</li> <li>● Website postings</li> </ul> <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Attendance Rate</li> <li>2) Academic performance</li> </ol> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>● Fitnessgram Data (3<sup>rd</sup> Grade)</li> </ul>	
5.2 Prepare and Plan for Emergency of Disaster Situations <ul style="list-style-type: none"> <li>▪ Revise annually individual Campus and District Crisis Management Plans.</li> <li>▪ Conduct regularly scheduled and unannounced crisis drills</li> <li>▪ Update Pandemic Flu Plan</li> <li>▪ Flu Shot Clinic</li> <li>▪ Drills</li> <li>▪ 911</li> </ul> P2,P3, S1, S3 E1,E2	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Campus Principal</li> <li>▪ Operations Dir.</li> <li>▪ Campus Nurse</li> <li>▪ District RN</li> <li>▪ Technology Director</li> </ul>			Department of Homeland Security  Dept. of Health  ESC Reg. 12  Falls County Emergency Response  Local Police Departments  ESC 12 – Grant	<ul style="list-style-type: none"> <li>▪ Policy and Procedure Documents on File</li> <li>▪ Parent Communications</li> <li>▪ PEIMS Data (enrollment, attendance)</li> <li>▪ Drill Reports</li> <li>▪ Training Certificates</li> </ul> <b>Benchmark Checks:</b> <ul style="list-style-type: none"> <li>● Monthly Crisis Drill Reports</li> </ul> <b>Program Evaluation:</b> <ul style="list-style-type: none"> <li>● Attendance Records of Students and Staff</li> </ul>	

