

Lancaster Independent School District

Rolling Hills Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT

<p>5. We will create new experiences that will result in an overall positive perception of the community.</p>	<p>GOAL 3: COMMUNICATION</p> <p>GOAL 5: STUDENT SUPPORT SYSTEMS</p> <p>GOAL 6: SAFE ENVIRONMENT</p>
<p>6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.</p>	<p>GOAL 3: COMMUNICATION</p> <p>GOAL 6: SAFE ENVIRONMENT</p> <p>GOAL 7: FISCAL OPPORTUNITIES</p> <p>GOAL 2: TEACHER RETENTION</p>
<p>7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.</p>	<p>GOAL 1: INSTRUCTION</p> <p>GOAL 4: STUDENT SUPPORT SYSTEMS</p> <p>GOAL 6: SAFE ENVIRONMENT</p>

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Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

Demographics

Demographics Summary

Rolling Hills Elementary sits on 12.01 acres of suburban real estate located equidistant between the streets of Pleasant Run and Belt Line Road. The building, with 51,000 sq. feet, was completed in 1989. Rolling Hills Elementary has an instructional staff of approximately 50 people, including para-professionals, teachers, instructional coaches, support staff and administrators. Student enrollment is 486 students for the 2018-2019 school year. The ethnic distribution of the campus is approximately as follows: African-American-89.3%, Hispanic-7.6%, White-.8%. Approximately 92% of the students are identified as economically disadvantaged. Although many of our students are not recognized as English Language Learners (ELL's) by the state's criteria, they fit the title by definition because they have the same struggles as the identified ELL's.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Federal Report Card 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee 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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals







Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.



Performance Objective 1: Rolling Hills Elementary (RHE) will provide ALL students with an academic and real world knowledge of mathematics including but not limited to problem solving.

Evaluation Data Source(s) 1: A minimum of 80%-90% of all students tested will meet or exceed minimum expectations on the 2019 STAAR math test in third grade 80%, Fourth Grade 90%, and 90% in fifth grade. At least 10% of all students will achieve the Masters level on the 2019 STAAR math test at each tested grade level.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement that incorporate real word math problem solving with a focus on base ten and algebra.	Principal, Leadership Team, and Teachers	<p>Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.</p> <p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.</p>				

<p>2) Implement weekly formative common assessments that will focus on math problem solving concepts and skills administered at the end of each six weeks for grades PK-5.</p> <p>Paper Cost: \$3,100.</p> <p>Math Resources: \$3, 500.00</p>	<p>RHE leadership team, Teachers, and Students</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments, while tracking on classroom data wall. Students will monitor their progress on weekly and district assessments on their Goal Sheets.</p>				
<p>3) Analyze campus Math assessment data and identify individual students who is 1.5 discrepant of the TIER I data point . Each student will be prescribed an appropriate instruction and intervention strategies, "Power Hour" from 8:15 to 9:00 daily during intervention time.</p> <p>Paper Cost: \$1,000.00</p>	<p>RHE Administration and Teachers</p>	<p>Analyze periodic/campus/district Math assessment data and identify individual students levels of performance based on DMAC Quintile reports. All students will be prescribed appropriate instruction/intervention/enrichment strategies, during "Power Hour" from 8:15 to 9:00 daily for 45 minutes based on identified individual student need.</p>				
<p>Comprehensive Support Strategy</p> <p>4) Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs.</p>	<p>Administration and Teachers</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>5) Teachers will be required to attend various staff developments to enhance math, reading, science and writing instructional delivery with technology seamlessly incorporated in their lesson plans as they implement in their classroom instruction.</p>	<p>RHE Administration, Leadership Team, Teachers</p>	<p>Teacher will continuously have professional development in the area of math, science, and writing through , campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject Short Segments.</p>				
<p>6) Monthly Vertical Alignment Team Meetings in grades PK4-1st and 2nd-5th grade in the areas of math to increase content knowledge.</p>	<p>Administration, Leadership Team, and Staff</p>	<p>Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject Short Segments.</p>				
<p>Comprehensive Support Strategy</p> <p>7) Recruit and maintain highly qualified teachers to teach mathematics and reading by incorporating a supportive mentoring program for new teachers. They will expand their staff development by sending them to observe Tier 1 teachers.</p>	<p>Principal and RHE Administration Team</p>	<p>The leadership team will identify members on the leadership team to support all new teachers at the campus. The leadership team will meet with their assigned new teacher and meet with them weekly to support t instructionally and school-wide system and structure in the classroom. Leadership team members will monitor their support through their weekly schedules.</p>				

<p>8) Analyze campus math data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete Goal Sheets (for district assessments)</p> <p>Paper and Folders: \$500.00</p>	<p>RHE Administration, Master Teachers, and Teacher</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>9) Implement school-wide math RHE problem solving model PK-5th.</p>	<p>RHE Administration and Teachers</p>	<p>RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.</p>				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue











Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 2: Rolling Hills Elementary will strive to ensure that ALL students are reading on or above grade level while developing a love of reading by exposing them to the different genres of literature and reading strategies.

Evaluation Data Source(s) 2: A minimum of 75%-80% of all students tested will meet or exceed minimum expectations on the 2019 STAAR math test in third grades 80%, Fourth Grade 80%, and 80% in fifth grade. At least 25% of all students will achieve at the Master's level on the 2019 STAAR math test at each tested grade level.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in reading.	RHE Administration and Teachers	<p>Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.</p> <p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.</p>				
2) Analyze campus reading assessment data and identify individual students who is 1.5 discrepant of the TIER I data point . Each student will be prescribed an appropriate instruction and intervention strategies, during the 40 to 50 minute staggered RTI intervention schedule/ power hour time daily.	RHE Administration and Teachers	Analyze periodic/campus/district Reading assessment data and identify individual students levels of performance based on DMAC Quintile reports. All students will be prescribed appropriate instruction/intervention/enrichment strategies, during "Power Hour" from 8:15 to 9:00 daily for 45 minutes based on identified individual student need.				




<p>3) Implement formative common assessments that will focus on reading different genres, determining informational and literary text, and implementing reading strategies to assist with understanding reading questions that address figure 19 standard across all grade levels.</p> <p>Paper Cost: \$3,100.00 Reading Resources: \$3,500.00</p>	<p>RHE Administration and Teachers</p>	<p>Analyze weekly grade level campus reading assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.</p>				
<p>4) 6) Implement PK4 Classroom Data Walls that represent BOY, MOY, and EOY Reading Data for the areas of identifying and writing 26 letters, 1-50 numbers, and sight words.</p> <p>Kinder-5th grade data walls will represent BOY, MOY, and EOY data to track student progress in the areas of identifying sight words, tracking fluency, and moving students towards their grade level reading levels.</p> <p>Data Wall Classroom Posters 2nd-5th Grade \$200.00</p>	<p>RHE Administration, teachers, and students</p>	<p>Kinder-2nd grade Teachers will conduct six weeks' Running Records with fluency, and sight words to monitor student growth every six-weeks.</p> <p>Teachers and Students will record students progress on weekly assessments by using a individualize student clothes pin to move fluidly up and down the measure strip weekly.</p> <p>Teachers and Students will record students progress on district level assessments and place their results on a sticky note to be displayed in the classroom and RM 204 to show growth of student's progress.</p>				
<p>5) Analyze campus reading data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete Student Goal Sheets.</p> <p>Paper and Folders: \$500.00</p>	<p>RHE Administration, Master Teachers, Reading Interventionists, and Teachers</p>	<p>Analyze weekly grade level campus reading assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>6) Implement school-wide reading strategies for grades PK-5th grade.</p>	<p>RHE administration and Teachers</p>	<p>RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						



Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 3: Student Achievement (Science) Rolling Hills Elementary will develop a love of science in ALL students by exposing them to hands on experiences in the real world of science including careers and technology in science.

Evaluation Data Source(s) 3: A minimum of 75-85%% of all students tested will meet or exceed minimum expectations on the 2019 STAAR science test at fifth grade. At least 25% of all students will achieve at the Masters level on the 2019 STAAR.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in science.	Administration Team, District Science Coordinators, and Teacher	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze weekly grade level campus science assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.				
2) Analyze campus science data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data notebooks and reflections K-5th Grade. Paper and Folders: \$500.00	RHE Administration, Master Teacher, and Teacher	Analyze weekly grade level campus science assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.				
3) Students will be required to use interactive science journals to increase their academic performance. Journal Cost: \$100.00	RHE Administration Team, Leadership Team, and Teachers	Science teacher will provide each student with a science journal to maintain the entire school year with science vocabulary and concepts that will increase their understanding of all science TEKS.				

4) Vertical Alignment Team Meetings in grades PRE-K4-1st and 2nd-5th grade to allow content area planning.	RHE Administration Team, Leadership Team, and Teachers	Teacher will continuously attend professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject HAT/VAT meetings.				
5) 7) Implement school-wide strategy for answering science questions. The name of the strategy is REVIEW.	RHE Administration and Teachers	RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue




Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.







Performance Objective 4: Student Achievement (Writing)- Rolling Hills will strive to ensure that ALL students are writing on or above grade level while developing an interest for writing and exposing them to different writing styles and literature.

Evaluation Data Source(s) 4: A minimum of 75-80% of all students tested will meet or exceed minimum expectations on the 2019 STAAR writing test at fourth grade. At least 25% of all students will achieve at the Masters level on the 2019 STAAR Writing test at fourth grade.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Implement weekly formative common assessments that will focus on grammar, writing mechanics, and implementation of writing strategies.</p> <p>Paper Cost: \$3,100.00</p>	RHE Administration, Master Teachers, and Teacher	<p>Analyze weekly grade level campus writing assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.</p>				
<p>2) Implement School-Wide Writing strategies from PRE-K4-5th grade. The 3rd and 4th grade writing teachers will plan together once a week along with the principal providing feedback.</p>	Principal, leadership team and 3rd and 4th Grade Writing Teachers, and Writing Team	<p>RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.</p>				
<p>3) Implement a 4th grade writing camp for two weeks to prepare for the STAAR Assessment once in the Spring.</p>	RHE administrator, leadership team, 4th Grade Writing Teacher, and 4th grade Team	<p>The 4th grade team will plan and implement Writing Camp Schedule and have students write expository text with rubric to assist with improving their essays to receive the highest rating from the state.</p>				

<p>4) Analyze campus reading data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data notebooks and reflections K-5th Grade.</p> <p>Paper and Folders: \$500.00</p>	<p>RHE Administration, Master Teachers, Reading Interventionists and 4th Grade Writing Teacher</p>	<p>Analyze weekly grade level campus writing assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>5) Implement non-fiction and fiction graphic organizer PRE-K4-5th grade were students have to identify story genres, decided if the story is information or literary text, and compose expository composition.</p> <p>Implement school-wide writing strategies across grade levels.</p> <p>Paper Cost: \$3,100.00</p>	<p>Administration, Master Teachers, PK-5th Teachers</p>	<p>Teachers will use the reading strategy during reading and writing instruction during the lesson cycle to assist with students' understanding of the alignment of reading and writing across curriculum.</p>				
<p>6) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in writing.</p>	<p>RHE Administrators and Teachers</p>	<p>Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.</p> <p>Analyze weekly grade level campus writing assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.</p>				
<p>7) Teachers will attend prescribed professional development to assist with writing instruction.</p> <p>Registration & Materials Costs: \$518.85</p>	<p>RHE Administrators , Instructional Coaches, Teachers</p>	<p>Teachers will receive specific strategies and resources to use with students to enhance written compositions.</p>				








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  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 5: Rolling Hills Elementary early childhood students will be provided with a sound education, with a long-term goal of making them better successful students.

Evaluation Data Source(s) 5: 80% of the students in Prekindergarten through Second grade will be classified as Tier 1 students in reading and math in I-station Reading and Math.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use whole group, small group, and specific interventions to meet the needs of early childhood students.	Principal, Leadership Team, and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze grade level campus monthly I-station assessments data and identify individual students levels. Teachers will provide student feedback after monthly assessments.				
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Goal 2: We will attract, retain, develop and evaluate high quality personnel to ensure all staff members are held accountable and receive the support necessary to achieve our mission and objectives.

Performance Objective 1: Rolling Hills Elementary will create a professional environment that nurtures and supports ALL teachers in their quest to be effective teachers.

Evaluation Data Source(s) 1: Rolling Hills Elementary will have less than a 5% teacher turnover rate each year. Rolling Hills Elementary will have at least 95% teacher attendance each day.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide staff with adequate support in classrooms and resources (supplies, discipline, & professional development).	RHE Administration and Leadership Team	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Teachers have the opportunity to observe other teachers classrooms accompanied by a member on the leadership team to discuss ways to implement changes and provide support in any area of need in order for the teacher to be successful.				
2) Recognize a teacher and staff member of the month for demonstrating campus norms and exceeding expectations.	RHE Leadership team and RHE Staff	Teachers and staff will be recognized throughout the school year to promote a positive and energetic culture and climate among staff.				
3) Continue Teacher of the Year Program culminating with a Teacher of The Year Reception to be held in May 2019.	All Staff and Teachers	The teachers will vote in the Month of April for the teacher of the year. The teacher that is selected for the teacher of year will receive a plaque and a gift when announced and at the end of the year .				
4) Utilize the TAP for performance pay for teachers improving student growth.	RHE Principal and Teachers	In the month of November, teachers will receive a stipend for how much the student grew on I-Station on Pre-K4 through 2nd grade. All 3rd-5th grade teachers, receive stipends in regards to their students scoring 70% or above on STAAR results.				
5) Form the Culture Climate Crew (C3), as a forum for faculty members to improve school culture and engagement.	RHE Principal	Willing teachers will serve on a RHE Committee that to discuss and plan upcoming events.				
6) Increase Teacher Attendance by providing an award to the teacher who has no absences or few absences for each six weeks.	RHE Principal and Office Manager	Teachers will increase their teacher attendance by 10%.				

7) Continue a Secret Pal for the week of Christmas leading up to the School Christmas Party and the End of the Year to show appreciation of one another and have fun revealing the secret pal at the end of the week.	Culture Climate Crew (C3).	Culture and Climate Survey				
8) Provide, conduct, and support tiered staff development that helps teachers to identify and implement best strategies/practices for improving student achievement in all subject areas. This will be provided through the following methods Pre-Conferences, Clinical Supervision, Book Studies, Vertical Planning, Job alike Training, Learning Walks, Professional Affiliations, Graduate/Post-Graduate Studies, Video Confernces and Shadowing Mentors.	Administration Team	Agendas, Sign-In Sheets, Certificates of Completion, Transcripts, Book Reports, Video Confernce Log, Criterion Referenced Test Scores				
9) Award "Teacher and Staff Member of the Year" to an outstanding member of the team each year.	Principal	Attendance Log, Climate Survey				
10) Administration Team, Instructional Coaches and, Reading Interventionists will conduct coaching as needed to enhance instructional delivery and ultimately impact student achievement.	Leadership Team	TAP Evaluations, Pre and Post Conferences, Walkthrough Summations				
11) Create a culture with growth by fostering and providing staff development that allows staff members to inquire, apply new practices in their classrooms, reflect, problem solve, develop study experiences, self-evaluate their teaching and learning, interpersonal stengths, coaching, and organizational skills. This will be achieved by providing non-traditional staff development models Classroom Oberservation, Socializing Intelligence, Accountable Talk, Professional Reading & Reflections, Conducting Surveys, Conducting Interviews, Build Relationships, Video Conferencing & Conference Calls.	Principal	Agendas, Sign-in Sheets, Positive Collaborations, Informal Observations, Administrative Walkthroughs				
12) Conduct Monthly Paraprofessional Meetings to discuss concerns or support that they made need from the principal and teachers.	Principal	Agenda and Sign-In Sheets				
13) Recognize staff birthdays during announcements and with bimonthly celebration during staff meetings.	Culture Climate Crew	School Climate and Culture Survey				
14) Implement School-Wide surprise tokens to All teachers and staff members occasionally to show appreciation.	Administration Team and Administration Office Manager	Climate and Culture Survey				
15) Implement team building activities, at the end of each faculty meetings to enhance our school theme "Excellence Marks the Spot at Rolling Hills Elementary."	Administrative Team	Exit Tickets and Culture and Climate Survey				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 3: We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

Performance Objective 1: Rolling Hills Elementary staff, students and parents will work collaboratively to positively impact the image of the school through student achievement, public service and positive communication.

Evaluation Data Source(s) 1: To assure that Rolling Hills Elementary creates and maintains a positive public image by providing accurate, timely and courteous service to all members of our learning community. To further enhance the image of Rolling Hills Elementary by providing our students with a high caliber of academic instruction.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain a functioning campus webpage with upcoming events and photographs.	Technology Coach	Increased number of visitors to the campus website				
2) Actively participate in district and city events.	Principal, Counselor, Teachers, and Technology Coach	Participation Log, Photographs				
3) Create and send out a Parent Satisfaction Survey.	Technology Coach	Survey Results				
4) Prepare and electronically distribute a Monthly Principal Newsletter for/ to parents.	Principal	Survey Results				
5) Teachers will generate weekly newsletters in students Tuesday's Folders and keep an updated communication log with parents about "positive" accolades in addition to communication concerning behavioral and academic progress.	Principal and Teachers	Communication Logs and Weekly Newsletters				
6) School will use the School Messenger System to relay critical information to parents.	Administration Team and Leadership Team	Call Logs				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interests, and career aspirations.

Performance Objective 1: (Community Involvement) Rolling Hills will become a hub of parental involvement by educating, respecting and providing a non-threatening environment for parents and children.

Evaluation Data Source(s) 1: Increase overall parent involvement to participate in parent academies that focus on enhancing their knowledge of the 21st Century Learner and Continue to Build Parent to Teacher Relationships.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Host a Meet the Teacher Night in the first week of school.	Administration, Leadership Team, Teachers, Staff	Back to School Power Points and Schedule of Parent Stations and Rotations, and Parent Sign-In				
2) Host the September Annual Grandparents' Day Lunch.	Counselor, Teachers, and Staff	Grandparent's Flyer, Grandparents sign-in sheet, Grandparents Pictures, and Final Count of Grandparents that Attended from the Cafeteria Manager				
3) Electronically distribute a monthly newsletter to parents including upcoming events and at RHE.	Principal, Counselor, Nurse, and Secretary	Parent Survey				
4) Host a Parent Academies to provide parents with strategies to enhance their child's success in school.	Principal, Leadership Team, and Teachers	Parent Academies Agenda, Parent Sign-In Sheets, and Causal Day Award Stickers to Students for Parents Participating				
5) Parents will receive weekly Tuesday folders with student graded and revised work, grade level newsletters, office forms, and etc.	Principal, Leadership Team, and Teachers	Student Weekly Tuesday Folders				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						









Goal 5: We will promote the success of all students by providing a comprehensive approach to students support by, but not limited to, collaboration, addressing barriers to student learning, using data from from DMAC, teacher generated assessments and observations to assist in providing the framework for interventions and to guide our instruction, the use of state standards and district content RIG's to ensure curriculum alignment, and monitor best practices to ensure Colleege and Career Readiness.

Performance Objective 1: To provide all students with academic and social interventions that will ensure their success in school and in society.

Evaluation Data Source(s) 1: To meet all students at their point of need. Have a well trained Response to Intervention (RtI) Team that addresses the needs of EVERY student.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide additional interventions and enrichment activities during the day. Beginning in October, extended day will begin on Tuesdays and Wednesdays inviting tier 2 and 3 students.	RHE Administration Team, and Teachers	Teachers will provide tutoring and provide students with the opportunity to extend their learning in order to close their achievement gaps in reading, math, writing, and science.				
2) Implement weekly Food 4 Kids Program to go home with students every Friday.	Counselor	The counselor will work with Dr. Hill to continue to seek out students that need the support of the program on a weekly basis. The counselor will use a participant log to document the students that we will serve in this program.				
3) Implement a campus-wide RtI planning team to meet the academic and social needs of students.	Principal, Counselor, Leadership Team, and Teachers	The teachers will provide intense structure to assist students to become readers and solve real-world math story problems during "Power Hour" from 8:15 to 9:00.				
4) The Right Track Young Men Club will meet once a week beginning to collaborate about young manhood and assist with establishing goals to enhance their future. The Sister to Sister Club will meet once a week to collaborate about young sister hood and assist with the establishing goals to enhance their future.	Principal, Club Sponsors.	The RHE sponsors of both programs will follow district leadership in implementing both programs weekly to meet the needs of RHE young men and young ladies. Students will participate in school and district wide activities.				

5) The RHE staff will conduct home visits of struggling students.	RHE Administration and Teachers	The RHE leadership team and teachers will conduct home visits when necessary to reach and partner with parents to visit about their child and what support could we provide to them for everyone to be successful in the household.				
6) In the month of October, clubs will be implemented for student's to participate in on a weekly basis. Robotics Club Yoga Drama Mamas & Papas (Theater) Book Club(s) Tea Cups (Early Childhood girls' mentoring) PK Homework Club Math Masterminds (M&M) Honor Chorus	Principal, Leadership Team, Teachers	Teachers will provide club experiences to students on a weekly basis.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: We will provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 1: Rolling Hills will provide ALL students with a strong technology background aligned with state technology standards.

Evaluation Data Source(s) 1: All students will be computer literate by 1st grade and will receive ongoing technology instruction from PreK through 5th grade. Teachers will utilize technology/media in their daily instruction.

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The STEM committee will Continue to plan activities that support science, math, technology, that supports RHE's engineering pipeline to participate in District STEM Fair.	STEM advisory committee made up of teachers.	STEM teachers will plan activities for students to experience real-world engineering experiences to the classroom, parents, grandparents, and staff/students of RHE.				
2) Implement the use of I-Pads, Netbooks, and/or Chromebooks in grades to support the PK4-5th students in Reading A-Z, Stemscoptes, technology programs such as the Circle Assessment, StarFall, I-station, and other instructional technology programs to support and enhance students learning,	RHE Leadership Team and Teachers	Teachers will implement using the technology devices in their whole group and small group instruction to meet the needs of all students.				
3) Students will use the iStation Reading and Math on-line program during the Computer technology Lab and their classrooms to enhance their instruction.	RHE Leadership, Technology Teacher, and Classroom Teachers	The technology teacher will conduct individual student conferences after each monthly test to share their progress and set goals for students to strive to obtain in the areas of reading and math.				
4) Provide ongoing professional development to assist teacher will understanding how to effectively implement technology in Project/Problem Based Learning through the vehicle of the STEM Pipeline of Engineering in all grade levels,	RHE Leadership Team and Teachers	Teachers will create and implement problem-based learning for all students to participate in their classrooms during the school year in conjunction with standards being taught.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 7: Every campus will create and implement a plan that promotes College and Career Readiness for students.

Performance Objective 1: Rolling Hills Elementary School will promote College and Career readiness through student research, critical thinking/problem solving, building vocabulary, public speaking, and field trips.

Evaluation Data Source(s) 1: All students will be placed on a path for College and Career Readiness. Campus administrators will take the lead in promoting College and Career Readiness.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will participate in College activities throughout the school year and Career Day in the month of March 2018.	RHE Leadership Team, Teachers, Parents, and Community Volunteers	The Parental Involvement Committee will identify and plan College and Career Day activities throughout the school year. The committee will work directly with parents and community volunteers to plan a successful Career Day in the month of March.				
2) The 5th grade will participate in a College and Career mock enrollment day. The students will identify one to two college and careers choices of their interest. Then, the students will write an essay covering the topic: What Impact Does a College Degree serve guiding your career? 5th grade teachers/students will participate in a college visit in the spring.	RHE Administration Team, Teachers, Students, and RHE Volunteers	RHE 5th grade Teachers and Student's will participate in a college enrollment day and visit a university where they take part in a college scavenger hunt to identify specific buildings that represent the different career schools such as the School of Education and School of Technology.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: We will improve attendance for teachers and students in grades pre-kindergarten through fifth grades.

Performance Objective 1: We will increase teacher and student attendance in grades pre-kindergarten through fifth grades to 98%.

Evaluation Data Source(s) 1: Attendance data at the end of the year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will establish an attendance committee to discuss ways of improving student attendance and identify probable solutions.	Administration and Teachers	TEAMS Reports				
2) Parents will be contacted via letters, home visits, notes and/or phone calls concerning excessive absences and/or tardies. Students with excessive absences will be filed on for truancy.	Principal Attendance clerk	Parent contact logs Students' absentism will decrease				
3) Student with Perfect Attendance will receive a perfect attendance award.	Administration, Secretary, and PEIMS	PK-5th Student Attendance Increase				
4) The class in each grade level with the highest attendance percentage and the class with the highest attendance percentage campus wide will receive an incentive.	RHE Leadership Team, Teachers, and Students	The Attendance committee will compare attendance rates each six-weeks to monitor the increase of students attendance and the decrease of students mobility rate for the school year.				
5) Teachers with perfect attendance for the 6 weeks will have their name placed in a drawing for an incentive.	RHE Leadership Team, Office Manager	Increase in staff attendance				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs.
1	1	7	Recruit and maintain highly qualified teachers to teach mathematics and reading by incorporating a supportive mentoring program for new teachers. They will expand their staff development by sending them to observe Tier 1 teachers.

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Cherish Pipkins	Interim Principal
Assistant Principal	Margo Spencer	Assistant Principal
Community Representative	Judy Slaughter	Right at School Site Coordinator
Classroom Teacher	Ayesha Hodges	5th Grade ELAR/SS Teacher
Non-classroom Professional	Sernora Jackson	Instructional Coach
Non-classroom Professional	Doris Thompson	Instructional Coach
Classroom Teacher	Clara Cummings	3rd Grade Math Teacher
Classroom Teacher	LaTonia Johnson	3rd grade ELAR Teacher
Classroom Teacher	Quanisha Vickers	4th grade Math Teacher
Classroom Teacher	Beverly Ijeh	4th Grade Writing/Science Teacher
Classroom Teacher	Miesha Medford	5th Grade Science Teacher
Non-classroom Professional	Mary Thompson	Reading Interventionist
Paraprofessional	Ramona Rodgers	Inclusion Aide
Parent	Kendria Demus	Parent
Classroom Teacher	Marian Polk-Gorden	PreK/Headstart Teacher