

Roscoe Elementary School
Campus Improvement Plan
2018-2019

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BOARD APPROVAL

<u>Wes Williams</u>	 Signature	<u>10.15.18</u> Date
<u>Jason Freeman</u>	 Signature	<u>10-15-18</u> Date
<u>Steve Anthony</u>	 Signature	<u>10-15-18</u> Date
<u>James Arnwine</u>	 Signature	<u>10-15-18</u> Date
<u>David Pantoja</u>	 Signature	<u>10-15-18</u> Date
<u>Kenny Hope</u>	 Signature	<u>10-15-18</u> Date
<u>Frankie Santiago</u>	 Signature	<u>10-15-18</u> Date

Roscoe Elementary School
SBDM Committee Members for 2018-2019

<u>Marsha Alexander</u>	<u>Marsha Alexander</u> Signature	<u>9-26-18</u> Date
<u>Lindsay Freeman</u>	<u>Lindsay Freeman</u> Signature	<u>9/26/18</u> Date
<u>Shelly Berringer</u>	<u>Shelly Berringer</u> Signature	<u>9/26/18</u> Date
<u>Heather Greenwood</u>	<u>Heather Greenwood</u> Signature	<u>9-26-18</u> Date
<u>Jeanie Bohall</u>	<u>Jeanie Bohall</u> Signature	<u>9-26-18</u> Date
<u>Marca Gibson</u>	<u>Marca Gibson</u> Signature	<u>9/26/18</u> Date
<u>Katherine Jackson</u>	<u>Katherine Jackson</u> Signature	<u>9/26/18</u> Date
<u>Sheila Womack</u>	<u>Sheila Womack</u> Signature	<u>9/26/18</u> Date
<u>Kelly Sheridan</u>	<u>Kelly Sheridan</u> Signature	<u>9/26/18</u> Date
<u>Crystal Althof</u>	<u>Crystal Althof</u> Signature	<u>9/26/18</u> Date
<u>Morgan Martin</u>	<u>Morgan Martin</u> Signature	<u>9/26/18</u> Date

Narrative

The 2017-2018 data, the basis of this improvement effort, reveals that Roscoe Elementary School served students in Pre-kindergarten through fifth grades. 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-three percent of the students served are Hispanic and forty-three percent of the students served are White, with the remainder being African American or Multi-cultural. Approximately forty-five percent of the students in the elementary are eligible for free or reduced price lunches under the National School Lunch program and ten percent are limited English proficient (LEP).

The following describes the demographics of our student population (as of September 2018).

Total student population:	<u>Elementary 221</u>		<u>Montessori Early Childhood 132</u>		<u>Total of 353</u>	
Ethnicities	Number	% of Total	Number	% of Total	Number	% of Total
Multi-cultural	5	2%	2	2%	7	2%
African American	6	3%	0	0%	6	2%
Hispanic	107	48%	81	61%	188	53%
White	103	47%	49	37%	152	43%
Native American	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Special Populations						
Eco. Disadvantaged	107	48%	52	39%	159	45%
LEP/ESL	28	13%	9	7%	37	10%
Migrant	0	0%	0	0%	0	0%
At-Risk	38	17%	10	8%	48	14%
Special Education	13	6%	12	9%	25	7%
Gifted & Talented	6	3%	0	0%	6	2%

Roscoe ISD is in a shared service arrangement with Sweetwater ISD and surrounding schools 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, 1 having over 40 years of experience, 1 with 30-39 years of experience, 2 with 20-29 years of experience, 4 with 10-19 years of experience, 8 with 6-9 years of experience, and 5 with 0-5 years of experience.

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."

2018-2019

Title I, State Compensatory Education, and Special Education Funds

Title I	
DIRECT COSTS (96% OF TOTAL)	AMOUNT OF SERVICE
TEACHERS / PARAPROFESSIONAL Title I Campus	\$87,249.00
CONTRACTED SERVICES (Title I Administration costs) Region 14 Educational Service Center	\$5,000.00
INDIRECT COSTS Supplies - Homeless	\$200.00
Supplies-Materials (for books, computer programs, & technology needs)	\$2500.00
<i>Title I TOTAL</i>	<i>\$94,949.00</i>
Special Education	
TEACHERS	\$43,400.00
Supplies	\$400.00
Travel	\$200.00
Shared Service Co-Op	\$37,086.00
<i>Special Education Total</i>	<i>\$81,086.00</i>
State Compensatory Education	
<i>State Compensatory Education Total</i>	<i>\$235,932.00</i>

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. 2017-2018 improvement plan
10. Attendance Data
11. Review of Montessori expected enrollment, actual enrollment, and breakdown of enrollment
12. Review of Conscious Discipline Expansion Team Information

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 the Common Instructional Framework promoted by University Park Campus School
 - 3) Implementation of Data Teams
 - 4) Implementation of Learning Stations (PK-5)
 - 5) Implementation of Work Plans
 - 6) Implementation of the Montessori Method of instruction for Early Childhood
 - 7) Implementation of Intervention Strategies and Progress Monitoring
 - 8) Implementation of Conscious Discipline
 - 9) Implantation of a new Professional Development System designed to encourage introspection and peer feedback
2. Earned an Academic Distinction from TEA in 5th grade Science
3. Experienced teachers that are committed to student success
4. New teachers who bring freshness and innovation
5. 2018 fourth and fifth grade students scored greater than the state and region on the STAAR reading assessments.
6. 2018 third, fourth, and fifth grade students scored greater than the state and region on the STAAR math assessments.
7. 2018 fifth grade students scored greater than the state and the region on the STAAR science assessments.
8. 2018 third, fourth, and fifth grade students scored greater than the region and the state in the masters level on the STAAR math assessment.
9. 2018 fifth grade students scored greater than the state and the region in the masters level on the STAAR science assessment.
10. 2018 third grade students scored greater than the region and the state in the masters level on the STAAR reading assessment.
11. The continuation of 6 week assessments has continued to keep parents more aware of what is expected on the STAAR
12. Mandatory summer school for all students who do not receive approaches grade level on their STAAR assessment
13. Early detection of reading deficits in students K-2
14. Detection of numeracy and math deficits in students 3-5
15. Retention of 2 additional Early Childhood teachers to lower the class-size ratio of the Early Childhood classes

16. Continued use of elementary COWs (Computers on Wheels)
17. iPad Cart in the Library and Opportunities for students to take AR quizzes
18. Strong Community Support
19. Well-maintained buildings and grounds
20. All staff is highly qualified

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 Reading and writing for all grades
 - a. Greatest need for reading improvement is in the Hispanic, ESL, and low socio-economic sub populations.
3. Increase number of students meeting standard on STAAR assessments
4. Increase number of students reaching “Masters” in all areas on the STAAR assessment
5. Increase communication between school and home and increase overall parental involvement
6. Update technology resources including addition of iPads into more classroom
7. Emphasize student relations and respect of each other
8. More focus on and exposure to career and college planning
9. Improvement of documentation, instructional focus, and evaluation procedures of all special programs
10. ESL training for ALL TEACHERS and ALL TEACHERS become certified in ESL instruction.
11. Continue low turnover rate of teachers – retain recently hired teachers over a period of 5-10 years
12. Improved student behavior in common areas
13. Improved Attendance rate at both the Elementary Campus and the Montessori Early Childhood Campus.

2018-2019 Goals

80% of third grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.

85% of fourth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.

90% of fifth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment on the first administration (100% by the final administration will pass).

90% of third grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Math assessment.

85% of fourth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Math assessment

90% of fifth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Math assessment on the first administration (100% by the final administration will pass).

75% of fourth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR writing assessment.

80% of fifth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Science assessment.

Sub-population Goals

70% of all Hispanic and low socio-economic students in the 3rd and 4th grades will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.

80% of all Hispanic and low socio-economic students in the 5th grade will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.

80% of all Hispanic and low socio-economic students in the 3rd, 4th, and 5th grades will achieve satisfactory on the 2019 STAAR Math assessment. 20% of all Hispanic and low socio-economic students in the 3rd, 4th, and 5th grades will achieve Masters on the 2019 STAAR Math assessment.

70% of all Hispanic and low socio-economic students in the 4th grade will achieve satisfactory and 20% of all Hispanic and low socio-economic students will achieve Masters on the 2019 STAAR Writing assessment.

75% of all Hispanic and low socio-economic students in the 5th grade will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Science assessment.

Improve attendance rate from 95.6% to 97% at the Elementary, 95.6% to 97% in Kindergarten, 91.43% to 97% for 4-year-olds, and 91.52% to 97% for 3-year-olds.

Primary Strategies to accomplish 2018-2019 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 throughout the week that result in data that drives instruction on a daily and weekly basis
2. Administer six weeks summative assessments 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. Action plans will be developed and implemented in each content area in first –fifth grades to identify and address weak TEKS as determined by six weeks assessment data.
7. 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.
8. Struggling learners will receive intervention in the classroom and during Accelerate!
 - a. Teachers will access the Student Success Initiative website and 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!
9. The Common Instructional Framework, Learning Stations, 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 writing skills.
11. Implementation of a reading fluency program in 1st and 2nd grade to improve reading fluency rates
12. First-fifth grade will implementing learning stations/work plans in math and ELAR. Teachers will have more of an opportunity to informally assess their students as they work with small groups at the teacher station.
13. Ninety minutes of reading and math instruction in grades 1-5.
14. Writing and reading intensive science and social studies in grades K-3.
15. Instructional coaches will provide coaching in literacy, data teams, and the common instructional framework.
16. Kindergarten-2nd grade will continue to use Saxon Phonics 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 Roscoe Collegiate Professional Growth System will be implemented to provide teachers with professional feedback to further develop their teaching skills.
20. The implementation of schoolwide Conscious Discipline with the emphasis on creating a school family to build connection and cohesiveness between staff, students, and parents.

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:* Maintain 97% attendance rate.
- Goal 3:* Teachers and aides 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 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. 80% of third grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.
 2. 85% of fourth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.
 3. 90% of fifth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment on the first administration (100% by the final administration will pass).
 4. 90% of third grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Math assessment.
 5. 85% of fourth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Math assessment.
 6. 90% of fifth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Math assessment on the first administration (100% by the final administration will pass).
 7. 75% of fourth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR writing assessment.
 8. 80% of fifth grade students will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Science assessment.
 9. 70% of all Hispanic and low socio-economic students in the 3rd and 4th grades will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.
 10. 80% of all Hispanic and low socio-economic students in the 5th grade will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Reading assessment.
 11. 80% of all Hispanic and low socio-economic students in the 3rd, 4th, and 5th grades will achieve satisfactory on the 2019 STAAR Math assessment. 20% of all Hispanic and low socio-economic students in the 3rd, 4th, and 5th grades will achieve Masters on the 2019 STAAR Math assessment.
 12. 70% of all Hispanic and low socio-economic students in the 4th grade will achieve satisfactory and 20% of all Hispanic and low socio-economic students will achieve advanced on the 2019 STAAR Writing assessment.
 13. 75% of all Hispanic and low socio-economic students in the 5th grade will achieve satisfactory and 20% will achieve Masters on the 2019 STAAR Science assessment.
- Objective 1c:* Ensure that all special education students meet ARD expectations and pass all STAAR assessments.
- Objective 1d:* Ensure that all fifth grade students pass the STAAR Reading and Math tests.
- Summative evaluation:* Post Tests, STAAR Results, TAPR

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 2018 - January 2019	AWARE, MILEPOSTS 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 2018 - January 2019	Workshops, AWARE and MILEPOSTS 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 2018 - May 2019	General Fund	Purchase Order/Invoice
SWC # 2, 4, 9,	Saxon Phonics for Kinder - 2nd grade to develop acceptable reading and writing skills		Principal, Kindergarten teachers	August 2018 - May 2019	General Fund	Purchase Order/Invoice
SWC # 2, 3, 4, 9,	Continued use of a Tower Garden in one science classroom to help students better understand the life cycle and have hands on experience with life science.		Principal, Teacher(s)	October 2018 - May 2019	General Fund	
SWC # 2, 7, 8, 9	Early detection of student areas of weakness in literacy in lower grades through assessment.		Interventionist Specialist, K- 2nd teachers	Aug. 2018 – May 2019	TPRI, Six Week Assessments, 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 meet the ESSA SMART goal.	2 nd Year	Intervention Specialist, 1 st & 2 nd teachers	Aug. 2018 – May 2019	TPRI, Read Naturally, Six Week Assessments, 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 1-5.	2 nd Year	All teachers, principal	Sept. 2018-May 2019	Reading Curriculum, TEKS Resources System, Reading basal series, novels, dictionary	Copies of test results, writings
	Studies Weekly implemented in the 1 st – 5 th grade Social Studies classrooms to support reading instruction with expository text.		1 st – 5 th Social Studies teachers, principal	Aug.2018 – May 2019	Studies Weekly, TEKS Resource System,	
SWC # 2, 7, 8, 9	Detection of student areas of weakness in math in 3rd-5th grades through assessment.		Intervention Specialist, 3rd- 5th teachers	Aug. 2018 – May 2019	Think Through Math, Six Week Assessments, General Fund, Title One Funds	Copies of test results
SWC # 2, 8, 9	An intervention specialist will work with teachers to provide intervention strategies to be used in the classroom with struggling students.		Intervention Specialist, Classroom Teachers	Aug.. 2018 - May 2019	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, K, 1st & 2nd teachers	Aug. 2018 – May 2019	General Fund, Title I Funds, TPRI, Think Through Math	Copies of test results
SWC # 2	All teachers have access to Promethean boards 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 # 3, 6	Mirror Texas Reads One Book to increase parent awareness of the importance of reading.	4 th Year	Principal, Teachers, Parents	Fall 2018 Spring 2019	General Fund	Newsletters, Parent/teacher feedback
SWC # 2	Purchase and distribute iPads to teachers to provide additional means for taking AR tests (two per classroom)	4 th Year	Principal	Oct. 2018	General Fund	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.	4 th Year	Principal, Librarian, Teachers	Daily	General fund	AR Reports
SWC # 2, 7, 9	Think Through Math (3-5) and TPRI (K-2) will be used as universal screening to detect students who are struggling with literacy (K-2), and math (3-5).		Intervention Specialist, Principal, K-5 Teachers	Sept.2018, Jan.2019, May 2019	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. 2018 - April 2019	General Fund	Purchase Order/Invoice
SWC # 2, 4, 8, 9	Teachers in grades 1-5 will give six week assessments that directly correlate to the 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 1-5	Aug. 2018, May 2019	Eduphoria!-AWARE, Mileposts, ESC contracted services - General Fund	Test schedule and results
SWC # 2, 8, 9	Teachers give the released STAAR assessment as a pretest at the beginning of the 2 nd semester. The same assessment will be given at the end of the second semester to measure progress.	4 th Year	Counselor, Principal, Teachers 1-5	Jan. 2019	Eduphoria!-AWARE,TEKS Resource System, ESC contracted services - General Fund	Test schedule and results
SWC # 2, 8, 9, 10	Six week assessment 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, 1 st -5 th Teachers	Oct. 2018, Nov. 2018, Dec. 2018, Jan. 2019, March 2019	Eduphoria!-AWARE, ESC contracted services - General Fund	Reports
SWC # 2, 8, 9, 10	Action plans will be developed and implemented in each content area in grades 1 – 5 to address weak TEKS as determined by six weeks assessment data.	NEW	Principal, 1 st – 5 th Teachers	Sept. 2018, Nov. 2018, Jan. 2018, Feb. 2018, April 2018	Eduphoria! -AWARE reports, General Fund	Reports-Six weeks Assessments, Post Tests, STAAR
SWC # 2, 9	All K-5 teachers will mentor their struggling students during time provided by the principal.		Principal Teachers	Aug 2018 - May 2019	Master schedule	Copy of schedule and student assignments
SWC # 2, 9	Students who do not perform satisfactorily on the six week assessments or on other class work will be retained in afternoon or morning tutorials.		Principal Teachers	Aug 2018 - May 2019	Master schedule	Copy of schedule and student assignments
SWC # 2, 9	Utilize tutorial class period for students to increase STAAR scores.		Principal Teachers	Aug 2018 - May 2019	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 2019 STAAR.		Counselor ESC Consultant	May-Sept. 2019	AWARE Reports, TEA Reports	AWARE Reports

Academics

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 2, 8, 10	Content Area Teacher meetings from both campuses to discuss methods, curriculum, to target problem areas and to 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 incentive awards for perfect attendance.		Principal Secretary PEIMS	Each six weeks, May 2019	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, Attendance officer, attendance Clerk	Every 3 weeks	Envelopes, Postage	Phone log and list of home visits/ Attendance Report
SWC # 2, 6	Continue using Grade Book to have an instant accounting of student progress and attendance.		Technology Coordinator PEIMS, 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.	3 rd 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	4 th Year	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.		Principal Secretary PEIMS	Each six weeks, May 2019	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 2018 - May 2019	General Fund for reimbursement of successful assessments.	Copies of certificates
SWC # 2, 9	Educational computer games will be used in grades K-3 to enhance the educational program.		Principal, Teachers	August 2018 - May 2019	General Fund, iPads	Purchase order
SWC # 2, 9	Elipse time at the Montessori will be used to integrate calendar, and grace & courtesy lessons.	2 nd Year	Kindergarten teacher	August 2018 - May 2019		Lesson plans
SWC # 2	RCISD will continue to house a Texas A&M Agrilife Extension 4-H Program Specialist to aid teachers in creating hands-on science projects related specifically to agriculture.	5 th Year	Principal, County Extension Agent, RISD Joint Extension Agent	Aug. 2018 - May 2019	General Fund	Calendar showing dates of event
SWC # 2, 9	Study Island will be used for STAAR preparation in grades 3-5.		All teachers	Aug. 2017 - May 2018	General Fund	Lesson plans
SWC # 2, 9	First-Second grade Teachers will collect all homework in the morning in order to better facilitate the Additional Time to Work program in the younger grades.		1 st -2 nd grade teachers	Aug. 2018- May 2019		Discipline Documentation

Academics

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 2, 3	Use three teachers in 2 nd -5 th grade to allow for a 90-minute block with each teacher and to keep the student teacher ratio lower.	3 rd Year	Superintendent, Principal	Aug.. 2018 - May 2019	General Fund	Enrollment and progress reports
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.. 2018 - May 2019	General Fund	Lesson plans and school calendar.
SWC # 2, 7	Prekindergarten program will be continued to increase school readiness for Kindergarten - continuation of three-year-olds.		Pre-K teachers	Aug.. 2018 - May 2019	General Fund	Enrollment and progress reports
SWC # 2, 7	Retention of additional Prekindergarten teachers to reduce the teacher student ratio.	6 th Year	Superintendent, Principal	Aug.. 2018 - May 2019	Title I and Title IV Funds	Enrollment and progress reports
SWC # 2, 6	Students in 3 rd -5 th grade will participate in science and social studies based field trip conducted at the 69 Ranch.		Principal, 3 rd -5 th grade teachers	Sept.. 2018	General Fund	Photos and student work
SWC # 2, 6	Students in grades 3-5 will participate in a project fair over material that correlates to the science TEKS of their specific grade and that is related to agriculture.	6 th Year	Principal 3-5 Teachers RCISD/Agri-Life extension personnel	Fall 2018	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.	6 th Year	Superintendent, Principal	Aug.. 2018 - May 2019	Title I Funds Title II Funds	Enrollment and progress reports, Instructional Rounds Input
SWC # 2, 4, 8, 9	Teachers will work in data teams to discuss formative assessment results and to adjust instruction accordingly.	5 th Year	Principal K-5 Teachers	Aug.. 2018 - May 2019	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.. 2018 - May 2019	General Fund	Writing assignments, Journals
SWC # 6	Form 3 rd -5 th grade GEAR robotics teams thus enabling our 3 rd -5 th grade students to participate in hands-on STEM activities.	6 th Year	Principal	Feb. 2018 – April 2019	General Fund	Competition Results

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 2019

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 6 and Aug 7, 2018		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.		Principal	Mar. 2019		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 6 and Aug 7, 2018		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, etc.		All elementary teachers	As scheduled throughout the 2018-2019 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 2018	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 2018	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 th grade students.		Principal, Nolan County Sheriff's Office, Counselor	Aug.. 2018 - May 2019	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 2018		Notice of trip
SWC # 6	Weekly events including school activities, etc. will be included on the calendar, Schoolway, 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	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 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, Christmas Store, Elementary Track meet concession, etc.		Principal, Parents, Teachers	Aug.. 2018 - May 2019	Student Activity Fund,	Sign-up sheets
SWC # 2, 6, 10	Information regarding preparation for STAAR success is provided during the 4 th six weeks.		Teachers, Counselor	Jan. 2018 – Feb. 2019	General Fund	copies of reports
SWC # 6, 10	A parent program on such topics as discipline, drug/alcohol use, parenting skills, nutrition, etc. will be presented at least once each year.		Counselor Parents Teachers Principal	Spring 2019	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 st – 5 th 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. 2018		copy of invitation
SWC # 2, 6, 9	Progress reports will be sent home for all students grades 1-5 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 2018-2019	Postage - General fund	Copies of Notices

Communication

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 6, 9	The Internet Grade Book will be continued for 2018-2019		Technology coordinator	Aug.. 2018 - May 2019		Hits on this site
SWC # 6	Parents will be recruited to serve as 4-H sponsors for various programs including Rifle Sports, Shotgun Sports, Robotics, and other programs as they are developed.	5 th Year	Principal 4-H Program Specialist	Aug 2018 - May 2019	General Fund	Program Rosters
SWC # 6	Teachers and administrators will communicate with parents via push notifications, text messages, and email using the SchoolWay and Remind apps.	3 rd Year	Principal, Teachers	Aug. 2018-May 2019		
SWC # 2	Students will not pass freely from one class to another, and they will not go to the restroom during passing period	3 rd Year	Principal, Teachers	Aug. 2018-May 2019		Teacher feedback

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 CAP plan for special education.
- Objective 3f:* Update the technology in accordance with the technology plan.
- Objective 3g:* Incorporate career awareness through the regular curriculum.
- Objective 3h:* Provide transition programs for students entering 1st grade, 3rd grade, and 6th grade.
- Objective 3i:* 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 3j:* 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 2018 - May 2019	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 2019	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-2019	PEIMS records	Discipline records
	A select group of students in 4 th -5 th grade will participate in the Design for Change program intended to empower students to make a difference in their community.	3 rd Year	Community Volunteer, Possibly ACU students, Principal	Oct.-Dec. 2018	Community resources	
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. 2018	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 K-2 nd grade and 3 rd -5 th grade		Principal Counselor ESC Consultant Child Advocacy Center	Fall 2018	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		Counselor	Aug.. 2018	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 and At Risk with modifications.		Counselor, WCTSSA, ESL Coordinator, PEIMS	Aug 2018	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 2018 - May 2019	Evaluation of technology	Copy of plan
SWC # 10	Incorporate the use of the Internet Grade Book to record grades and attendance.		Principal, PEIMS, Technology Coordinator	Aug 2018 - May 2019	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 2018 - May 2019	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. 2018	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. 2018	Assessment Result Reports	STAAR and RPTE results
SWC # 9, 10	Summer school for Migrant students as well as other struggling students		Superintendent Principal	Jun 2019	General Fund	Student list
SWC # 9, 10	Backpacks of food for the weekend will be given to children in extreme poverty situations.	4 th Year	Counselor	Aug 2018 - May 2019	Abilene Food Bank	List of Students participating

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 October.		Counselor ESC Consultant	Each semester	ESC GT	Copies of selection report
SWC # 10	G/T students and A Honor Roll students will have the opportunity to participate in UIL Academics	3 rd Year	G/T Teacher, Parent Volunteer, Principal	Oct. 2018 – Nov. 2019	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 K, 2nd and 5th grade students.		Counselor, teachers, principal	May. 2019		Copies of activities
SWC # 10	A suicide prevention program will be implemented in coordination with the overall guidance program emphasizing self-esteem for 4-5 grades.		Counselor	Once per year		Copy of program
SWC # 10	Conflict resolution programs will be presented.		Counselor	Spring 2019	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 2018 - May 2019	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 2018 - May 2019		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 2018 - May 2019		Lesson plans
SWC # 10	Expand the Conscious Discipline program campus wide by providing professional development opportunities to all staff. CD Expansion Team will provide support to teachers as they implement conscious discipline.	3 rd Year	Principal, Teachers	Aug 2018 - May 2019	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.	4 th Year	Principal	Aug 2018 - May 2019	General Fund, Activity Fund	
SWC # 10	Robotics programs will be incorporated to meet the needs of G/T students.	6 th Year	Counselor, Principal G/T facilitator, Teachers	Aug 2018 - May 2019		Program outline
SWC # 10	Participate in Red Ribbon Week activities to create awareness of Drug use.		Principal, Counselor, Local Police	Oct. 2018	ESC Consultant	Activities
SWC # 5	Recruit highly qualified staff through incentive program for any vacant positions.		Superintendent, Principal	Apr. 2018 - Jun. 2019		Advertising

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