

# Waller Independent School District

## Roberts Road Elementary

2019-2020



# Mission Statement

We at Roberts Road Elementary believe that all students can learn and develop intellectually, physically, and socially to their fullest potential. We will provide all students with the opportunity and environment to create a foundation for successful living.

## Vision

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty-first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Roberts Road Elementary currently has 715 students (PreK- 5). In 2019, our demographic breakdown was approximately 63% Hispanic, 22% White, 11% African-American, 01% Asian, and 02% Two or More Races. Our percentage of English Learners was 40%. Last year, 69% of our students were Economically Disadvantaged and our students receiving special education services was approximately 10%.

## Special Programs:

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of state standards for certification and licensing, supplemental materials to assist the HR department in recruiting employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of intervention programs, bilingual campus academic tutors for core subject areas, bilingual EL campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, and parent involvement activities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

## Demographics Strengths

During the past 5 years Waller ISD has been the 14th fastest growing school district in Texas. Roberts Road experienced nearly a 5% increase in student population during the 2018-2019 school year. Estimates are that we will continue growing at a rapid rate and our campus student population is projected to surpass 800 students by the end of 2020. New homes are springing up all around our neighborhood and as more families are moving in we are seeing a significant decrease in our economically disadvantaged rate; last year dropping below 70%.

Roberts Road Elementary is the home campus of all the district's K-5 AU students. We are beginning the 2019-2020 school year with 5 SLC classrooms which services 27 AU students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** With the rapid growth we are experiencing it is crucial that we make sure that the new teachers that are being added to the RRE staff are adequately equipped with the training and materials needed to provide high quality instruction. **Root Cause:** New staff members will require proper professional development and the necessary resources to maximize their effectiveness in the classroom.

# Student Achievement

## Student Achievement Summary

	Approaches Grade Level	Meets Grade Level	Masters Grade Level
<b>THIRD GRADE</b>			
Math	82%	49%	25%
Reading	70%	33%	19%
<b>FOURTH GRADE</b>			
Math	88%	66%	44%
Reading	81%	47%	23%
Writing	66%	26%	04%
<b>FIFTH GRADE</b>			
<b>Math</b>	93%	36%	22%
<b>Reading</b>	89%	46%	24%
<b>Science</b>	82%	51%	22%



### 2019 Accountability Ratings Overall Summary:

**Overall:** Scale Score: 81

**Student Achievement:** Domain Rating: C

STAAR Performance Scale Score: 77/ Raw Score: 50

**School Progress:** Domain Rating: B

Academic Growth: Scale Score: 74 / Raw Score: 71

Relative Performance (Eco Dis: 69.7%) : Scale Score: 83

**Closing the Gaps:** Domain Rating: C

Scale Score: 77 / Raw Score 76

## Roberts Road 2019 Overall Rating: B

### Student Achievement Strengths

#### Student achievement Summary:

Roberts Road Elementary earned a campus rating of "B" for the 2018-2019 school year.

#### Campus Strengths:

**Fourth Grade STAAR Math:** The percentage of students who achieved "Meets Grade Level" increased from 39% in 2018 to 66% in 2019.

The percentage of students who achieved "Masters Grade Level" increased from 13% in 2018 to 44% in 2019.

**Fifth Grade STAAR Math:** 93% of our 5th grades achieved "Approaches Grade Level" and the percentage of students achieving "Masters" doubled from the previous year ( from 11% to 22%)

**Fifth Grade STAAR Reading-** 89% of our 5th graders achieved "Approaches Grade Level".

**Fifth Grade STAAR Science-** 51% achieved "Meets Grade Level" ( a 19% increase from 2018) and 22% achieved "Masters Grade Level" ( doubling the previous years 11%).

#### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** In 2019, approximately 37% of students who took STAAR did not show academic progress. Although the majority of students met standard on STAAR Math, Reading, Writing, and Science a significant number of our Grade 3-5 students regressed out of the "Meets" and "Masters" performance levels. **Root Cause:** In an effort to strengthen the depth, complexity, and rigor necessary to achieve and/or maintain "Meets" and "Masters" status, all grade levels will need to implement differentiated, data-based interventions for every student and actively monitor their progress throughout the 2019-2020 school year.

# School Culture and Climate

## School Culture and Climate Summary

Our school wide PBIS program has been instrumental in lowering referral rates and the number of in-school suspensions, as well as maintaining a positive school climate which encourages students to be "**R**espectful and **R**esponsible **E**veryday".

## School Culture and Climate Strengths

### Campus strengths:

Low number of office referrals

Collaboration and strong relationships among staff.

Teachers try to resolve situations within the classroom before calling administration.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** As our campus continues to grow, we need to make sure that we are communicating clearly and effectively with all staff members not only the day-to-day operations and procedures but the overall positive, collaborative, and supportive culture of our school. **Root Cause:** All stakeholders (cafeteria, custodial, transportation, and support staff) need to be better informed and expected to actively participate in our school-wide PBIS program.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Roberts Road has historically had a high retention rate for our staff members. Recently, the number of new hires has been a result of the rapid growth in our community. Teachers are provided with multiple opportunities to participate in professional development throughout the school year. Professional development is needs based and although some sessions will be held out-of-district, the majority of professional development will be provided by the district curriculum coordinators, instructional coaches, and contracted academic consultants.

## Staff Quality, Recruitment, and Retention Strengths

Staff members participate in interviewing potential hires.

Mentoring program for first year teachers and experienced teachers who are new to our campus.

The Teachers Observing Teachers program has been beneficial in teacher development.

Teachers participate in vertical meetings throughout the year.

Teachers are included in design teams and meet regularly to discuss, reflect, and plan.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** We need to make sure that we are communicating clearly and effectively with all staff members not only the day-to-day operations and procedures but the overall positive, collaborative, and supportive culture of our school. **Root Cause:** All teachers who are new to Roberts Road will not only be supported by grade level team leaders, but will additionally meet regularly with their mentor teacher to discuss any issues or concerns that they might have.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum at Roberts Road Elementary is TEKS based with content area scope and sequence established by district horizontal teams. RRE embraces a 21 Century Learning/ Growth Mindset philosophy which provides student centered learning experiences for all students. Formative and summative assessment occur regularly and the data obtained from these assessments is used to drive instruction, remediation, and enrichment.

## Curriculum, Instruction, and Assessment Strengths

Campus strengths:

A district-wide ELAR framework which incorporates Reader's and Writer's Workshop.

Research based, student centered math instruction that incorporates and fosters higher level thinking skills.

A STEMscope , 5-E model science curriculum

Teachers have access to student assessment data which is used to provide differentiated instruction and to develop and implement appropriate intervention, remediation, and enrichment opportunities for all students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Students need more opportunities to engage in student centered learning experiences. **Root Cause:** Teachers would benefit greatly from professional development related to implementation and evaluation of project based learning.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Family and Community involvement has grown exponentially over the past few years. We have an extremely supportive PTO who works diligently to assist or students, staff, and families. Our partnerships with community members such as Community of Faith, Fairfield Baptist Church, Family Ties, and Daikin has been a positive influence on our campus.

## Parent and Community Engagement Strengths

Campus strengths:

Community partners such as Community of Faith, HEB, Daikin, and Fairfield Baptist Church

Increase in the PTO membership from the previous year.

Watchdog Program

Numerous parent/community events scheduled throughout the year (Book Fair, Science Night, Night of Wonder, etc.)

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** As we continue to add families to our neighborhood and our school, we need to make a concerted effort to insure that all families feel welcomed and see themselves as an important part of our school's culture and climate. **Root Cause:** Although our PTO membership has seen a noticeable increase, we need to encourage more parents to join and be actively involved in PTO.

# School Context and Organization

## School Context and Organization Summary

In order to provide students with the maximum amount of instructional time each day, Roberts Road stresses the importance of implementing a highly structured and well organized school day. Communication between all stakeholders is a crucial component of effective time management. All schedules are developed and shared before the first day of school and all events are included on our RRE Google Calendar. Weekly bulletins are shared every Friday outlining important events that are scheduled for the upcoming week. Parents are kept informed through our monthly newsletter, our school website, Facebook and Twitter accounts as well as numerous written and telephone notifications that are provided for families in both English and Spanish.

## School Context and Organization Strengths

Campus strengths:

Teachers and their teams establish grade level achievement goals.

Use of Google Calendar to communicate school related events and activities has improved.

Weekly bulletins shared with all stakeholders.

Opportunities for teacher input through various campus design teams (PBIS, Technology, Thinkery, Teachers Observing Teachers).

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** End of the year staff surveys indicated a desire for additional support to address the ever increasing technological demands required for collect, analyzing, and sharing information. **Root Cause:** In addition to the bi-monthly Sneak Peeks, teachers who are new to our campus would benefit from additional training on Skyward, Forethought, Strive, and Aware.

# Technology

## Technology Summary

100% of RRE students gain information and share their learning through the use of digital tools on a consistent basis. Classrooms are adequately equipped with smartboards, chromebooks/Ipads, and other technological devices and have multiple opportunities to obtain technology based professional development. Students receive instruction on digital citizenship in grade K-5.

## Technology Strengths

Faculty is excited about integrating technology

Technology is a part of our campus specials rotation

All classroom teachers have professional Twitter accounts

Teachers have technology based professional development opportunities through Edcamp and Sneak Peaks

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology is constantly evolving and it can be difficult to stay current on the latest educational applications and programs. **Root Cause:** Teachers need professional development that will keep them knowledgeable about the educational benefits and possibilities regarding students' use of technology

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

## Support Systems and Other Data

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






# Goals






## Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)






**Performance Objective 1:** By May, at least 85% of our students will score approaches grade level, 60% will score meets and 30% will score masters on the EOY reading benchmarks/STAAR.

**Evaluation Data Source(s) 1:** Data from end-of-year benchmarks in grades 1-2 and 2020 STAAR results for students in grades 3-5.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct grade level meetings and data chats to monitor student progress, identify needed interventions, and plan effective reading remediation/enrichment activities.	2.4, 2.6	Administrative Team, Team Leaders	Implementation: Data chat notes/agendas will be used as documentation.  Impact: Teachers will evaluate students ELAR progress to effectively plan future instruction, enrichment, and remediation.			
2) Reading intervention/enrichment activities will be provided for all students during regularly scheduled "bulldog clubs".	2.4, 2.6	Administrative Team, Team Leaders, Select Staff Members	Implementation: Results of all ELAR unit assessment's, benchmarks, and state assessments will be analyzed and used to verify success.  Impact: Summative ELAR assessment results will be used to group students in appropriate ELAR intervention groups.			
3) Provide reading interventions and resources to identified students through Title I support.	2.4, 2.6	Campus Reading Specialist	Implementation: Struggling students will receive additional support to improve their reading skills.  Impact: Students receiving services will score comparably to all RRE students on all reading assessments.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Teachers will provide data-driven interventions to achieve the instructional commitment of "no student goes backwards".		Teachers, Instructional Facilitator, Reading and Math Coaches.	Classroom teachers will use data to track "master" level student and will provide targeted interventions to help improve student progress.			
5) With the use of Title III funds ESL Dictionaries in ELA for 4th /5th grade for EL's purchase thru Barnes and Noble. B/N Bookseller will also provide additional Dictionaries from Oxford University Press. Pre- K -5 reading instruction will be taught using researched based strategies and materials supporting student engagement and achievement involving the use of Spanish/English read aloud books to improve literacy and provide a print-rich environment, Reading instruction will also include Neuhaus phonics, Esperanza/Valley Speech, WELLS, WOW, guided reading, shared reading, and independent reading using graphic organizers, hands on activities, and lessons incorporating higher level thinking skills.. Title III funds will allow the purchase of Classroom Libraries for new arrivals from approved vendor-Step to Literacy.	2.4, 2.5	Administrative Team, Team Leaders	Implementation: All students will receive high quality, research based ELA instruction.  Impact: 90% passing rate on all district and state reading assessments			
	<b>Funding Sources:</b> Title III (263) - 178.20					
6) Provide intervention time during the regular school day for students who are identified as At Risk in reading by using Heinemann's Leveled Literacy Interventions by Fountas & Pinnell, Phonics Blast, Phonics Boost, and Countdown.	2.4, 2.6	Administrative Team, Reading Specialist, Team Leaders	Implementation: Heinemann's Leveled Literacy Interventions by Fountas & Pinnell will be used to help students.  Impact:90% of students participating in the program will meet standard on End of the Year Reading Benchmarks/STAAR Reading.			
7) All K-5 ELAR teachers will implement Reader's/Writer's Workshop Writer's Workshop/ Unit of Study as part of their curriculum	2.4, 2.5	ELAR Teachers	Implementation: Reader's/Writer's Workshop will be included in all ELAR teacher's lesson plans.  Impact: Reader's/Writer's Workshop will help strengthen student reading levels and mastery of ELAR skills.			
8) Academic language and vocabulary used across grade levels using Neuhaus Materials, Eseranza/Valley Speech, WOW/WELLS, JELLS.	2.4, 2.6	District Coordinators, Principal, Teachers	Implementation: Bilingual teachers and students will be provided with reading resources .  Impact: Bilingual students will have reading materials that will assist them in developing their first language.			




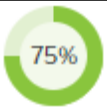
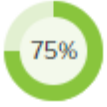
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
9) Target 2nd, 3rd, 4th, and 5th Grade Reading to add value to our students, and increase the advanced academic performance level, through various enrichment materials and resources such as Accelerated Reader Program, Mentoring Minds: Total Motivation, and STAAR Ready Test Practice materials.	2.4	Classroom Teachers (2-5), Librarian, Campus Technologist	Implementation: A.R. point goals will be set and monitored throughout the school year.  Impact: Students in grades 2-5 will participate in the AR program to improve their vocabulary and overall mastery of ELAR skills.			
10) Title III Funds will also fund the Implement guided and shared reading in grades K-2 through the use of resources such as Heinemann's Continuo de la lectoescritura Expanded Edition , grados K-2. Guided and Shared Reading Collections and Steps to Literacy's Spanish Guided and Shared Reading sets.	2.4	ELAR Teachers, Reading Interventionists	Implementation: Guided and Shared Reading will be embedded in the ELAR instructional framework for all K-2 general education and bilingual classrooms.  Impact: Guided/Shared reading will help strengthen student reading levels and mastery of ELAR skills.			
 = Accomplished  = No Progress  = Discontinue						





**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 2:** By May, at least 90% of our students will score approaches grade level, 60% will score meets and 30% will score masters on the EOY math benchmarks/STAAR.

**Evaluation Data Source(s) 2:** Data from end-of-year benchmarks in grades 1-2 and 2020 STAAR results for students in grades 3-5.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pre-K -5 math instruction will be taught using research based strategies supporting student engagement and achievement. All math teachers will be provided with the resources and materials needed for students to engage in hands on activities and lessons that incorporate and foster higher level thinking skills.	2.4, 2.5	Administrative Team, Team Leaders, Math Teachers	Implementation: All students will receive high quality, research based math instruction.  Impact: 90% passing rate on all district and state math assessments			
2) Conduct grade level data chats to monitor student progress, identify needed interventions, and plan effective mathremediation/enrichment activities.	2.4, 2.6	Administrative Team, Team Leaders	Implementation: Data chat notes/agendas will be used as documentation.  Impact: Teachers will evaluate students math progress to effectively plan future instruction, enrichment, and remediation.			
3) Math intervention/enrichment activities will be provided for students during regularly scheduled "bulldog clubs".	2.4, 2.6	Administrative Team, Team Leaders, Select Staff Members	Implementation :Results of all math unit assessments and benchmarks will be analyzed and used to verify success.  Impact: Math assessment results will be used to place students in appropriate intervention groups.			
4) Provide math interventions and resources for identified students through Title I.	2.4, 2.6	Campus Math Interventionist	Implementation: Struggling students will receive additional support to improve their math skills.  Impact: 90% passing rate on all district and state science assessments.			
5) Close the performance gaps of math students by acquiring and using supplemental math resources such as STAAR Mission, Math GPS, Origo Think Tank Boxes, and other intervention materials.	2.4, 2.6	Math Teachers, Campus Math Interventionist	Implementation: Students in Grades K-5 will use these supplemental math resources to improve and master grade level math skills.  Impact: Under-performing students will be identified and receive appropriate, timely, and effective remediation.			







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Use resources such as Teach Transform (Lead4ward), Closing the Distance, and Math Reads to provide differentiated and interdisciplinary math instruction for all students.	2.4, 2.5	Math Teachers, Campus Math Interventionist	<p>Implementation: Student-centered math activities including a math library will address grade level math skills and concepts and be used to support math instruction in grades K-5.</p> <p>Impact: Students will develop and master grade level math skills and concepts through multiple methods and modalities.</p>			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 3:** At least 80% of our 4th graders will will score at the approaches grade level or higher on the 2020 STAAR Writing assessment.

**Evaluation Data Source(s) 3:** 2020 STAAR Writing results

**Summative Evaluation 3:**

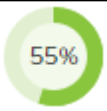





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) K -5 writing instruction will be taught using research based strategies supporting student engagement and achievement and lessons incorporating higher level thinking skills.	2.4, 2.5	Administrative Team, Team Leaders, ELAR Teachers	Implementation: Writing instruction will be vertically aligned in grades K-5.  Impact: 80% passing rate on all district and state writing assessments			
2) Reader's/Writer's Workshop strategies that will result in students producing original and effective writing samples.	2.4, 2.5	Teachers, Instructional Facilitator, District ELAR Coordinator, District ELAR Coach	Implementation: Reader's/Writer's workshop will be a component of the ELAR framework in grades K-5.  Impact: Achieve a minimum 80% met standard rate on the 4th Grade STAAR writing test.			
3) Writing intervention/enrichment activities will be provided for 4th grade students during regularly scheduled "bulldog clubs".	2.4, 2.6	Administrative Team, Team Leaders, Select Staff Members	Implementation: Results of all writing assessments will be analyzed and used to verify success.  Impact: Students will be assigned to intervention groups based on writing assessment results.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 4:** By May, at least 80% of our EL students will score approaches grade level, 40% will score meets and 25% will score masters on the EOY benchmarks/STAAR.

**Evaluation Data Source(s) 4:** Data from end-of-year benchmarks in grades 1-2 and 2020 STAAR results for students in grades 3-5.

**Summative Evaluation 4:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Reading intervention/enrichment activities will be provided for all EL students during regularly scheduled "bulldog clubs".	2.6	Administrative Team, Team Leaders, Select Staff Members	Implementation: EL student who are struggling with English acquisition will receive additional support during bulldog clubs.  Impact: An increase in the percentage of students advancing at least one proficiency level as indicated by 2020 TELPAS results.			
2) Provide intervention time during the regular school day for students who are identified as At Risk in reading by using Heinemann's Leveled Literacy Interventions by Fountas & Pinnell.	2.6	Administrative Team, Reading Specialist, Team Leaders	Implementation: LLI will be used as a reading intervention for select EL students.  Impact: An increase in the percentage of At-Risk EL students advancing at least one proficiency level as indicated by 2020 TELPAS results			
3) Reading instruction and interventions will include Neuhaus phonics, Esperanza/Valley Speech, WELLS, WOW, Soluciones and other programs which will facilitate English acquisition and mastery for our EL students.	2.6	Curriculum Director, Administrative Team, Reading Specialist, Teachers, LEP Instructional Aides	Implementation: All teachers will follow the district's language and Literacy Framework.  Impact: All EL students will have a minimal 80% passing rate on all district and state reading assessments			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 5:** At the end of the 2019-2020 school year, at least 80% of our Economically Disadvantaged students will approach grade level on all STAAR tests and End of Year Assessments.

**Evaluation Data Source(s) 5:** 80% of our Economically Disadvantaged students will approach grade level on all 2020 STAAR and EOY assessments.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use unit assessments and benchmark results to closely monitor academic progress of all Economically Disadvantaged students.	2.6	Administrative Team, Team Leaders, Teachers	Implementation: Each grade level will conduct weekly data chats to record student progress and to outline intervention/enrichment activities.  Impact: All Economically Disadvantaged students will score comparably with their peers on district and state assessments.			
2) Intervention/enrichment activities will be provided for all Economically Disadvantaged students during regularly scheduled "bulldog clubs".	2.4, 2.6	Administrative Team, Team Leaders, Select Staff Members	Implementation: Economically Disadvantaged student who are struggling academically will receive additional support during bulldog clubs.  Impact: Results of all benchmarks, and state assessments will be analyzed and used to verify success.			
3) Provide reading and math interventions and resources to identified Economically Disadvantaged students through Title I support.	2.6	Campus Reading Interventionists, Campus Math Interventionist	Implementation: Economically Disadvantaged student who are struggling academically may receive additional support from our campus math and/or reading interventionists.  Impact: Economically Disadvantaged students receiving services will score comparably to all RRE students on all district and state assessments.			
 = Accomplished  = No Progress  = Discontinue						







**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 6:** The academic needs of all students, particularly those of children in target populations will be identified, monitored, and assessed throughout the 2019-2020 school year.

**Evaluation Data Source(s) 6:** School records will indicate that 100% of students attending RRE will be properly identified and serviced.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students in target populations (homeless, migrant, etc.) will be identified and serviced.	2.6	Administrative Team, Campus Registrar	Implementation: Student records will be used to demonstrate target population students are being serviced.  Impact: All students, including those in target populations, will receive additional services to insure their academic, behavioral, social, and emotional needs are met.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 7:** At least 90% of our 5th grade students will score approaches grade level, 60% will score meets and 30% will score masters on the 2020 STAAR science assessment.

**Evaluation Data Source(s) 7:** 2020 STAAR science results

**Summative Evaluation 7:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pre-K -5 science instruction will be taught using research based strategies supporting student engagement and achievement. All science teachers will be provided with the resources and materials needed for students to engage in hands on activities and lessons that incorporate and foster higher level thinking skills.	2.4, 2.5	Administrative Team, Team Leaders, Science Teachers	Implementation: All students will receive high quality, research based science instruction.  Impact: 90% passing rate on all district and state science assessments			
2) Conduct grade level data chats to monitor student progress, identify needed interventions, and plan effective science remediation/enrichment activities.	2.4, 2.6	Administrative Team, Team Leaders	Implementation: Data chat notes/agendas will be used as documentation.  Impact: Teachers will evaluate students science progress to effectively plan future instruction, enrichment, and remediation.			
3) Science intervention/enrichment activities will be provided for 5th students during regularly scheduled "bulldog clubs".	2.4, 2.6	Administrative Team, Team Leaders, Select Staff Members	Implementation : Results of all science assessments will be analyzed and used to verify success.  Impact: Fifth grade science assessment results will be used to place students in appropriate intervention groups.			
4) All 1st-5th science teachers will implement STEMscopes as part of their curriculum and be provided with adequate resources to conduct weekly hands-on/student-centered scientific investigations.	2.4, 2.5	Science Teachers	Implementation: The use of STEMscopes will be included in all science teacher's lesson plans.  Impact: 85% passing rate on all district and state science assessments.			
= Accomplished                 = No Progress                 = Discontinue						

**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 8:** By May, at least 65% of our SPED students will score approaches grade level, 25% will score meets and 10% will score masters on the EOY benchmarks/STAAR.

**Evaluation Data Source(s) 8:** Data from end-of-year benchmarks in grades 1-2 and 2020 STAAR/STAAR Alt 2 results for students in grades 3-5

**Summative Evaluation 8:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Inclusion with the special education teacher or paraprofessional in the general education classroom.	2.4, 2.6	SPED Teachers, General Ed Teachers, SPED paraprofessionals	Implementation: SPED support will be provided for all SPED students in the least restrictive environment.  Impact: Students receiving inclusion support will be comparably successful to their non- SPED peers.			
2) SPED teachers and SPED support staff will attend professional development in all content areas.	2.4, 2.6	Administrative Team, District Content Coordinators, SPED staff	Implementation: SPED staff will be invited and encouraged to attend professional development in math, reading, writing, and science.  Impact: Attending content specific professional development sessions will expose SPED staff to best practices and strategies that are currently being implemented in the general education classrooms.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 9:** Students who do not master the second administration of the 5th Grade STAAR will be provided with intervention instruction during the summer prior to the third state administration of the test.

**Evaluation Data Source(s) 9:** 2020 STAAR results, 1st administration and 2nd administration

**Summative Evaluation 9:**

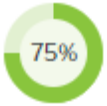

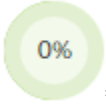

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) 1) Build a foundation of reading and math Students and teachers will receive supplies to create manipulatives to learn, reinforce and enrich reading strategies that students can utilize on the STAAR test and in the classroom activities and assessments.</p> <p>Science Enrichment 2) Students and teachers will receive materials and supplies to enrich classroom activities for all students during summer school. Materials purchased from Amazon for Science Enrichment Campus Amount \$118</p>						
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**Goal 1:** WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 10:** Preparation for and awareness of opportunities for postsecondary education and the workforce,

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students and staff will participate in "Education Go Get It" and "Career Week" to help students explore possible post-secondary college and career options.		Campus Counselors	Increased awareness of future career opportunities and options.			
 = Accomplished  = No Progress  = Discontinue						





## Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 1:** 100% of K-5 teachers will provide a challenging curriculum which will include comprehensive instruction in the Texas Essential Knowledge and Skills and be organized according to district identified scope and sequence.

**Evaluation Data Source(s) 1:** TEKS coverage and district scope and sequence compliance will be reflected in submitted lesson plans.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will provide research based instruction, including best teaching practices with appropriate depth, rigor, and complexity. Strategies will include consistent student-centered opportunities such as, collaboration, active engagement, multi sensory learning, re-learning, hands on, multiple exposure to new content in a variety of forms, etc.	2.4, 2.5	Administrative Team, Team Leaders	Impact: Teachers show proficiency and knowledge in curriculum, instruction, and assessment and will be monitored through formal and informal observations.			
2) Administrators will regularly conduct instructional walk-throughs.		Administrative Team	Administrative team will visit classrooms weekly to observe instruction and provide feedback to classroom teachers.			
3) Provide instruction and resources that will meet the needs of all students, including special areas such as bilingual/ESL education, special education, dyslexia instruction, gifted & talented education.	2.4, 2.6	Administrative Team, Director of Bilingual Services, Special Education Director, Teachers	Impact: School schedules and lesson plans will demonstrate all students are receiving appropriate instruction in a least restricted environment.			
4) All teachers will use instructional and intervention programs including Scientific Spelling, Reader's/Writer's Workshop, Neuhaus, Istation, Read Naturally, Reading Assistance Plus , Mentoring Minds.	2.4, 2.5	Administrative Team, Team Leaders, Teachers	Impact: Lesson plans will reflect rigorous activities needed to ensure critical thinking is attained.			






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Academic language and vocabulary used across grade levels using Big Books By George, Neuhaus Materials, EPS Initial Reading Deck. Esperanza/Valley Speech, WOW/WELLS, JELLS, Valley Speech Early Exit Model Consultation, LRI Spanish phonics PK thru 1, poetry lessons and Read Aloud materials from Booksource. Math, Reading and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in years 1 and 2 in US also headsets will be provided for NAC Students for Language Acquisition. Guided Reading Toolkits materials PK-1st, and PK-2 book study materials. Title III Funding will also provide teacher training using Esperanza materials for Dr. Hagan, and Strategic Teaching.		District Coordinators, Principal, Teachers	<p>Implementation: All Bilingual and ESL teachers will be provided with resources necessary to implement the district's Language &amp; Literacy Framework.</p> <p>Impact: Bilingual students will receive quality instruction that will aid them in the development of their primary language.</p>			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 2:** 100% of all content area teachers (K-5) will participate in data chat meetings to plan and adjust instruction and interventions.

**Evaluation Data Source(s) 2:** Grade level data chat agendas/notes and lesson plans will indicate 100% teacher participation.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All appropriate staff will have access to achievement records and will monitor student achievement records through AWARE, grade reports, individual educational plans, etc.		Administrative Team, Instructional Facilitator, Teachers	Implementation: Data chat agendas/notes will be used to document that instructional staff is using information obtained from the AWARE to regularly monitor student progress on unit assessments and benchmarks.  Impact: Teachers will have access to student data to make informed decisions concerning instruction.			
2) Data obtained from benchmark testing as well as Universal Screeners and F&P assessments will be used to create intervention groups and plan instruction	2.5, 2.6	Administrative Team, Team Leaders	Implementation: Data obtained from assessments will be analyzed during weekly data chats and used to form intervention groups.  Impact: Teachers will have access to student data to make informed decisions concerning remediation and enrichment.			
 = Accomplished  = No Progress  = Discontinue						








**Goal 2:** WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 3:** During the 2019-2020 school year, 100% of RRE teachers will participate in four campus vertical team meetings (ELA, Math, or Science).

**Evaluation Data Source(s) 3:** Sign-in sheets, notes and agendas, and grade level team notes will demonstrate 100% compliance.

**Summative Evaluation 3:**




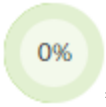

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Campus Vertical Team meetings will be scheduled to improve curricular and instructional alignment as well as address transitional issues and concerns.	2.5	Administrative Team, Teachers	Implementation: Notes, agendas and sign-in sheets from team leader, grade level, and vertical meetings will demonstrate 100% teacher participation.  Impact: Vertical alignment will result in increased student mastery in math, ELAR, and science.			
2) Teachers will share ideas, resources, and recommendations from all vertical team meetings with the other members of their grade level team.	2.5	Administrative Team, Team Leaders	Implementation: Team meeting notes will document that results of each ELA, math, and science vertical team meeting were discussed.  Impact: Students and teachers will have the necessary resources available to introduce, develop, and master grade level TEKS.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 4:** During the 2019-2020 school year, 100% of RRE teachers will participate in district level horizontal team meetings (ELA, Math, or Science).

**Evaluation Data Source(s) 4:** Sign-in sheets, notes and agendas, and grade level team notes will demonstrate 100% compliance

**Summative Evaluation 4:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will utilize district embedded staff development days to plan curriculum and assessments.	2.5	District Content Coordinators, Campus Administrative Team	Implementation: Teachers will meet horizontally throughout the year to establish a scope and sequence, plan instruction and create student assessments.  Impact: Horizontal meetings will allow teachers to share ideas, resources, and best instructional practices.			
2) District Coordinators and Curriculum Coaches will provide in-district professional development training sessions throughout the 2019-2020 school year.	2.5	District Coordinators, Campus Administrative Team	Implementation: Teachers will meet horizontally throughout the year for district led professional development.  Impact: Horizontal meetings will allow teachers to share ideas, resources, and best instructional practices.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 5:** The Kindergarten team works closely with Pre-K teachers and students to facilitate the transition from early childhood programs to elementary school programs.

**Evaluation Data Source(s) 5:** Pre-K and Kindergarten will share student data and best teaching practices.

**Summative Evaluation 5:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pre-K and Kindergarten teachers meet regularly to analyze student data.		Kindergarten Team Leader	Implementation: Weekly data chats and team leader checklist will demonstrate PreK and Kindergarten collaboration.  Impact: Increased alignment will result in improved transition from PreK to Kindergarten.			
2) Pre- K students will participate in Middle of the Year and End of Year Universal Screening for math and reading.		Administrative Team, Campus Testing Coordinator, Kindergarten Team Leader	Implementation: Data obtained from Math: Number Identification and Reading: Letter Naming and Fluency (English and Spanish) will be used to identify academically at-risk students going into Kindergarten.  Impact: Data obtained through PreK Universal Screeners will provide valuable beginning of the year data for our Kindergarten teachers.			
 = Accomplished  = No Progress  = Discontinue						




**Goal 2:** WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 6:** All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.

**Evaluation Data Source(s) 6:** Implementation of strategies learned will be evident in lesson plans, classroom walk through, observations and improvement in student achievement.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) All teaching staff and paraprofessionals will attend professional development relating to their content :  *ELPS *Title III Funds to be used for"Tier 1 reseach based strategies for EL's from John Seidlitz Education using materials and a workshop of the 7 Steps to a Language Rich Interactive Classroom. Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan w/ WOWS/WELLS, JELLS, and ESPERANZA training *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling *The DBQ Project *Guided Reading *Neuhaus *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's &amp; Writer's Workshop. *Patterns of Power, Math Training for Elementary Bil/ESL Teachers on Anchor Charts, Journals, and Manipulatives, Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2, *PK New Teacher Academy Training and Materials Needed for New TX PK Guidelines (2015), PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. Mathlink professional development for Pre-K through 5th grade math teachers, and materials needed for PD (\$5120.00). HWOT. Training materials and professional books to support balanced literacy, Layered Comprehension Analysis Pyramid, Professional reading for Instructional Coach, Support for Units of Study Phonics; Heggerty Phonemic Awareness Curriculum and supplemental materials for implementation.</p> <p>2. Science Training-Exchange Day  a. June 6, 2019 Break-Out! Creating Escape Games for the Science Classroom". Training for grades 3-12 teachers. Presenter, Laurel Frank from Region 4, District PD Campus cost: \$130  Session ID#: 1459663</p> <p>b. Teachers in attendance will receive "Escape Room Games in the Classroom Kit - by SMARTpath EDUCATION". Amazon is the vendor for the purchased kits. District PD, Campus cost is \$445.</p>		<p>Lead: Curriculum Content Coordinators, Campus Administrators  Others involved: Consultants, such as: Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, Mathlink Consulting - Garland Linkenhoger, Debbie Wells, Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Alana Morris, Carla Michalka, Laurel Frank, Lisa Felske</p>	<p>Impact: Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.</p>			
<p><b>Funding Sources:</b> Title III (263) - 5600.00, Title One (211) - 5120.00</p>						




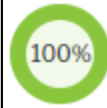
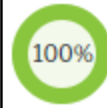


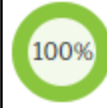
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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## Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 1:** 100% of the staff will be trained and knowledgeable in procedures that guarantee the physical safety of children and staff members.

**Evaluation Data Source(s) 1:** Implementation will be measured through documented drills, observations, compliance bundle certificates, and other staff development.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Office staff will continue the use of the V-Soft system to screen visitors and prevent danger and hazards for children.</p> <p>The purchase of hand held radios from Bear Com Wireless Worldwide for the Office staff, to have immediate communication during an emergency with Title IV funds.</p>		Office Staff	Impact: 100% of RRE visitors will be screened.			
<p>2) Conduct monthly fire, obstructed exit, storm, and lock down drills.</p> <p>The purchase of hand held wands from Charm-Tex for the use of reasonable suspension of contraband or a weapon with Title IV funds.</p>		Administrative Team	<p>Implementation: Our Emergency Operations Plan will document that at least 9 fire drills, 2 lockdown drills, and 2 storm drills have taken place during the 2018-2019 school year.</p> <p>Impact: all students and staff members will be knowledgeable of campus safety procedures.</p>			
<p>3) In accordance with the Texas Behavior Support Initiative (TSBI) a core team of administrators and teachers will be trained in procedures for use of restraint and time-out.</p>		Administrative Team	Impact: 100% of core team members will obtain training certificates.			
<p>4) All staff members will participate in training related to sexual harassment and sexual abuse.</p>		Administrative Team	<p>Implementation: All staff members will take on-line courses on sexual harassment and sexual abuse through Region 10.</p> <p>Impact: Course completion certificates will be obtained from all staff members.</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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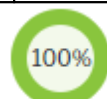
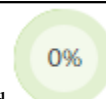

**Goal 3:** WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 2:** 100% of the staff will be trained and knowledgeable in procedures that guarantee the emotional safety of children and staff.

**Evaluation Data Source(s) 2:** Implementation will be measured through observations, compliance bundle certificates, and professional development attendance documentation

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide counseling services to students.		School Counselor	Implementation Information in student cumulative folders and counselor notes will indicate students receiving counseling services.  Impact: Students will have counseling services available to them as required or as necessary.			
2) In October, Title IV funds will be used to enable students and staff to participate in Red Ribbon Week.		Counselors, Teachers	Implementation: During the week of October 21-25 students and staff will engage in a variety of activities focusing on the dangers of illegal drug use and the benefits of living a "drug free" life.  Impact: Students will develop an increased awareness on the importance of alcohol and drug prevention.			
3) Title IV funds will allow campus counselors to attend The Texas Counseling Conference which includes Campus Counselor and partial payment for split Campus Counselor. (\$200 and \$100)		District and campus administrative team, school counselors	Implementation: Campus counselors will attend professional development sessions throughout the 2019-2020 school year.  Impact: Counselors will be better equipped to support the physical, social, and emotional needs of our students.			
<b>Funding Sources:</b> Title IV (289) - 300.00						
4) Implement Core Essentials as part of a school-wide character education curriculum.	2.5	Counselors, Teachers	Each month a different positive character trait will be explored through a series of videos, announcements, and other activities.			
5) Title IV funds will be used to purchase anti-bullying, Red Ribbon Week, Kindness Week and social emotional materials. Title IV funds will be used for purchasing counseling related materials from Oriental Trading (\$504.86) and Amazon (\$493.99).		Campus Counselors	These counseling materials will be used as part of a comprehensive social and emotional learning program that emphasizes student safety and promotes positive student behavior and emotional growth.			
<b>Funding Sources:</b> Title IV (289) - 998.85						










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Using Title I and Title IV funds, we will monitor and provide support to the homeless students identified on our campus.		Campus Counselors	Identified students will receive support from campus counselors.			
7) Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston ("Are the Kids Alright?") on August 8, 2019 .		Counselors, New Staff Members	Staff members will be better equipped to support the physical, social, and emotional needs of our students.			
<b>Funding Sources:</b> Title IV (289) - 150.00						
 = Accomplished  = No Progress  = Discontinue						

**Goal 3:** WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 3:** 100% incidents of bullying/harassment will promptly be addressed according to PBIS guidelines and procedures.

**Evaluation Data Source(s) 3:** The number of referrals related to disrespect, bullying, and harassment will be reduced by 50% from the previous year.

**Summative Evaluation 3:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All staff members will participate in training related to bullying, including causes, prevention, and appropriate responses.		Administrative Team	Implementation: All staff members will take on-line courses on bullying through Region 10.  Impact: Certificates from "Bully Prevention" training, as well as team notes throughout the year, will show that 100% of staff have been trained and agreed to monitor all types of harassment throughout the school day.			
2) Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is and how to stop bullying or report bullying appropriately.		Campus Counselors	The impact will be a decrease in referrals related to bullying incidents as well as students feeling confident in reporting and stopping incidents of bullying.			
3) In November, Anonymous Alerts will be introduced as an anti-bullying reporting system.		Counselors, Administrative Team	Anonymous Alerts student anti-bullying and safety reporting mobile app will be used to help combat bullying other negative activity in schools by empowering students to come forward to help themselves and other students.			
4) PBIS (Positive Behavior Interventions & Supports) will be implemented throughout the building to teach, promote, and reward positive behavior.		Administrative Team, PBIS Committee, Teachers	Implementation: All students and staff members will be knowledgeable of and participate in PBIS procedures.  Impact: All students will know and demonstrate the campus PBIS goal of being "Respectful and Responsible Everyday".			
 = Accomplished  = No Progress  = Discontinue						

**Goal 3:** WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 4:** 100% of staff members and students will participate in a school-wide PBIS (Positive Behavior Interventions and Supports) program.

**Evaluation Data Source(s) 4:** All students and staff members will be knowledgeable of the goals and actively engage in a school-wide PBIS program.

**Summative Evaluation 4:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) A PBIS committee will be created and meet regularly to plan staff development, analyze behavior related data, plan PBIS pep rallies, and communicate the goal of all students to be "Respectful & Responsible Everyday".		PBIS Committee Members, Administrative Team	Implementaion: PBIS meeting agendas/notes,as well as PBIS staff development agendas and sign-in sheets will demonstrate 100% participation in PBIS.  Impact: A common vision, goal, and PBIS procedures will result in improved student behavior.			
2) All students will earn "Paws" for demonstrating respectful and responsible behavior. They will be given an opportunity each week to redeem their paws for items found on a grade level PBIS menu.		Classroom Teachers, Administrative Team, Special Areas Teachers, Support Staff	Implementation:Weekly classroom schedules will show students are redeeming "paws".  Impact: Paws will serve as an incentive for students yo make good choices and exhibit RRE behavior.			
3) Matrix will be posted throughout the building outlining expectations for appropriate "RRE" behavior.		PBIS Committee	Implementation: Signs will be posted in cafeteria, hallways, the gym, near restrooms, etc.  Impact: students will have visible reminders throughout the building which outline appropriate behavior.			
 = Accomplished  = No Progress  = Discontinue						

## Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

**Performance Objective 1:** 100% of campus staff will be highly qualified for the 2019-2020 year.

**Evaluation Data Source(s) 1:** Personnel records

### Summative Evaluation 1:






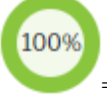


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Professional development will be provided for teachers and paraprofessionals to obtain staff development hours to maintain certification.		Administrative Team	Impact: 100% of the staff will be highly qualified.			
2) At the start of the school year several support activities are in place for new teachers such as review of curricular materials and the modeling of lessons and classroom management.		Administrative Team, Team Leaders, Campus Reading Coach, District Math Coach, Instructional Facilitator	Impact: The mentoring program will demonstrate its effectiveness when end of the year assessment data shows that first year teachers have student success rates comparable to all RRE teachers.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 4:** WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

**Performance Objective 2:** 95% of staff will indicate the intent to return to RRE for the 2019-2020 year.

**Evaluation Data Source(s) 2:** Staff roster for the 2019-2020 year

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide meaningful and consistent support to all staff by having strong grade level teams, and Professional Learning Communities, ensuring curriculum and resources are in place, working toward having an encouraging, facilitating, and caring work atmosphere.	2.5	Administrative Team, Team Leaders	Impact: 2019-2020 staff roster will indicate a faculty return rate of 95% or higher.			
2) Assign mentor teachers to all new teachers who will meet regularly to provide additional support and insure new teacher success.	2.5	Administrative Team, Mentor Teachers	Implementation: All first year teachers will be assigned a mentor teacher.  Impact: All new teachers will indicate intent to return to RRE for the 2019-2020 school year.			
3) Retain highly qualified, motivated, high energy, committed staff members by regularly recognizing outstanding performance, service and attendance.		Administrative Team, Team Leaders	Impact: Evidence of success will be documented by agendas/Notes from Team Leader, Vertical Team, and Faculty meetings			
4) Using current and previous assessment data/information, all teachers will receive support and staff development in areas needing improvement.	2.5	Administrative Team	Impact: Workshop registration, sign-in sheets, and completion certificates will verify successful completion of professional development courses/activities.			
5) All first year teachers will attend "New Teacher" meetings scheduled throughout the year .	2.5	Principal, Lead Mentor, Mentors	Implementation: New teachers to Roberts Road will meet with mentors to discuss concerns, ask questions, and receive guidance and support in order to facilitate their transition to RRE.  Impact: New teachers will express a desire to return to RRE in 2019-2020.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 4:** WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

**Performance Objective 3:** Teachers will receive highly quality professional development from district coordinators.

**Evaluation Data Source(s) 3:** Sign in sheets and certificates will be used for documentation purposes.

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Bil. Director/ EL Coordinator will provide trainings and/or utilizing information acquired by attending conferences; such as TABE, Region IV, TEA		Bilingual/ESL Director EL Coordinator	Impact: WISD's bilingual department will provide training and resources for our bilingual teachers.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

## Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

**Performance Objective 1:** All teachers will participate in professional learning networks to share ideas and best practices related to instruction and classroom management.

**Evaluation Data Source(s) 1:** Twitter feed, teacher observation reflections

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will regularly post information related to curriculum, instruction, classroom management, or content specific professional development.		Administrative Team	Implementation: Administrative Team members will follow all staff member on Twitter.  Impact: Teachers will stay informed of the latest news, trends, and changes in the field of education.			
2) All teachers will have multiple opportunities to observe other RRE teachers as part of the Teachers Observing Teachers program.		Administrative Team	Implementation: Teachers will post comments related to their teacher observations on Twitter or on alternate message boards.  Impact: Teachers will engage in individualized profession development through peer collaboration.			
 = Accomplished  = No Progress  = Discontinue						









**Goal 5:** WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

**Performance Objective 2:** Teachers will obtain ELA/Science/Social Studies supplemental resources and intervention strategies needed to address the needs of all learners.

**Evaluation Data Source(s) 2:** 90% of all students (K-5) will "meet standard" on district and state ELA, Science, Social Studies assessments.

**Summative Evaluation 2:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All ELAR teachers will meet regularly with the campus reading coach, campus reading interventionists, and the district ELAR coordinator to determine the need and availability of supplemental reading and writing resources.	2.4, 2.5	Campus Reading Coach, Campus reading Interventionists, District ELAR Coordinator	Implementation: All district approved supplemental intervention and instructional materials will be made available to ELAR teachers.  Impact: All ELAR teachers will be properly equipped to provide high quality instruction in reading and writing.			
2) All math, science and social studies teachers will meet regularly with the campus math coach and the district's math, science and social studies coordinators to determine their needs and availability of supplemental science/social studies resources.	2.4, 2.5	Campus Math Coach, District Math Coordinator, District Science Coordinator, District Social Studies Coordinator	Implementation: All district approved supplemental intervention and instructional materials will be made available to math, science and social studies teachers.  Impact: All math, science and social studies teachers will be properly equipped to provide high quality instruction in their content area.			
3) Bilingual Director/ELL Coordinator will provide training and/or utilizing information acquired with use of Title III Funds Tier 1 research based strategies for EL's from Seidlitz Education using "7 Steps books" (\$94.22) and a workshop of the 7 Steps to a Language Rich Interactive Classroom.		Bilingual/ESL Director ELL Coordinator	Strategies and materials which provide a seven step process that creates a language-rich interactive classroom environment in which all students can thrive.			
<b>Funding Sources:</b> Title III (263) - 94.22						
 = Accomplished  = No Progress  = Discontinue						

## Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 1:** 100% of RRE students will regularly use technology to enhance their learning.

**Evaluation Data Source(s) 1:** Evidence of students' use of technology will be documented through multiple sources including examples of student work and reports generated from technology based programs.

### Summative Evaluation 1:




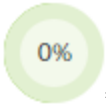

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 100% of RRE students will gain information or share their learning through the use of digital tools at least two times a month.		Administrative Team	Implementation: Student activity will be evidenced through each classroom teacher's Personal Learning Network (PLN).  Impact: Students will have multiple opportunities throughout the year to use technology to create, learn, and share.			
2) All students will have access to numerous technology based intervention programs such as IStation, Dreambox, and Reading Assistance Plus to target supplemental learning needs.	2.5, 2.6	Administrative Team, Campus Technologist	Impact: End of the year data obtained from these programs will indicate a significant increase (> 1 grade level) in the reading/math levels of 90% of participating students.			
3) All students (K-5) will take part in a curriculum related to digital citizenship.		Administrative Team, Campus Technologist, Campus Technology Team	Implementation: Teachers will be supplied with a digital citizenship program which includes scope and sequence, lesson plan, and resources to use throughout the school year.  Impact: Students will gain knowledge on the proper use of technology.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 6:** WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 2:** All teachers will attend technology training throughout the year and use technology regularly for instruction and student assessment.

**Evaluation Data Source(s) 2:** Multiple technology based professional development opportunities will be provided for all teachers throughout the 2017-2018 school year.

**Summative Evaluation 2:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will participate in technology centered "Sneak Peeks" in order to share the latest programs, applications, and websites to better integrate technology into the classroom.		Campus Technologist, Teachers	Implementation: Every other Friday, Sneak Peeks" will take place before school.  Impact: Programs and applications explored during "Sneak Peaks" will be included in lesson design.			
2) A technology design team will meet regularly throughout the year to share a common vision and goal, identify technological needs, and review how technology is being used by teacher and students.		Administrative Team, Campus Technologist, Technology Design Team members	Implementation: The Technology Design Team will be comprised of teachers from each grade level and will meet at least once a six weeks.  Impact: The Tech Design Team will provide leadership and support for the increasing use of technology in the classroom.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 6:** WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 3:** All parents will have access to student/campus information via the campus and district websites.

**Evaluation Data Source(s) 3:** Campus and district websites will be updated regularly to keep parents informed on the latest school related news and information.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All parents will have access to their student's grades through Skyward.		Administrative Team, Campus Technologist, Teachers	Implementation: At the beginning of the year, parents will be informed on how to access Skyward.  Impact: Parents will be able to stay informed of their student's academic progress.			
2) RRE Website will provided parents with the school related news and information.		Administrative Team, Campus Technologist	Implementation: The RRE website will be updated regularly to keep parents informed.  Impact: Parents will stay informed and made to feel a vital part of our school's culture and climate.			
3) Skylert Messages will be sent out to all parents and staff members relaying important updates concerning RRE and WISD.		District Office, Campus Administrative Team	Implementation: Skylert Messages will be sent by phone to all RRE stakeholders in English and Spanish.  Impact: Stakeholders will be notified in a timely manner.			
 = Accomplished  = No Progress  = Discontinue						

## Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

**Performance Objective 1:** Keep all RRE parents informed on the latest school news and upcoming events.

**Evaluation Data Source(s) 1:** Over 85% of our parents will participate in school organized activities in the 2019-2020 school year.

### Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Publish and distribute a monthly newsletter written in English and Spanish detailing information pertaining to instruction, testing, upcoming events, and PTO news.	3.1, 3.2	Administrative Team, PTO	Implementation: The school newsletter, The Bulldog Bark, will be distributed monthly.  Impact: Students and their families will be informed regularly on what is happening at Roberts Road and WISD.			
2) Conduct monthly PTO meetings.	3.2	PTO	Impact: Sign-in sheets, agendas, and notes will be used as documentation of monthly PTO meetings.			
3) Parents can stay informed on school news and events through social media including Roberts Road Twitter and Facebook accounts.		Administrative Team, Campus Technologist, PTO	Implementation: A Roberts Road Twitter account and a RRE PTO Facebook account will be maintained.  Impact: Parents will be better informed on all RRE news, information, and upcoming events.			
4) Title I Parent Involvement funds will be used to provide professional development intended to strengthen family engagement to staff member at Region IV: "Building Capacity and Strengthening Partnerships for Family Engagement."	3.1	Administrative Team	A representative will attend "Building Capacity and Strengthening Partnerships for Family Engagement".			
5) Title I Parent Involvement funds will be used to provide strategies to help keep parents and families informed and connected to our campus.		Administrative Team	Parents will be invited to "Coffee with Carranza" sessions during the school year.			
= Accomplished                = No Progress                = Discontinue						




**Goal 7:** WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

**Performance Objective 2:** Provide all RRE parents with information related to academics and student achievement.

**Evaluation Data Source(s) 2:** 100% of academic related information will be made available in English and Spanish. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct an annual Title I parent meeting and routinely involve parents in planning, reviewing, and improving the Title I program.	3.2	Administrative Team, Title I Teachers	Implementation: Curriculum Night agenda and meeting notes will be used to document parent participation.  Impact: Parents will receive information concerning our Title I program.			
2) Communicate the annual campus rating from TEA and discuss district/campus performance and performance expectations.	3.1, 3.2	Administrative Team	Implementation: Agenda and sign-in sheets will be used to document parent participation. Accountability ratings will also be posted on our campus website.  Impact: Parents will receive information concerning our campus rating and performance expectations.			
3) Parent- Teacher conferences will be scheduled in October.		Administrative Team, Teachers	Implementation: Parent-Teacher conferences are scheduled on October 4, 2019.  Impact: Parents will receive information outlining the progress of their students.			
4) Communicate and encourage parental involvement on a campus PTO bulletin board with student photos of PTO sponsored events such as the school garden. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.)		Administrative Team and PTO	Implementation: Campus bulletin board will be up to date highlighting students, parents, and PTO related events.  Impact: Keeping parents aware of school events will lead to an increase in parental involvement.			
5) A Title I newsletter will be sent home quarterly.	3.1, 3.2	Administrative Team, Title I Teachers	Implementation: "The Parent and Family Engagement Connection" will be distributed four times throughout the year.  Impact: Parents will be provided with information that will enable them to assist their child's academic and social needs.			






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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## Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

**Performance Objective 1:** Roberts Road Elementary will utilize 100% of local funding.

**Evaluation Data Source(s) 1:** 2019-2020 budget reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Campus Administration will adhere to the district budgeting guidelines.		Principal	2019-2020 RRE budget will be in compliance with WISD guidelines.			
2) A Comprehensive Needs Assessment will occur during the spring semester to determine campus needs and identify possible expenditures to be included in next year's Campus Improvement Plan.		Administrative Team, CNA committee members	Notes, agendas, sign-in sheets from CNA and CIP meetings.			
3) Throughout the school year, team leaders will report needed materials, academic resources, and professional development to campus administration.		Administrative Team, Team Leaders	Campus needs will be identified and funds allocated.			
4) Administrative supplies to be used for reviewing EL data and progression toward campus and district goals.		Bilingual Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			
 = Accomplished  = No Progress  = Discontinue						










**Goal 8:** WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

**Performance Objective 2:** During the 2019-2020 school year Roberts Road will supplement 100% of local funding with federal funding and discretionary grant funding.

**Evaluation Data Source(s) 2:** 2019-2020 budget report

**Summative Evaluation 2:**



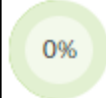


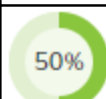
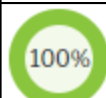
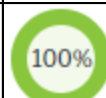
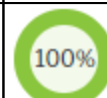
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use Title I funding to provide supplemental services for at-risk students.		Administrative Team	Campus budget, district and state assessment results			
2) Use Title II funding to provide professional learning in needed areas based on student data		Administrative Team, Team Leaders, District Coordinators	Campus budget, district and state assessment results			
3) Use Title III funding to provide supplemental services for EL students.		Administrative Team	LEP tutor will be employed to work with recent immigrant and at-risk limited English proficient students.			
4) Title I funding will be used to support the needs of our homeless students.		Counselor, Administration Team	Students will be supplied with personal care items to address their needs.			
 = Accomplished  = No Progress  = Discontinue						




## Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

**Performance Objective 1:** Students will participate in numerous co-curricular and extracurricular activities during the 2019-2020 school year.

**Evaluation Data Source(s) 1:** Students will compete in a district-wide academic competition during the 2020 spring semester.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will be able to participate in Student Council.		Administrative Team, Student Council Sponsors	Impact: Student Council members will engage in programs and events that develop leadership skills and community pride.			
2) Students (Grades 2-5) will participate in various academic UIL events.		UIL Sponsors, UIL Coaches	Impact: Students will compete in a district-wide UIL competition during the spring semester.			
3) Fifth Graders will be able to participate in Choir and perform during school and regional events.		Choir Director	Impact: Students involved in choir will compete with other schools during the spring of 2020.			
4) Students (Grades 3-5) will compete in a campus Spelling Bee.		Spelling Bee Coordinator	Impact: The winner of the Spelling Bee and will advance to district spelling contests during the spring of 2020.			
5) Female students in Grades 4-5 will participate in Project Beauty	2.5	Sponsor Teachers	Impact: Selected 4th and 5th grade students will meet twice a month with mentor teachers in an effort to develop student's self-esteem and positive emotional well being.			
6) Students in Grade 4-5 will be involved in Chess and Science Clubs.	2.5	Sponsor Teachers	Impact: Selected students will attend after school clubs twice a month.			
7) Through Title IV Funds, students will attend Oscar and the Thingamabob, a performance about resilience in bullying. (\$865)		Counselor	Students will learn real-life coping strategies thru an entertaining presentation.			
<b>Funding Sources:</b> Title IV (289) - 865.00						







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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**Goal 9:** WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

**Performance Objective 2:** All students in Grades K-5 will participate in coordinated school activities that promote physical fitness.

**Evaluation Data Source(s) 2:** FitnessGram result

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) FitnessGram testing will occur in the Spring of 2020.	2.5	Physical Education staff	Implementation: Students will undergo physical fitness testing and the results submitted.  Impact: The assessment includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition.			
2) Students will participate in coordinated events such as Kid's Healthy Challenge and the Run for Fun club.	2.5	Physical Education staff	Implementation: The P.E. department will schedule various activities throughout the 2019-2020 school year.  Impact: Students will benefit from multiple opportunities to engage in activities and events that promote physical fitness.			
3) Selected students will participate in Fitness Club and RDR (Read, Deed, Run) Club		Sponsor Teachers	Selected 4-5 grade students will participate twice each month in fitness related after school clubs.			
 = Accomplished  = No Progress  = Discontinue						

# Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

**Performance Objective 1:** 100% of parents will receive communication in both English and Spanish.

**Evaluation Data Source(s) 1:** All grade level and campus level notes will be submitted to the administrative team for approval.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All notes and newsletters originating from the school will be written in English and Spanish.		Office Staff	Implementation: 100% of all written communication will be available in English and Spanish.  Impact: All parents/guardians will receive written notification of school news and events in their primary language.			
2) All phone messages sent out by the campus will be sent out in English or Spanish.		Administrative Staff, Office Staff	Implementation: 100% of campus generated phone alerts will be available in English and Spanish.  Impact: All parents/guardians will receive phone alerts in their primary language.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 10:** WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

**Performance Objective 2:** Parents and other community members will have the opportunity to attend adult/parent education classes and specific programs to assist their children.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Utilize funding to support the TEA and the Title I Part A Parent and Family Engagement Statewide Initiative by attending the Parental Involvement Conference; "Stronger Together". (\$32.50)	3.1, 3.2	Family Engagement Specialist Principal	In this conference, TEA will be offering multiple sessions regarding the latest ESSA requirements and legislative updates in parent and family engagement. This conference will also provide the opportunity for educators, parents, and community leaders to come together and learn strategies that empower stakeholders to work cohesively to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.			
<b>Funding Sources:</b> Title One (211) - 32.50						
2) Weekly adult ESL classes will be scheduled throughout the year.		Administrative Team, ESL instructor	Implementation: Registration and attendance records will be used to document parent participation in adult ESL classes.  Impact: Our Spanish speaking parents and community members will have an opportunity to develop and master the English language.			
3) Math and Reading Parent Nights will be scheduled in the fall of 2019.	3.2	Administrative Team, Teachers	Implementation: Parents will be invited to Math and Reading Nights where teachers will show them a preview of reading and math concepts and skills that their children			
4) RRE families will be encouraged to attend Community Markets scheduled throughout the school year.		Waller ISD; Houston Foodbank	A variety of perishable and nonperishable food items will be distributed monthly to RRE families in need.			
= Accomplished               = No Progress               = Discontinue						

**Goal 10:** WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

**Performance Objective 3:** Parents will encouraged to attend school events such as Meet the Teacher Night, , Family Reading Night, and grade level programs.

**Evaluation Data Source(s) 3:** Notes, newsletter items and website updates will keep parents informed of upcoming events.

**Summative Evaluation 3:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Informational meetings such as Curriculum Night, Title I, and accountability updates will be scheduled throughout the year.	3.2	Administrative Team, Teachers	Impact: Parents will be well informed concerning services and campus accountability standards.			
2) A campus "WATCHDOG" program will be created in an effort to encourage fathers and male guardians to be active members of our campus culture and climate.		Administrative Team, PBIS Design Team Members	Implementation: Fathers of our students will schedule a day to come to RRE and volunteer their time and services.  Impact: Fathers and male guardians of our students will feel welcomed and see themselves as having a positive impact on our students.			
3) Social events such as Mother-Son Night, Night of Wonder, and the Father/Daughter Dance will give students and their families an opportunity to interact and to celebrate with other RRE stakeholders.		Administrative Team, PTO	Impact: Social events will help foster a sense of community at RRE.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 10:** WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

**Performance Objective 4:** Conduct special events that recognize and celebrate campus diversity

**Evaluation Data Source(s) 4:** Flyers, Agendas, Weekly Reminders

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Recognize National Hispanic Heritage Month during October 2019.		Campus Counselors, Administrative Staff	Students and their families will celebrate National Hispanic month. A pinata contest will take place in October.			
2) Celebrate Autism Awareness month in April 2020.		Campus Counselors, Administrative Staff, SLC staff	Throughout the month of April students and staff will participate in various activities that bring increased awareness of Autism.			
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# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Isaura Herrera	Reading Interventionist		
Krista Brill	Math Interventionist		
Vickie Marberry	Reading Interventionist		

# Campus Funding Summary

<b>Title One (211)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			\$5,120.00
10	2	1			\$32.50
<b>Sub-Total</b>					<b>\$5,152.50</b>
<b>Title III (263)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$178.20
2	6	1			\$5,600.00
5	2	3			\$94.22
<b>Sub-Total</b>					<b>\$5,872.42</b>
<b>Title IV (289)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$300.00
3	2	5	Anti-bullying, Red Ribbon Week, Kindness Week materials		\$998.85
3	2	7			\$150.00
9	1	7			\$865.00
<b>Sub-Total</b>					<b>\$2,313.85</b>
<b>Grand Total</b>					<b>\$13,338.77</b>