

Waller Independent School District

Roberts Road Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



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 700 students (PreK- 5). In 2017, 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, 72% of our students were Economically Disadvantaged and our students receiving special education services was approximately 07%.

In 2018, our daily student attendance rate was 96% and our staff attendance rate was the best in the district.

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

Over 90% of our third and fifth graders "Approached Grade Level" on the 2018 STAAR math assessment.

Over 97% of our third grade EL students "Approached Grade Level" on the 2018 STAAR math assessment.

30% of our third graders "Mastered Grade Level" in the 2018 STAAR reading assessment.

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
THIRD GRADE			
Math	90%	61%	27%
Reading	81%	48%	30%
FOURTH GRADE			
Math	86%	39%	13%
Reading	72%	42%	23%
Writing	61%	41%	10%
FIFTH GRADE			
Math	91%	44%	11%
Reading	86%	51%	23%
Science	78%	32%	11%



2018 Accountability Ratings Overall Summary:

Overall: Scale Score: 81

Student Achievement: Scale Score: 78

STAAR Performance Scale Score: 78 / Component Score: 51

School Progress: Scale Score: 84

Academic Growth: Scale Score: 65 / Component Score: 66

Relative Performance (Eco Dis: 71.5%) : Scale Score: 84 / Component Score: 51

Closing the Gaps: Scale Score: 75 / Component Score 69

Roberts Road "Met Standard" with a Distinction Designation for Postsecondary Readiness

Student Achievement Strengths

Student achievement Summary:

Roberts Road Elementary met standard in all areas of accountability and earned a distinction designation in postsecondary readiness.

Campus Strengths:

Over 95% of our third graders "Approached Grade Level" on the 2017 STAAR math assessment.

Over 95% of our fifth graders "Approached Grade Level" on the 2017 STAAR math assessment.

More than 90% of all EL students (Grades 3-5) "Approached Grade Level" on the 2017 STAAR math assessment.

31% of our third graders "Mastered Grade Level" in the 2017 STAAR reading assessment.

Student-directed goal setting and tracking done throughout the building.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In 2018, approximately 12% of students in grades 4 and 5 obtained "mastered grade level" status on STAAR math. **Root Cause:** In an effort to strengthen the depth, complexity, and rigor necessary to achieve "masters" status, all grade levels will need to implement math instruction which

uses research based strategies, supports student engagement and achievement, and involves the use of manipulative, hands on activities, and lessons incorporating higher level thinking skills.

Problem Statement 2: In 2018, approximately 14% of EL students in grades 4 and 5 obtained "mastered grade level" status on STAAR reading. **Root Cause:** Our 4th and 5th grade EL students need to be provided with more opportunities for academic enrichment.

School Culture and Climate

School Culture and Climate Summary

At the end of the 2018-2019 school year, office referrals decreased by more than 10% from the previous year. 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 "Respectful and Responsible Everyday".

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.

In end of the year staff surveys teachers indicated that they felt that RRE was a safe and positive place to work where collaboration is encouraged, quality work is expected of students, and feel free to discuss campus concerns with administrators.

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. Our campus is 100% Highly Qualified and 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 and our campus.

Staff Quality, Recruitment, and Retention Strengths

Staff members participate in interviewing potential hires.

High staff retention rate

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 (PBIS, Thinkery, Teacher Observing Teachers, Technology) and meet monthly to discuss, reflect, and plan.

Problem Statements Identifying Staff Quality, Recruitment, and Retention 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 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:

Twiter PLC's

Student driven/centered project bases learning (Thinkery, MakerSpace, etc.)

Professional Goal Setting

Data Chats

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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 2019 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 CBA'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.			






4) With the use of Title III funds 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..	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			
5) Provide intervention time during the regular school day for students who are identified as At Risk in reading by using Neuhaus materials, Heinemann's Leveled Literacy Interventions by Fountas & Pinnell, Phonics Blast, Phonics Boost, Countdown and Soluciones.	2.4, 2.6	Administrative Team, Reading Specialist, Team Leaders	Implementation: Neuhaus materials and 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.			
6) All K-5 ELAR teachers will implement Reader's/Writer's Workshop 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.			
7) Academic language and vocabulary used across grade levels using Neuhaus Materials, Eseranza/Valley Speech, Voyager Passporte, 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.			
8) 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.			
9) Implement guided and shared reading in grades K-2 through the use of resources such as Heinemann's 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 2019 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 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, Math Teachers	Implementation: All students will receive high quality, research based math instruction. Impact: 88% 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 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 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 CBA's, Rapid 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.			

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	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. Impact: Students will develop and master grade level math skills and concepts through multiple methods and modalities.			
<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 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 75% of our 4th graders will will score at the approaches grade level or higher.

Evaluation Data Source(s) 3: 2019 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: 90% 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 90% 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 CBA's and benchmarks will be analyzed and used to verify success. Impact: Students will be assigned to intervention groups based on writing assessment results.			
<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 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 2019 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 ESL 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 2018 TELPAS results.			
2) Provide intervention time during the regular school day for students who are identified as At Risk in reading by using Neuhaus materials and 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 2018 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 2018-2019 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 2019 STAAR and EOY assessments.

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use CBA 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 CBA's, 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 2018-2019 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	<p>Implementation: Student records will be used to demonstrate target population students are being serviced.</p> <p>Impact: All students, including those in target populations, will receive additional services to insure their academic, behavioral, social, and emotional needs are met.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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 85% of our 5th grade students will score approaches grade level, 40% will score meets and 20% will score masters on the 2019 STAAR science assessment.

Evaluation Data Source(s) 7: 2019 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: 85% 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 CBA's and benchmarks 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 2019 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						



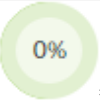

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

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) 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.			
3) All teachers will use instructional and intervention programs including Scientific Spelling, Reader's/Writer's Workshop, Neuhaus, Istation, Read Naturally, Reading A-Z, 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.			






<p>4) Academic language and vocabulary used across grade levels using Big Books By George, Neuhaus Materials, EPS Initial Reading Deck. Esperanza/Valley Speech, Voyager Passporte, 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.</p>		<p>District Coordinators, Principal, Teachers</p>	<p>Implementation: All Bilingual and ESL teachers will be provided with resources necessary to implement the district's Language & Literacy Framework.</p> <p>Impact: Bilingual students will receive quality instruction that will aid them in the development of their primary language.</p>			
<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 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 CBA's and benchmarks. Impact: Teachers will have access to student data to make informed decisions concerning instruction.			
2) Data obtained from CBAs and 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 2018-2019 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 2018-2019 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 2018-2019 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:



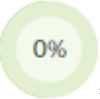

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Pre-K and Kindergarten teachers meet regularly to analyze student data.		Kindergarten Team Leader	Implementation: Weekly data chats and team leader checklist will demonstrate PreK and Kindergarten 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
1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Title III Funds to be used for 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 *Seidlitz Group ELL Trainings *The DBQ Project *Guided Reading *Neuhaus *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's & 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. Math Institute professional development for Pre-K through 5th grade math teachers, and materials needed for PD. HWOT. Training materials and professional books to support balanced literacy		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	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.			
 = Accomplished  = No Progress  = Discontinue						

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
1) Office staff will continue the use of the V-Soft system to screen visitors and prevent danger and hazards for children.		Office Staff	Impact: 100% of RRE visitors will be screened.			
2) Conduct monthly fire, obstructed exit, storm, and lockdown drills.		Administrative Team	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. Impact: all students and staff members will be knowledgeable of campus safety procedures.			
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.		Administrative Team	Impact: 100% of core team members will obtain training certificates.			
= Accomplished = No Progress = Discontinue						

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.

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 22-26 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 professional development training and events which further promote the health and safety needs of all students. Also utilize the book "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition to develop and enhance the counseling program.		District and campus administrative team, school counselors	Implementation: Campus counselors will attend professional development sessions throughout the 2018-2019 school year. Utilize the Comprehensive School Counseling book. Impact: Counselors will be better equipped to support the physical, social, and emotional needs of our students.			
4) Title IV funds will be used to purchase and implement the Devereux Student Strengths Assessment (DESSA).	2.6	Campus Counselors	With the DESSA, parents, teachers, and out-of-school-time staff can assess a child's social and emotional skills and promote healthy outcomes.			
5) 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.			
				= 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) 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".			
3) All staff members will participate in training related to sexual harassment and sexual abuse.		Administrative Team	Implementation: All staff members will take on-line courses on sexual harassment and sexual abuse through Region 10. Impact: Course completion certificates will be obtained from all staff members.			
4) Through Title IV funding, anti bullying assemblies and a motivational parent night conducted by EPIC Entertainment will be scheduled in February 2019 as part of Kindness Week.		Campus counselor, grade level teachers	Implementation: Each day throughout the week, students and teachers follow the plan provided by the school counselor that promotes no bullying week. Incentives are given to make this week successful, as well as a school wide program to wrap it up. Impact: There will be a decrease in referrals related to bullying incidents as well as students feeling confident in reporting and stopping incidents of bullying			
= 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.			
4) PBIS pep rallies will take place at the end of each six weeks to review PBIS goals and expectations as well as to celebrate and acknowledge individual students and classes for their outstanding behavior.		PBIS Committee, Administrative Team	Implementation: The date and time for all PBIS rallies will appear on the school's Google calendar. Impact: The PBIS rallies will recognize individual students and classes who have best exemplify RRE 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 2018-2019 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 2018-2019 year.

Evaluation Data Source(s) 2: Staff roster for the 2018-2019 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: 2018-2019 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 2018-2019 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.			
 = Accomplished  = No Progress  = Discontinue						

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 district math coach and the math, science and social studies coordinators to determine their needs and availability of supplemental science/social studies resources.	2.4, 2.5	District 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.			
 = 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 A-Z 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.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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) All staff members will attend training such as RRE Edcamp to disseminate enrichment lessons/strategies related to technology.		Administrative Team, Campus Technologist, Teachers	Implementation: RRE Edcamp will take place at least once each semester. Impact: Teachers will share educational applications, programs, and websites and how they can be used in the classroom.			
2) 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 Peeks" will be included in lesson design.			
3) 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 2018-2019 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 Twitter and Facebook.		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".			
= Accomplished = No Progress = Discontinue						

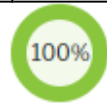
Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

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

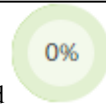
Evaluation Data Source(s) 2: 100% of academic related information will be made available in English and Spanish. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.)

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: STAAR/Curriculum Night agenda and meeting notes will be used to document parent participation. Impact: Parents will receive information concerning our Title I program.			
2) Discuss and communicate the annual campus rating from TEA and discuss district/campus performance and performance expectations.	3.1, 3.2	Administrative Team	Implementation: STAAR/Curriculum Night agenda and meeting notes will be used to document parent participation. 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 5, 2018. 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.			



= 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 1: Roberts Road Elementary will utilize 100% of local funding.

Evaluation Data Source(s) 1: 2018-2019 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	2018-2019 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 2018-2019 school year Roberts Road will supplement 100% of local funding with federal funding and discretionary grant funding.

Evaluation Data Source(s) 2: 2018-2019 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 ELL 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 activities during the 2018-2019 school year.

Evaluation Data Source(s) 1: Students will compete in a district-wide academic competition during the 2019 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 2018.			
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 2019.			
5) A Student Voice committee will outline a school vision, set goals, and develop enrichment opportunities for all students.	2.5	Administrative Team, Thinkery Design Team Members	Impact: Students will explore, develop, and share enrichment experiences.			
6) Female students in Grades 3-5 will participate in Project Beauty	2.5	Sponsor Teachers	Impact: Selected students will meet once a week with mentor teachers in an effort to develop student's self-esteem and positive emotional well being.			
7) Students in Grade 3-5 will be involved in Garden Club.	2.5	Sponsor Teachers	Impact: Selected students will attend a weekly Garden Club where they will learn through hands-on lessons and activities.			
= 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 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 2019.	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 2018-2019 school year. Impact: Students will benefit from multiple opportunities to engage in activities and events that promote physical fitness.			
 = 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:





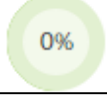



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All notes and newsletters originating from the school will be written in English and Spanish.		Office Staff	Implementation: 100% of all written communication will be available in English and 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) Provide Pre-K Orientation "Make and Take Materials. Funded through Title III	3.1, 3.2	ELL Coordinator, Bilingual/ESL Director, Curriculum Director	Implementation: WISD will hold a meeting on October 12 specifically for our Pre-K parents. Impact: Resources will be shared to aid parents of Pre-K students in helping their student be successful.			
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 Peeks will be scheduled throughout the year.	3.2	Administrative Team, Teachers	Implementation: Parents will be invited to Parent Peeks where teachers will show them a preview of reading and math concepts and skills that their children			
 = 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, Curriculum Night, Family Reading Night, Breakfast with Books, 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 Night of Stars 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						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Tanner	Reading Interventionist		
Krista Brill	Math Interventionist		
Vickie Marberry	Reading Interventionist		