

**Roscoe Elementary School  
Campus Improvement Plan  
2021-2022**



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**Roscoe Montessori Elementary School  
SBDM Committee Members  
2021 - 2022**

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## 2022 – 2023 Comprehensive Needs Assessment Members

**District – Roscoe Collegiate ISD**

**Campus – Roscoe Montessori Elementary School**

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## **District Mission Statement**

The goal of the Roscoe Collegiate P-20 System Model for Student Success is to develop a collaborative, sustainable and replicable model for breaking the generational poverty cycle through higher education (EARLY COLLEGE) while supplying critical agricultural STEM workforce shortage areas that will be critical to meeting the daunting challenge of feeding and clothing nine billion people on the planet by 2050.

Roscoe I.S.D. is responsible for the preparing of its students to meet the challenges that they will face in tomorrow's world. It is our responsibility to:

“Produce productive, active, and social members for society.”

***“PLOWBOYS/PLOWGIRLS CULTIVATING YOUNG MINDS TO MEET TOMORROW’S CHALLENGES”***

## **Campus Mission Statement**

The Roscoe Elementary community of educators, students, and families create an enriched learning environment where all feel safe, valued, and prepared to reach their full potential through the use of state standards and the authentic Montessori method of instruction.

**2021 - 2022**

**Title I, State Compensatory Education, and Special Education Funds**

Title I		
DIRECT COSTS (96% OF TOTAL)	AMOUNT OF SERVICE ELEMENTARY	TOTAL AMOUNT OF SERVICE ECC/ELEMENTARY COMBINED
<b>TEACHERS / PARAPROFESSIONAL</b> Title I Campus	\$69,471	\$106, 631
<b>CONTRACTED SERVICES</b> (Title I Administration costs) Region 14 Educational Service Center	\$3,250	\$5,000
<b>INDIRECT COSTS</b> Supplies - Homeless	\$5,850	\$9,000
<b>Supplies-Materials</b> (for books, computer programs, & technology needs)	\$71.00	\$100
<b><i>Title I TOTAL</i></b>	<b><i>\$78,642</i></b>	<b><i>\$120,731</i></b>
<b>Special Education</b>		
<b>TEACHERS</b>	\$129,917	\$129, 917
<b>Supplies</b>	\$300	\$300
<b>Travel</b>	\$200	\$200
<b>Shared Service Co-Op</b>	\$80,858	\$80, 858
<b><i>Special Education Total</i></b>	<b><i>\$211, 275</i></b>	<b><i>\$211, 275</i></b>
<b>State Compensatory Education</b>		
<b><i>State Compensatory Education Total</i></b>	<b><i>\$225, 997</i></b>	<b><i>\$225, 997</i></b>



## **Narrative**

The 2020 -2021 data, the basis of this improvement, reveals that Roscoe Collegiate Montessori Elementary School serves students in First through sixth Grade. Roscoe is considered a poor school district with a steadily increasing enrollment.

Roscoe is mostly made up of two ethnic groups – Hispanic and White. Fifty- Six percent of the students served are Hispanic and thirty - eight percent of the students served are White, with the remainder being African American or Multi-cultural.

Roscoe Collegiate Montessori Elementary School meets the needs of the students with appropriately certified teachers and highly qualified paraprofessionals obtain professional development through the regional service center and Montessori professional development through appropriate developed programs. All teachers receive training in strategies, initiatives, and activities to carry out the campus plan. The district leadership team decides and approves staff development with the guidance of the Campus Site Based Decision Making Committee.

Roscoe Collegiate Montessori Elementary School has many opportunities for all students to meet state proficiency on district and state assessments. Special programs continue to serve special populations in the school. These program include Title I, English as a Second Language (ESL), Counseling, Dyslexia, Gifted and Talented, 504, Homeless, Occupational and Physical Therapy, Vision Therapy, Speech Therapy, and Intervention Services. Special Education Response to Intervention is in place to ensure that students are appropriately referred to the special education program. Effective timely additional assistance is available to all students experiencing difficulty and in need of extra assistance through the help of an Interventionist.

Parents are encouraged to be involved in the education of their children. Parents are invited to meet the teacher nights, music performances, accelerated reader celebrations, awards assemblies, Montessori parent information nights, Montessori student demonstrations nights, book fair, Donuts with Dads, Muffins with Moms, annual parent conferences, annual track meet, and various other activities. Parents are encouraged to eat lunch with their children. Parents are encouraged to meet with teachers, participate via Zoom, and to communicate via Montessori Compass and the campus Face Book account, as well as directly with the Elementary faculty and staff. Parents are solicited for feedback on the needs of their children through parent conferences and online surveys. Parents also participate in committees to create and evaluate the campus plan, parent and family engagement plan, teacher-parent-student compacts, and the student handbook.

The development of this plan was directed by the campus principal with the assistance of the campus Site Based Decision Making Committee. All teacher and staff members have input through their representatives to the committee and direct contact with the principal. Members of the committee include grade level teachers, other administrators, special program teachers, paraprofessionals, parents, and community members.

The following describes the demographics of our student population (as of September 2021).

<b>Total student population:</b>	<b><u>Elementary 260</u></b>	
<b>Ethnicities</b>	<b>Number</b>	<b>% of Total</b>
<b>Multi-cultural</b>	<b>5</b>	<b>2%</b>
<b>African American</b>	<b>9</b>	<b>4%</b>
<b>Hispanic</b>	<b>146</b>	<b>56%</b>
<b>White</b>	<b>101</b>	<b>38%</b>
<b>Native American</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>
<b>Special Populations</b>		
<b>Eco. Disadvantaged</b>	<b>122</b>	<b>47%</b>
<b>LEP/ESL</b>	<b>29</b>	<b>11%</b>
<b>Migrant</b>	<b>0</b>	<b>0%</b>
<b>At-Risk</b>	<b>37</b>	<b>14%</b>
<b>Special Education</b>	<b>42</b>	<b>16%</b>
<b>Gifted &amp; Talented</b>	<b>5</b>	<b>2%</b>

Roscoe ISD is in a shared service arrangement with WCTSSA that operates the special education program.

Roscoe Elementary is proud to note that our students are served by a combination of experienced teachers along with teachers who are new to the profession, 2 with 20-29 years of experience, 4 with 10-19 years of experience, 2 with 6-9 years of experience, and 6 with 0-5 years of experience.

## **Comprehensive Needs Assessment**

The following data sources were reviewed to assess the district's strengths and priorities:

1. Disaggregated student assessment information
2. Retention and promotion records
3. Program evaluations
4. Student and teacher demographic information
5. Technology, Fiscal, & Facility resources
6. Parent and Teacher Surveys
7. Participation records for students in special programs
8. Staff development records
9. 2020-2021 improvement plan
10. Attendance Data
11. Review of 1<sup>st</sup> – 6<sup>th</sup> expected enrollment, actual enrollment, and breakdown of enrollment
12. ESF Diagnostic Review

## Strengths

From the data sources listed above, the following strengths were identified:

1. District support of quality on-going professional development to include
  - 1) Implementation of Instructional Rounds to promote peer dialogue and a common language in relation to instruction
  - 2) Implementation of WICOR + SC Strategies
  - 3) Implementation of Data Teams in weekly PLC Meetings
  - 4) Implementation of Work Plans
  - 5) Implementation of the Montessori Method of instruction for 1<sup>st</sup> –5th Grades
  - 6) Implementation of Intervention Strategies and Progress Monitoring
  - 7) Implementation of Montessori Peace Education
  - 8) Implementation of the Roscoe Collegiate Professional Growth System designed to encourage introspection and peer feedback
2. Experienced teachers that are committed to student success
3. New teachers who bring freshness and innovation
4. Continue the use of 6 weeks check points and MAP Assessments in 2nd- 6<sup>th</sup> grades to keep parents more aware of what is expected on the STAAR
5. Mandatory summer school for all students who do not receive approaches grade level on their STAAR assessment
6. Early detection of reading deficits in students 1-6
7. Detection of numeracy and math deficits in students 1-6
8. Transitioned to campus wide 1-1 technology in grades 1-6
9. Strong Community Support
10. Well-maintained buildings and grounds

## **Needs**

1. Greater focus on the specific needs of Hispanic and low socio-economic students
  - a. Hispanic and low socio-economic students consistently scored lower on the STAAR assessment
  - b. More exposure to the importance of reading for Hispanic and low socio-economic parents.
2. Improved performance in Math, Reading and writing for all grades
  - a. Greatest need for Math improvement is in the Hispanic, ESL, and low socio-economic sub populations.
3. Increase number of students closing performance gaps in all areas.
4. Increase number of students meeting standard on STAAR assessments
5. Increase the number of students reaching “Meets” in all areas of the STAAR assessment.
6. Increase number of students reaching “Masters” in all areas on the STAAR assessment
7. Increase communication between school and home and increase overall parental involvement
8. Emphasize student relations and respect of each other
9. More focus on and exposure to career and college planning
10. Improvement of documentation, instructional focus, and evaluation procedures of all special programs
11. ESL training for ALL TEACHERS and ALL TEACHERS become certified in ESL instruction.
12. Improve turnover rate of teachers – retain recently hired teachers over a period of 5-10 years
13. Improved student behavior in common areas
14. Improved Attendance rate at the Elementary Campus.
15. Develop Campus Instructional leaders with clear roles and responsibilities.
16. Implement daily use of high- quality instructional materials aligned to instructional planning calendars and interim and informative assessments.

## 2021 – 2022 Goals

60% of second grade students will reach a fluency rate of 90 words correct per minute.

70% of third grade students will achieve approaches and 45% will achieve Meets, and 15% Masters on the 2022 STAAR Reading assessment.

69% of fourth grade students will achieve approaches and 41% will achieve Meets, and 17% Masters on the 2022 STAAR Reading assessment.

66% of fifth grade students will achieve approaches and 40% will achieve Meets, and 21% Masters on the 2022 STAAR Reading assessment.

75% of sixth grade students will achieve approaches, and 53% will achieve Meets, and 20% Masters on the 2022 STAAR Reading assessment.

70% of third grade students will achieve approaches and 45% will achieve Meets, and 15% Masters on the 2022 STAAR Math assessment.

63% of fourth grade students will achieve approaches and 35% will achieve Meets, and 25% Masters on the 2022 STAAR Math assessment

65% of fifth grade students will achieve approaches and 40% will achieve Meets, and 18% Masters on the 2022 STAAR Math assessment on the first administration.

80% of the sixth-grade students will achieve approaches and 40% will achieve Meets, and 15% Masters on the 2022 STAAR Math assessment.

72% of fifth grade students will achieve approaches and 36% will achieve Meets, and 15% Masters on the 2022 STAAR Science assessment.

## Sub-population Goals

31% of all Hispanic in the 3<sup>rd</sup> grade will achieve approaches, 13% Meets, and 22% will achieve Masters on the 2022 STAAR Reading assessment.

29% of all low socio – economic students in the 3<sup>rd</sup> grade will achieve approaches, 11% Meets, and 18% Masters on the 2022 STAAR Reading assessment.

29% of all Hispanic students in 4<sup>th</sup> grade will achieve approaches, 17% Meets, and 6% will achieve Masters on the 2022 STAAR Reading assessment. 39% of all low socio-economic students in the 4<sup>th</sup> grade will achieve Approaches, 6% Meets, and 1% Masters on the 2022 STAAR Reading assessment.

50 of all Hispanic students in the 5<sup>th</sup> grade will achieve approaches, 25% Meets, and 8% will achieve Masters on the 2022 STAAR Reading assessment. 53% of all low socio-economic students in the 5<sup>th</sup> grade will achieve approaches, 18% Meets, and 6% Masters on the 2022 STAAR Reading assessment.

40% of all Hispanic students in the 6<sup>th</sup> grade will achieve approaches, 20% Meets, and 5% will achieve Masters on the 2022 STAAR Reading assessment. 44% of all low socio-economic students in the 6<sup>th</sup> grade will achieve approaches, 13% Meets, and 6% Masters on the 2022 STAAR Reading assessment.

36% of all Hispanic students in the 3<sup>rd</sup> grade will achieve approaches, 3% Meets, and 13% Masters on the 2022 STAAR Math assessment. % Of all low socio-economic students in the 3<sup>rd</sup> grade will achieve approaches, % Meets, and % Masters on the 2022 STAAR Math assessment.

39% of all Hispanic students in the 4<sup>th</sup> grade will achieve approaches, 11% Meets, and 1% Masters on the 2022 STAAR Math assessment. 37% of all low socio-economic students in the 4<sup>th</sup> grade will achieve approaches, 14% Meets, and 1% Masters on the 2022 STAAR Math assessment.

39% of all Hispanic students in the 5<sup>th</sup> grade will achieve approaches, 23% Meets, and 8% Masters on the 2022 STAAR Math assessment. % Of all low socio-economic students in the 5<sup>th</sup> grade will achieve approaches, % Meets, and % Masters on the 2022 STAAR Math assessment.

60% of all Hispanic students in the 6<sup>th</sup> grade will achieve approaches, 5% Meets, and 1% Masters on the 2022 STAAR Math Assessment. 56% of all low socio-economic students in the 6<sup>th</sup> grade will achieve approaches, 6% Meets, and 1% Masters on the 2022 STAA Math assessment.

Improve attendance rate from 96.2% to 97% at the Elementary (2020 – 2021 96.2%)

### **Primary Strategies to accomplish 2021 - 2022 Goals**

The implementation of the following strategies will result in greater weekly performance as well as increased performance on the STAAR assessment.

1. Administer formative assessments based on highly tested student expectations throughout the week that result in data that drives instruction on a daily and weekly basis
2. Administer MAP testing in grades 1-6 and six weeks check point tests in grades 2-6 to evaluate the mastery of knowledge, concepts, and skills – and to be used to adjust instruction if needed.
3. STAAR Test Maker has been purchased to provide assessments that are similar in rigor to the STAAR. STAAR Test Maker should especially serve as a better solution for ELAR assessments.
4. Data teams will discuss student performance in relation to the Texas Essential Knowledge and Skills
5. Data teams may discuss formative and summative data as well as changes in classroom instruction.
6. An intervention specialist has been retained to work closely with the WCTSSA RTI consultant to better equip our teachers and students to intervene in the learning of those who struggle.
7. Struggling learners will receive intervention in the classroom and during Accelerate by the teacher and the Intervention Specialist, as well as on Accelerated Friday's.
  - a. Teachers will access research- based resources to provide interventions to struggling learners.
  - b. Teachers will receive training on progress monitoring and interventions.
  - c. Teachers will provide intervention and progress monitoring for struggling students during Accelerate!
  - d. An Intervention Specialist will help serve struggling students, help teachers find and use research - based interventions, and help with MAP progress monitoring.
8. Retention of highly qualified paraprofessionals in each classroom for instructional support.
9. WICOR + SC, the Montessori Method of Instruction, and Work Plans will be used to provide differentiated instruction that is engaging, rigorous, and relevant.
10. Implementation and use of a problem of practice that has students actively engaged in building advanced reading and writing skills.
11. Implementation of a reading fluency program in 1<sup>st</sup> and 3rd grade to improve reading fluency rates



12. First-Fifth grades will implement the Montessori Method of Instruction. Teachers will have more of an opportunity to informally assess their students as they work with individual students and small groups.
13. At least Ninety minutes of reading and math instruction in grades 1-6.
14. Writing and reading intensive science and social studies in grades 1-6.
15. Instructional coaches will provide coaching in literacy, data teams, and the common instructional framework, and the Montessori Philosophy and method.
16. 1<sup>st</sup> – 3<sup>rd</sup> grade students will use 95% phonics program to increase early literacy skills.
17. Teacher to teacher observations and instructional rounds will be used to further develop a common instructional language and to further evaluate student work.
18. Implementation of the Montessori Method of instruction to promote self-direction and self-paced learning.
19. The implementation of schoolwide Montessori Peace Education with the emphasis on creating a school family to build connection and cohesiveness between staff, students, and parents.
20. Remote Conferencing will be available during quarantine for COVID.
21. Implementation of high – quality instructional materials and Assessments aligned to instructional planning calendars.
22. Clear Roles and Expectations will be developed for campus instructional leaders.

## **Additional Goals and Information to Address ESSA and Title I Requirements for Campus Improvement Plans**

### **Long Range Goal 1: Academic Excellence and Achievement**

*Goal 1:* All students will be expected to meet or exceed state educational performance standards.

*Goal 2:* Obtain a 97% attendance rate.

*Goal 3:* Teachers and paraprofessional at all levels are to be provided training in teaching methods which take into account student learning styles, cooperative learning, the effects of high expectations for achievement and mastery learning.

*Objective 1a:* Continue implementation strategies to receive a “Met Standard” designation from TEA and earn academic distinctions in ELAR, Math, Science, Student Progress, Closing the Performance Gaps, and Postsecondary

Readiness.

*Objective 1b:* Academic Improvement as listed below:

1. 70% of third grade students will achieve approaches and 45% will achieve Meets, and 15 % Masters on the 2022 STAAR Reading assessment.
2. 69% of fourth grade students will achieve approaches, 41% Meets, and 17% Masters on the 2022 STAAR Reading assessment.
3. 66% of fifth grade students will achieve approaches and 40% Meets, and 21% Masters on the 2022 STAAR Reading assessment.
4. 75% of sixth grade students will achieve approaches and 35% Meets, and 20% Masters on the 2022 STAAR Reading assessment.
5. 70% of third grade students will achieve approaches and 45% Meets, and 15% Masters on the 2022 STAAR Math assessment.
6. 63% of fourth grade students will achieve approaches, and 35% Meets, and 25% Masters on the 2022 STAAR Math assessment.
7. 65% of fifth grade students will achieve approaches, 40% Meets, and 18% Masters on the 2022 STAAR Math assessment.
8. 80% of sixth grade students will achieve approaches, 40% Meets, and 15% Masters on the 2022 STAAR Math assessment.

9. 72% of fifth grade students will achieve approaches and 36% Meets, and 15% Masters on the 2022 STAAR Science assessment.
10. 31% of all Hispanic students in the 3<sup>rd</sup> grade will achieve approaches, 13% Meets, and 22% will achieve Masters on the 2022 STAAR Reading assessment.
11. 28% of all Hispanic students in the 4<sup>th</sup> grade will achieve approaches, 17% Meets, and 6% will achieve Masters on the 2022 STAAR Reading assessment.
12. 50% of all Hispanic students in the 5<sup>th</sup> grade will achieve approaches, 25% Meets, and 8% Masters on the 2022 STAAR Reading Assessment.
13. 40% of all Hispanic students in the 6<sup>th</sup> grade will achieve approaches, 20% Meets, and 5% Masters on the 2022 STAAR Reading assessment.
14. 36% of all Hispanic students in the 3<sup>rd</sup> grade will achieve approaches, 3% Meets, and 13% Masters on the 2022 STAAR Math assessment
15. 39% of all Hispanic students in the 4<sup>th</sup> grade will achieve approaches, 11% Meets, and 1% Masters on the 2022 STAAR Math assessment.
16. 39% of all Hispanic students in the 5<sup>th</sup> grade will achieve approaches, 23% Meets, and 8% Masters on the 2022 STAAR Math assessment.
17. 60% of all Hispanic students in the 6<sup>th</sup> grade will achieve approaches, 5% Meets, and 1% Masters on the 2022 STAAR Math assessment.

*Objective 1c:* Ensure that all special education students meet ARD expectations and pass all STAAR assessments.  
*Objective 1d:* Ensure that all 3<sup>rd</sup> – 6<sup>th</sup> grade students pass the STAAR Reading and Math tests.  
*Summative evaluation:* Post Tests, STAAR Results, TAPR, MAP, Six Weeks Check Points

## Academics

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 8	Use STAAR disaggregation to improve scores		Counselor ESC Consultant Principal	August 2021 - January 2022	Eduphoria AWARE, ESC contracted services - General Fund	AWARE Reports
SWC # 8, 9, 10	Use STAAR disaggregation to monitor special education student results		Counselor, ESC Consultant, Principal, Special Education Teacher, WCTSSA	August 2021 - January 2022	Workshops, AWARE Reports, WCTSSA personnel General Fund	Special Education student STAAR reports
SWC # 2, 4, 9, 10	Use Kinder - 3rd grade vertical alignment (aligned according to TEKS and STAAR objectives).		Principal, elementary teachers	August 2021 - May 2022	General Fund	Meeting Minutes Agendas
SWC # 2, 4, 9,	95% Phonics for 1-3 grade to develop acceptable reading and writing skills		Principal, teachers	August 2021 - May 2022	General Fund	Purchase Order/Invoice
SWC # 2, 3, 4, 9,	Continued use of a Tower Garden in the classroom/hallway to help students better understand the life cycle and have hands on experience with life science. Elementary Learning Garden.		Principal, Teacher(s)	October 2021 - May 2022	General Fund	
SWC # 2, 7, 8, 9	Early detection of student areas of weakness in literacy in lower grades through assessment.		Interventionist Specialist, K-3 <sup>rd</sup> teachers	Aug. 2021 May 2022	TPRI, Six Week Check Points, MAP General Fund, Title One Funds	Copies of test results

SWC # 2, 7, 8, 9	Implementation of a program to increase fluency rates of students in first and second grade to address fluency goal.	5th Year	Intervention Specialist, 1 <sup>st</sup> - 3rd teachers	Aug. 2021 – May 2022	TPRI, Imagine Language and Literacy, General Fund, Title I Funds	Copies of test results
	Build vocabulary with the addition of a word of the week and added word wall for use in reading and writing in grades 1-6 to help build vocabulary for ELL students and students with limited background knowledge.	5th Year	All teachers, principal	Sept. 2021-May 2022	Reading Curriculum, TEKS Resources System, Reading basal series, novels, dictionary	Copies of test results, writings
	Studies Weekly will be available as a resource in the 4 <sup>th</sup> – 6th grade Montessori Classroom to support reading instruction with expository text for Social Studies.		4 <sup>th</sup> – 5 <sup>th</sup> Montessori Teachers, principal	Aug. 20201– May 2022	Studies Weekly, TEKS Resource System,	
SWC # 2, 7, 8, 9	Detection of student areas of weakness in math in 1 <sup>st</sup> -6th grades through assessment.		Intervention Specialist, 1 <sup>st</sup> -5th teachers	Aug. 2021 – May 2022	Think Through Math, Six Week Check Points, Imagine Math General Fund, Title One Funds, MAP Growth	Copies of test results
SWC # 2, 8, 9	An Intervention Specialist will work with teachers to provide research - based intervention strategies to be used in the classroom with struggling students.		Intervention Specialist, Classroom Teachers	Aug. 2021 - - May 2022	Title I Funds	Copies of test results
SWC # 2, 8, 9	An intervention specialist will work with students who are identified as struggling learners as needed to increase performance in reading and math.		Intervention Specialist, 1 <sup>st</sup> -6 <sup>th</sup> teachers	Aug. 2021 – May 2022	General Fund, Title I Funds, TPRI, Think Through Math, MAP Growth, STAR test	Copies of test results
SWC # 2, 9,8	Retained Highly Qualified Paraprofessionals for instructional support.		Superintendent, Principal	Aug. 2021- May 2022	General Fund, Title I Fund	Enrollment and progress reports
SWC # 2	All teachers have access to Promethean boards/Technology in their classroom and will use them to enhance instruction and to meet the multi-media learning style of many students.		All teachers; Technology Specialists	Daily	Promethean Boards, computers, technology personnel	Lesson plans, observation
SWC # 2	Accelerated reader will be used to motivate students to read and to assess their reading abilities and growth.		All teachers, library paraprofessional	Ongoing (daily)	AR program, computers	Added value monitoring based on AR reports (reading growth)

## Academics

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 2	Distribute iPads/Laptops to all 1-6 grade students which will assist in taking AR tests in the classroom.		Principal	Aug. 2021	General Fund/Title II Funds	iPads distributed, AR participation records
SWC # 2, 9	Students will be provided more opportunities to take AR assessments in the library, at lunch, and in the classroom with the use of iPads/laptops.	6th Year	Principal, Librarian, Teachers	Daily	General fund	AR Reports
SWC # 2, 7, 9	Imagine language and Literature and Imagine Math and MAP will be used as universal screening to detect students who are struggling with literacy (1-3), and math (3-6).		Intervention Specialist, Principal, K-5 Teachers	Sept.2021, Jan.2022, May 2022	General Fund, Title One Funds	Student improvement will be charted using the TTM and TPRI tools.
SWC # 2, 9	Supplemental materials for improving STAAR scores will be used. Some of these will be workbooks to cover gaps missed in the regular education program.		Principal, Counselor Teachers, ESC Consultant	Aug. 2021- April 2022	General Fund	Purchase Order/Invoice
SWC # 2, 4, 8, 9	Teachers in grades 2-6 will give six weeks check points that directly correlate to the highly tested TEKS that were taught during the previous six weeks. Assessments should be rigorous and should reflect the type of questions being used on the STAAR.		Counselor, Principal, Teachers 3-6	Aug. 2021-May 2022	Eduphoria!-AWARE, ESC contracted services - General Fund	Test schedule and results
SWC # 2, 8, 9, 10	3 Week and Six week check point results will be entered into Eduphoria. Teachers will disaggregate these results and use the data to adjust instruction and tutorial attendance.		Counselor, ESC Consultant, Principal, 3 <sup>rd</sup> -6 <sup>th</sup> Teachers	Sept. 2021-May 2022	Eduphoria!-AWARE, ESC contracted services - General Fund	Reports
SWC # 2, 8, 9, 10	Action plans may be developed and implemented in each content area in grades 1 – 6 to address weak TEKS as determined by three week and six weeks check point data.		Principal, 3 <sup>rd</sup> – 6 <sup>th</sup> Teachers	Sept. 2021 – April 2022	Eduphoria! -AWARE reports, General Fund	Reports-Six weeks Assessments, Post Tests, STAAR
SWC # 2, 9	All 1-6 teachers will mentor their struggling students during time provided by the principal.		Principal Teachers	Aug 2021 - May 2022	Master schedule	Copy of schedule and student assignments
SWC # 2, 9	Students who do not perform satisfactorily on the six weeks check points or on other class work will be retained in afternoon or morning tutorial, and Friday Accelerated Instruction time.		Principal Teachers	Aug 2021- May 2022	Master schedule	Copy of schedule and student assignments
SWC #2,	Students are identified for RTI will be retained in afternoon or morning tutorials, and Friday Accelerated Instruction		Principal Teachers	Aug 2021 – May 2022	Master Schedule	Copy of schedule and student assignments
SWC # 2, 9	Utilize tutorial class period and Friday for students to increase STAAR scores.		Principal Teachers	Aug 2021- May 2022	Master schedule	Copy of schedule and student assignments

SWC # 8, 9, 10	Analyze District STAAR reports, and Item Analysis Summary Reports for teachers to prepare for 2022 STAAR, MAP		Counselor ESC Consultant	Aug - Sept. 2021	AWARE Reports, TEA Reports MAP	AWARE Reports
SWC #2,4,8,9	Daily use of high – quality Materials and Assessments that are aligned to instructional planning calendars.	1 <sup>st</sup> Year	Principal, Instructional Coach's, Teachers, Counselor	Aug. 2021 – May 2022	General Fund, Title I,	Eduphoria, Campus Calendar
SWC # 2, 8, 10	Content Area/Montessori Teacher meetings from both campuses to discuss methods, curriculum, to target problem areas and to vertical align the curriculum across campuses - common planning.		Counselor Principal ESC Consultants	Monthly	General Fund	Calendar showing dates of meetings and those attending.
SWC # 2	Maintain high attendance rate through recognition of classroom perfect attendance.		Principal Secretary PEIMS	Each six weeks, May 2022	Elementary Activity Fund	Attendance report
SWC # 2, 6	Keep in contact with parents through written correspondence, telephone and home visit of students with chronic absenteeism.		Principal, Assistant Principal, teacher, Attendance officer, attendance Clerk	Every 3 weeks	Envelopes, Postage	Phone log and list of home visits/ Attendance Report
SWC # 2, 6	Continue using Ascender to have an instant accounting of student attendance.		Technology Coordinator PEIMS, Principal, Teachers	Each six weeks	General Fund	Purchase Order/Invoice/ Reports
SWC #2, 6	Implement the use of Montessori Compass in the 1 <sup>st</sup> n- 6th grades to have an instant accounting of student progress.	3 <sup>rd</sup> year	Principal, Teachers	Each six weeks	General Fund	Purchase Order/Invoice/ Reports
SWC # 2, 9	Implement a District Truancy Policy according to 2016 Texas Law and State Mandates.	6 <sup>th</sup> Year	Attendance Officer, Attendance Clerk	Weekly	General Fund	Attendance Report Truancy Filing Report
SWC # 2, 6	The addition of a school attendance officer will help implement a truancy intervention program to include phone calls, home visits, and liaison activities with the Nolan County Judicial System	7 <sup>th</sup> Year	Principal, Asst. Principal Attendance Officer, Attendance Clerk	Daily	General Fund	Attendance Report Truancy Filing Report
SWC # 2, 6	Encourage outstanding academic achievement through incentive awards for A and AB Honor Roll for 6 <sup>th</sup> grade.		Principal Secretary PEIMS	Each six weeks, May 2022	ABC Fund, Elementary Activity Fund	Grade report
SWC # 2, 4	All Elementary teachers will become ESL certified and maintain ESL certification and receive updates.		All teachers	August 2021 - May 2022	General Fund for reimbursement of successful assessments.	Copies of certificates
SWC # 2, 9	Class meeting time in the Montessori classrooms to integrate calendar, peace education, and grace & courtesy lessons.	2nd year	Teachers	August 20201- May 2022		Lesson plans
SWC # 2	RCISD will continue to house a Texas A&M Agrilife Extension 4-H Program Specialist.	7th year	Principal, County Extension Agent, RISD Joint Extension Agent	Aug. 2021 - May 2022	General Fund	Calendar showing dates of event
SWC # 2, 9	Study Island, Imagine Language and Literacy and Imagine Math will be used for STAAR preparation in grades 1-6. Think - up Math/Reading, Lowman strategies		All teachers	Aug. 2021 - May 2022	General Fund, Title I Fund	Lesson plans

## Academics

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 2	Have at least one college and one career week during the school year to better support the district's early college high school initiative.		Principal K-5 Teachers Counselor	Aug. 2020- -May 2022	General Fund	Lesson plans and school calendar.
SWC # 2, 6	Students in 3 <sup>rd</sup> -5 <sup>th</sup> grade will participate in science and social studies-based field trip conducted at the 69 Ranch. (Canceled due to COVID)		Principal, 3 <sup>rd</sup> -5 <sup>th</sup> grade teachers	Sept.. 2021	General Fund	Photos and student work
SWC # 2, 6	Students in grades 3-6 will participate in a project fair over material that correlates to the science TEKS of their specific grade and that is related to agriculture.	9th Year	Principal 3-6 Teachers Research Specialist	Fall 2021	General Fund	Projects, Project Fair Sign-in Sheets
SWC # 2, 7	Retention of an elementary instructional coach to provide coaching in literacy, data teams, learning stations, and the instructional framework.	9th Year	Superintendent, Principal	Aug.. 2021 - May 2022	Title I Funds Title II Funds	Enrollment and progress reports, Instructional Rounds Input
SWC # 2, 7	Retention of a Montessori Instructional Coach to provide coaching in literacy, data teams, The Common Instructional Frame Work, and the Montessori philosophy and method.	2nd year	Superintendent, Principal	Aug. 2021 - 2022	Title I Fund, Title II Fund	
SWC # 2, 4, 8, 9	Teachers will work in data teams to discuss formative assessment results and to adjust instruction accordingly.	7th Year	Principal 1-5 Teachers	Aug.. 2021- May 2022	General Fund	Assessment Reports
SWC # 2, 9	Students will write to learn and write critically across the curriculum in every class period.		Principal Teachers	Aug.. 2020- May 2022	General Fund	Writing assignments, Journals
SWC # 6	Form 3 <sup>rd</sup> -6 <sup>th</sup> grade GEAR robotics teams thus enabling our 3 <sup>rd</sup> -6 <sup>th</sup> grade students to participate in hands-on STEM activities.	8thYear	Principal	Feb. 2020- April 2022	General Fund	Competition Results
SWC #4	Paraprofessionals trained in the Montessori method	3rd Year	Paraprofessionals, Montessori Instructional Coach, Montessori Training Center	Feb. 2020- May 2022	General Fund	Copies of Certificates
SWC #2	Montessori Culture Days to reinforce and enhance Montessori Cultural Lessons in a hands - on interactive way to COVID)		Teachers, Principal, Parents, Community members	Aug. 2020- May 2022	General Fund	Calendar showing dates of events
SWC # 2, 7, 9,10	Imagine Language and Literacy Imagine Math	2nd year	Principal, Teachers	Aug. 2021 – 2022	Title I Fund	Purchase Order invoice
SWC #2, #3, #6, #9	Remote Conferencing (COVID Related)	2 <sup>nd</sup> year	Teachers, Parents	August 2021-May 2022	SeeSaw, Google Classroom, General Fund	Remote Asynch. Attendance; SeeSaw and google classroom

						documentation / k12 documentation
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**Long Range Goal 2: Improved Communication and Parental Involvement**

*Goal 4:* Parents and community members will be partners in the improvement of the school.

*Objective 2a:* Keep parents informed of student progress at times other than regular six week report card times.

*Objective 2b:* Parents will be a part of their children's education by being a part of many school programs.

*Objective 2c:* Every effort will be made to improve communication between the two campuses, administration, teachers, and community

*Objective 2d:* Parents will be informed of the Title I program and the TEKS for their child's subjects.

*Summative Evaluation:* Results of Parent, Teacher, and Student Surveys given in the Spring of 2021

**Communication**

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 6	Parents will be invited to participate with their students in learning activities at school during the evening (Literacy Night, Montessori Parent etc.).		Principal, Teachers	At least once a year	General fund - postage	Sign-in sheets, invitations
SWC # 6	Meet the Teacher Evening will be held in order to allow parents, students, and teachers some time to meet before school begins. Meet the Teachers Nights have been split into grade level meetings on separate nights.		Superintendent Principal Teachers	Aug 3rd 2021		Sign- in Sheets
SWC # 6	Parents will be asked to complete a survey in the Spring in order to better implement changes during the summer months and the following school year.		Principal	Mar. 2022		Survey
SWC # 2, 6	Parents will be given information on Title I and a copy of the Parental Involvement Policy in conjunction with the Meet the Teacher activities.		Counselor/Special Programs Coordinator	Aug 3, 2021 Sept. 2021		Sign - in Sheets and Minutes
SWC # 6	Various programs will be implemented to involve parents in their children's education, including 1st grade Christmas Play, Six Flags Read to Succeed, Book Fair, Book It, Roscoe Reads, Band Concerts, Elementary Track Meet, Fall Festival, Literacy Night, Muffins with Moms and Donuts with Dads, Montessori Parent Nights, etc.		All elementary teachers	As scheduled throughout the 2021 - 2022 school year.	Awards - General Fund	Scheduled activities
SWC # 2, 6	Parents will be invited to attend a project fair where students present their project posters..		Elementary teachers - Principal	Fall 2021	Postage - General fund	Sign-in sheets, invitations
SWC # 2, 6	Parents will be invited to attend an awards assembly at the end of each six weeks and at the end of the school year recognizing students for their achievements. Students will have the opportunity to honor each other for various positive acts during the awards assembly		All elementary teachers Principal Secretary Technology	Each six weeks	General fund - price of certificates and other awards	List of awards

## Communication

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 6	Grandparents week will be implemented whereby a grandparent is invited to eat lunch with their grandchild during the week - corresponds with the book fair. Letters will be sent out.		Teachers Principal Secretary	Fall 2021	Roscoe Times - Advertising date Newsletter, letters sent	Advertisement and sign - in sheet of grandparents attending
SWC # 10	Community awareness will be implemented through the D.A.R.E. program for 5 <sup>th</sup> grade students.		Principal, Nolan County Sheriff's Office, Counselor	Aug. 2021 - May 2021	Nolan County Sheriff's Dept.	Dates of programs
SWC # 6, 10	3rd grade students will attend the Safety City field trip.		Principal Elementary teachers	Fall 2021		Notice of trip
SWC # 6	Weekly events including school activities, etc. will be included on the calendar, and added to Roscoe ISD website and Facebook page.		Principal Technology Coordinator Computer Facilitator	Weekly, Monthly		Web page
SWC # 2, 6, 10	District Site Base Decision-Making Committee Meetings will be held the first Monday of each month.		Superintendent Principal Counselor	First Monday of each month		Agendas and Minutes
SWC # 2, 8, 9	Curriculum area meetings involving both campuses will be held monthly to communicate teaching techniques, curriculum and STAAR strategies – PTC.		Counselor Principal ESC Consultant	Monthly during PTC		Sign - in Sheets and Minutes
SWC # 6	Roscoe students will be recognized for achievement in all areas through the Roscoe Hard Times and the Sweetwater Reporter.		Principal Secretary	Bi - Weekly		Newspaper articles
SWC # 2, 6, 9, 10	Through such programs as ESL and Migrant, parent contact will be made through home visits as needed.		Principal ESL Coordinator Migrant Aide	Once each semester		Documentation of home visits made
SWC # 6	A bi-weekly newsletter showing upcoming events and important information and dates will be sent home to parents.		Principal	Each week	Paper, Copies, General fund	Copies of letters
SWC # 6	Parents will be planning and facilitating our yearly events such as Fall Festival, Elementary Track meet concession, etc.		Principal, Parents, Teachers	Aug.. 2021 - May 2022	Student Activity Fund,	Sign-up sheets
SWC # 2, 6, 10	Information regarding preparation for STAAR success is provided during the 4 <sup>th</sup> six weeks.		Teachers, Counselor	Jan. 2022 – Feb. 2022	General Fund	copies of reports
SWC # 6, 10	Parent information on such topics as discipline, drug/alcohol use, parenting skills, nutrition, etc. will be shared monthly.		Counselor Parents Teachers Principal	Spring 2022	General Fund	sign in sheets; copy of programs presented
SWC # 6	The school secretary will gather information on school events & send them to the Sweetwater Reporter and Roscoe Times		Secretary	Weekly		Copies of Newspaper articles
SWC # 6	1 <sup>st</sup> – 6 <sup>th</sup> grade teachers will send daily and weekly communication for homework assignments.		1, 2, 3, 4, 5 Teachers	Weekly		Copy of communication
SWC # 6	First grade students will perform a Christmas play during the last week of school before Christmas break		1st Teachers	Dec. 2021		copy of invitation

SWC # 2, 6, 9	Progress reports will be sent home for all students grades 1-6 at the end of a three - week grading period showing positive as well as negative behaviors.		Principal Elementary teachers Secretary	Each 3 week grading period for 2021 -2022	Postage - General fund	Copies of Notices
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SWC # 6, 9	Ascender will be continued for 2021 - 2022		Technology coordinator	Aug.. 2021 - May 2022		Hits on this site
	Montessori Compass will be implemented for the 1 <sup>st</sup> -5 <sup>th</sup> grade Montessori classes to communicate progress on Montessori skills.	3 <sup>rd</sup> year	Principal, teachers	August 2021-May 2022	General Fund	
SWC # 6	Teachers and administrators will communicate with parents via push notifications, text messages, and email using the web page and Remind apps, Google Classroom, Montessori Compass and Face Book.	5 <sup>th</sup> Year	Principal, Teachers	Aug. 2021 -May 2022		

**Long Range Goal # 3:**

**Improve and implement all special programs.**

- Goal 5:* Special programs will be designed to help students served by those programs meet or exceed state performance standards.
- Goal 6:* The learning environment throughout the district will be safe, with all students, faculty and staff consistently involved in practicing good citizenship, demonstrating respect for self and others, and exhibiting a cooperative spirit.
- Objective 3a:* Develop, and incorporate an academic program that meets the needs of all students.
- Objective 3b:* Utilize special programs to enhance the education process for all students through: 1) Special Education 2) 504 (including ADD and Dyslexia), 3) ESL, 4) At Risk 5) G/T, 6) Drug & Violence Prevention, 7) Crisis Intervention including suicide prevention, 8) Pregnancy and other sex related issues 9) Technology, 10) Curriculum development
- Objective 3c:* Ensure that homeless students are identified and provided with all educational opportunities and services.
- Objective 3d:* At risk, economically disadvantaged and priority for service migrant students will show adequate years progress on TAPR.
- Objective 3e:* Update the technology in accordance with the technology plan.
- Objective 3f:* Incorporate career awareness through the regular curriculum.
- Objective 3g:* Provide transition programs for students entering 1<sup>st</sup> -3<sup>rd</sup> Montessori grade, and 6<sup>th</sup> grade.
- Objective 3h:* Provide training for staff through professional development in conflict resolution and discipline strategies including classroom management, district discipline policies, and the student code of conduct.
- Objective 3i:* Stress violence prevention with focus on self-esteem and creating a nurturing classroom environment.
- Summative evaluation:* Special Program evaluations/PEIMS discipline report.

## Programs

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 10	DARE program for 5th grade students/DARE graduation.		Nolan County Sheriff's Office Counselor	Aug 2021 - May 2022	Nolan County Sheriff's Department	Date verification and Student/Teacher Feedback
SWC # 10	DARE program use of High School Role Models for prevention of Drug Use.		Counselor Teachers Nolan County Sheriff's Office	Spring 2022	Nolan County Sheriff's Department	Student list
SWC # 2	Review of up-to-date records on discipline of students involving violence or drug use and use of discipline referral forms.		Principal, Secretary, PEIMS Counselor	May-2022	PEIMS records	Discipline records
SWC # 10	Keep current on procedures for identification in special programs including ESL, 504, ADD, Dyslexia programs, At Risk, G/T, and Migrant.		Principal Counselor Other program coordinators	Oct. 2021	Workshops - ESC	Copies of procedures and LPAC members, minutes of meetings, etc.
SWC # 10	Programs will be utilized to inform teachers and students of techniques for violence prevention, self-empowerment, etc.		Child Advocacy Center Principal, Counselor, ESC Consultant	Once yearly	ESC - Region 14 - Gateways - Tri County Advocacy	Calendar and curriculum of program
SWC # 10	Anti-bullying programs for 1 <sup>st</sup> - 5 <sup>th</sup> grade: Happy Bear, Bully Busters, Bucket Fillers, etc.		Principal Counselor ESC Consultant Child Advocacy Center	Fall 2021	ESC 14 & Child Advocacy Center	Program outline
SWC # 10	Provide information for special programs to all teachers and parents and their requirements in the student handbook		Principal, Counselor	Aug.. 2021	Student Handbook - printing costs - General Fund	Handbook
SWC # 10	Notify all teachers of all students they have that are identified for ESL, Special Ed., 504, GT, and At Risk with modifications.		Counselor, WCTSSA, ESL Coordinator, Interventionist, Special Education Teacher, PEIMS	Aug 2021	PEIMS records	Copies of memos to teachers and teacher lesson plans.
	Keep current on technology through implementation of Technology plan		Principal Technology Coordinator Superintendent	Aug 2021 - May 2022	Evaluation of technology	Copy of plan
SWC # 10	Continue using Ascender to record attendance.		Principal, PEIMS, Technology Coordinator	Aug 2021 - May 2022	General Fund	Grade and attendance reports
	All teachers will stay current on technology programs and have a computer and access to the Internet in their classrooms.		Superintendent Principal Technology Coordinator	Aug 2021 - May 2022	Technology fund	Maintenance records
SWC # 8, 10	All teachers will receive training for determining proper tests involving special education students and the ARD process.		WCTSSA, Special Ed Teacher Counselor, Principal	Aug. 2021	WCTSSA	Sign-in of teachers
SWC # 8, 10	Use the STAAR and TELPAS disaggregation to monitor the ESL student results.		Principal, ESL Coordinator Counselor, Teachers	Oct. 2021	Assessment Result Reports	STAAR and RPTE results
SWC # 9, 10	Summer school for Migrant students as well as other struggling students		Superintendent Principal	June 2022	General Fund	Student list

## Programs

SW Component	Activities/ Strategies	Status	Person Responsible	Timeline	Resources/ Allocation	Formative Evaluation
SWC # 10	G/T students will be identified as an open nomination process with yearly nominations during the month of November.		Counselor ESC Consultant	Each semester	ESC GT	Copies of selection report
SWC # 10	G/T students and all other students will have the opportunity to participate in UIL Academics	5thYear	G/T Teacher, Parent Volunteer, Principal	Oct. 2021– Nov. 2022	General Fund	List of participants
SWC # 10	Identify and provide services for all homeless students in the district through a residency questionnaire.		Counselor, Teachers, Secretary	As students enroll	General Fund	Copies of questionnaires
SWC # 10	Issue school supplies and clothing to needy migrant families and homeless students.		Counselor, Teachers Secretary	As students enroll	General Fund	Meeting agenda & sign in sheet
SWC # 10	Coordinate efforts with local organizations to identify migrant families.		Secretary, PEIMS Migrant Coordinator	Monthly		Daily Logs
SWC # 10	Implement career awareness activities in all grade levels.		Counselor Teachers	Monthly		Lesson plans
SWC # 2, 7, 10	Implement transition activities for Kinder		Counselor, teachers, principal	May 2022		Copies of activities
SWC # 10	A suicide prevention program will be implemented in coordination with the overall guidance program emphasizing self-esteem for 4-6 grades.		Counselor	Once per year		Copy of program
SWC # 10	Conflict resolution programs will be presented.		Counselor	Spring 2022	ESC	Copy of program outline.
SWC # 2, 9, 10	Continue the employment of an intervention specialist who will work closely with the WCTSSA RTI personnel and our teachers to provide interventions that will lead to academic success for our struggling students.		Superintendent, Principal	Aug 2021 - May 2022	General Fund, Title I Funds	Think Through Math, TPRI, STAAR Results; ARD, 504, and RTI Meetings minutes
SWC # 2, 9, 10	Students will be screened for dyslexia using various testing programs according to the dyslexia handbook.		Dyslexia Interventionist, WCTSSA	Aug 20201- May 2022		Copies of screenings
SWC # 2, 9, 10	Students identified as dyslexic will receive instruction using a research based program of multi-sensory instruction		Principal, Intervention Specialist	Aug 2021 - May 2022		Lesson plans
SWC # 10	Implement the Montessori Peace Education in 1 <sup>st</sup> – 6 <sup>th</sup> grades.	2 <sup>nd</sup> Year	Principal, Teachers	Aug 2021 - May 2022	General Fund	Walk-through and formal observations, ESC 14 monitor, Book study documentation
SWC # 6, 10	Students will have the opportunity to honor each other for various positive acts during the week and during the Celebrate Success assembly through the Bucket Filler Program.	5th Year	Principal	Aug 2021 - May 2022	General Fund, Activity Fund	
SWC # 10	Robotics programs will be incorporated to meet the needs of G/T students.	7th Year	Counselor, Principal, G/T facilitator, Teachers	Aug 20201- May 2022		Program outline
SWC # 10	Participate in Red Ribbon Week activities to create awareness of Drug use.		Principal, Counselor, Local Police	Oct. 2021	ESC Consultant	Activities

SWC # 5	Recruit highly qualified staff through incentive program for any vacant positions.		Superintendent, Principal	Apr. 2021- Jun. 2022		Advertising
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## **Ten Implementation Components of a Title I School-wide Program**

1. Comprehensive needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from preschool programs to local elementary programs
8. Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement
9. Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels
10. Coordination, integration and documentation of Federal, State and local services and programs