

Roscoe Elementary School
Campus Improvement Plan
2023-2024

**Roscoe Collegiate ISD
SCHOOL BOARD MEMBERS
2023 - 2024**

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SBDM Committee Members
2022 - 2023**

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2023 – 2024 Comprehensive Needs Assessment Members

District – Roscoe Collegiate ISD

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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 rigorous and relevant instructional strategies.

2022 - 2023

Title I, State Compensatory Education, and Special Education Funds

DIRECT COSTS (96% OF TOTAL)	AMOUNT OF SERVICE			TOTAL AMOUNT OF SERVICE
	Elem.	ECC	LSOA	ECC/ELEM./LSOA COMBINED
TEACHERS / PARAPROFESSIONAL Title I Campus	\$49,841.06	\$38,461.04	-----	\$88,302.10
CONTRACTED SERVICES (Title I Administration costs) Region 14 Educational Service Center	\$4,420.00	\$2,080.00	-----	\$6500
LSOA/STRIDE	-----	-----	\$584,007.90	\$584,007.90
INDIRECT COSTS Supplies - Homeless	\$68.00	\$32.00	-----	\$100.00
Supplies-Materials (for books, computer programs, & technology needs)	\$6,120.00	\$2,880.00	-----	\$9,000.00
Title I TOTAL	\$60,449.00	\$43,453.04	\$584,007.90	\$687,910.00
Special Education				
TEACHERS			\$132,697.00	\$132,697.00
Supplies			\$300.00	\$300.00
Travel			\$200.00	\$200.00
Shared Service Co-Op			\$90,000	\$90,000
Special Education Total			\$223,197.00	\$223,197.00
State Compensatory Education				
State Compensatory Education Total			\$240,747.00	\$240,747.00

	Enrollment	Percent
Elementary	203	68%
ECC	94	32%
Total	297	100%

Narrative

The 2022-2023 data, the basis of this improvement, reveals that Roscoe Collegiate Elementary School serves students in First through Fifth 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. Sixty-five percent of the students served are Hispanic and thirty-one percent of the students served are White, with the remainder being African American or Multi-cultural.

Roscoe Collegiate 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 other in-house professional development. 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 and the Process Champions Team.

Roscoe Collegiate 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 programs 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. 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 and classroom teachers.

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, book fair, Pop Tarts with Pals, Breakfast with Buddies, 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 and to communicate via email or phone, campus Facebook account, the Remind App or Class Dojo App, 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 teachers 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 2023).

Total student population:	<u>Elementary 199</u>	
Ethnicities	Number	% of Total
Multicultural	1	0.50%
African American	6	3.02%
Hispanic	130	65.33%
White	62	31.16%
Native American	0	0%
Asian	0	0%
Special Populations		
Eco. Disadvantaged	106	53.27%
LEP/ESL	23	11.56%
Migrant	0	0%
At-Risk	66	33.17%
Special Education	23	11.56%
Gifted & Talented	10	5.03%

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, 3 with over 20 years of experience, 4 with 11-20 years of experience, 9 with 6-10 years of experience, and 2 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. 2022-2023 improvement plan
10. Attendance Data
11. Review of 1st – 5th expected enrollment, actual enrollment, and breakdown of enrollment

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 HQIM
 - 5) Implementation of Intervention Strategies and Progress Monitoring
 - 6) Implementation of Capturing Kids Hearts
 - 7) Implementation of T-TESS 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 CBAs and MAP Assessments in 1st - 5th 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 1-5
7. Detection of numeracy and math deficits in students 1-5
8. Transitioned to campus wide 1-1 technology in grades 1-5
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 the number of students closing performance gaps in all areas.
4. Increase the 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 the 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 ELAR 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 all assessments.

2023 - 2024 Goals

76% of third grade students will achieve Approaches, 37% will achieve Meets, and 13% Masters on the 2023-2024 STAAR Math assessment.

60% of fourth grade students will achieve approaches and 27% will achieve Meets, and 7% Masters on the 2023-2024 STAAR Math assessment

87% of fifth grade students will achieve approaches and 30% will achieve Meets, and 9% Masters on the 2023-2024 STAAR Math assessment on the first administration.

83% of fifth grade students will achieve approaches and 23% will achieve Meets, and 11% Masters on the 2023-2024 STAAR Science assessment.

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

86% of third grade students will achieve approaches and 64% will achieve Meets, and 25% Masters on the 2023-2024 STAAR Reading assessment.

86% of fourth grade students will achieve approaches and 54% will achieve Meets, and 11% Masters on the 2023-2024 STAAR Reading assessment.

77% of fifth grade students will achieve approaches and 37% will achieve Meets, and 13% Masters on the 2023-2024 STAAR Reading assessment.

Sub-population Goals

The percentage of Economically Disadvantaged students performing at Meets on STAAR Math in grades 3 through 5 will increase from 10% at BOY 2022 to 40% at EOY 2023.

The percentage of Hispanic students performing at Meets on STAAR Reading in grades 3 through 5 will increase from 13% at BOY 2022 to 40% at EOY 2023.

The percentage of White students performing at Meets on STAAR Reading in grades 3 through 5 will increase from 17% at BOY 2022 to 50% at EOY 2023.

Primary Strategies to accomplish 2023 - 2024 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 through 5, and six weeks tests in grades 1 through 5 to evaluate the mastery of knowledge, concepts, and skills – and to be used to adjust instruction if needed.
3. Data teams will discuss student performance in relation to the Texas Essential Knowledge and Skills
4. Data teams may discuss formative and summative data as well as changes in classroom instruction.
5. 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.
6. Struggling learners will receive intervention in the classroom and during tutorials by the teacher and the Intervention Specialist.
 - 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 school and morning tutorials.
 - d. An Intervention Specialist will help serve struggling students, help teachers find and use research - based interventions, and help with MAP progress monitoring.
 - e. A Certified Teacher will be hired for Math Tutoring purposes in 4th and 5th grade.
7. WICOR + SC, Wonders Curriculum, Eureka Math, and Saxon Phonics will be used to provide differentiated instruction that is engaging, rigorous, and relevant.
8. Implementation and use of a problem of practice that has students actively engaged in building advanced reading and writing skills.
9. Implementation of a reading fluency program in 1st and 3rd grade to improve reading fluency rates
10. First-Fifth grades will continue with the Wonders Reading Curriculum along with Eureka Math Curriculum. Teachers will have more of an opportunity to informally assess their students as they work with individual students and small groups.
11. At least ninety minutes of reading and math instruction in grades 1-5.
12. Writing and reading intensive science and social studies in grades 1-5.
13. Instructional coaches will provide coaching in literacy, data teams, and the common instructional framework, and curriculum use.
14. 1st – 3rd grade students will use a phonics program to increase early literacy skills.
15. Teacher to teacher observations and instructional rounds will be used to further develop a common instructional language and to further evaluate student work.
16. The implementation of schoolwide Capturing Kids Hearts with the emphasis on creating a school family to build connection and cohesiveness between staff, students, and parents.
17. Remote Conferencing will be available during quarantine for COVID.
18. Implementation of high – quality instructional materials and assessments aligned to instructional planning calendars.
19. Clear roles and expectations will be developed for campus instructional leaders.
20. Grade Level Team PLCs will be conducted weekly along with data meetings after every Six Weeks CBA and MAP Growth Test.

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 98% 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:

76% of third grade students will achieve Approaches, 37% will achieve Meets, and 13% Masters on the 2023-2024 STAAR Math assessment.

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Objective 1c: Ensure that all special education students meet ARD expectations and pass all STAAR assessments.

Objective 1d: Ensure that all 3rd – 5th grade students pass the STAAR Reading and Math tests.

Summative evaluation: STAAR Results, TAPR, MAP, Six Weeks Check Points

Academics

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
Use STAAR disaggregation to improve scores		Counselor IC's Principal	August 2023 - January 2024	Eduphoria AWARE, ESC contracted services - General Fund	AWARE Reports
Use STAAR disaggregation to monitor special education student results		Counselor, ESC Consultant, Principal, Special Education Teacher, WCTSSA, IC	August 2023 - January 2024	Workshops, AWARE Reports, WCTSSA personnel General Fund	Special Education student STAAR reports
Use Kinder - 3rd grade vertical alignment (aligned according to TEKS and STAAR objectives).		Principal, elementary teachers, IC	August 2023 - May 2024	General Fund	Meeting Minutes Agendas
Phonics program for 1-3 grade to develop acceptable reading and writing skills		Principal, teachers, IC	August 2023 - May 2024	General Fund	Purchase Order/Invoice
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 2023 - May 2024	General Fund	
Early detection of student areas of weakness in literacy in lower grades through assessment.		Interventionist Specialist, K-3 rd teachers, IC	Aug. 2023 May 2024	TPRI, Six Week Check Points, MAP General Fund, Title One Funds	Copies of test results
Implementation of a program to increase fluency rates of students in first and second grade to address fluency goal.	6th Year	Intervention Specialist, 1 st - 3rd teachers, IC	Aug. 2023 – May 2024	TPRI, Read Live, General Fund, Title I Funds	Copies of test results
Studies Weekly will be available in the 1 st – 5 th grade classroom to support reading instruction with expository text for Social Studies and Science.		1 st – 5 th Teachers, Principal, IC	Aug.2023– May 2024	Studies Weekly, TEKS Resource System,	
Detection of student areas of weakness in math in 1 st -5th grades through assessment.		Intervention Specialist, 1 st -5th teachers, IC	Aug. 2023 – May 2024	Six Week Check Points, Zearn, Eureka Math General Fund, Title One Funds, MAP Growth	Copies of test results
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, IC	Aug. 2023 - - May 2024	Title I Funds	Copies of test results
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 st -5 th teachers, IC	Aug. 2023 – May 2024	General Fund, Title I Funds, TPRI, Think Through Math, MAP Growth, STAR test	Copies of test results
Certified Teacher will be hired for a Math Tutor for grades 4 and 5.		Tutor, Principal, Counselor	Aug. 2023-May 2024		
Retained Highly Qualified Paraprofessionals for Special Education instruction support.		Superintendent, Principal, IC	Aug. 2023- May 2024	General Fund, Title I Fund	Enrollment and progress reports
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, IC	Daily	Promethean Boards, computers, technology personnel	Lesson plans, observation
Accelerated Reader will be used to motivate students to read and to assess their reading abilities and growth.		All teachers, library paraprofessional, IC	Ongoing (daily)	AR program, computers	Added value monitoring based on AR

					reports (reading growth)

Academics

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
Distribute iPads/Laptops to all 1-5 grade students which will assist in taking AR tests in the classroom.		Principal	Aug. 2023	General Fund/Title II Funds	iPads distributed, AR participation records
Students will be provided opportunities to take AR assessments in the library and in the classroom with the use of iPads/laptops.	8th Year	Principal, Librarian, Teachers	Daily	General fund	AR Reports
Read Live for 1 st through 3 rd grade and will be used in 4 th grade for intervention purposes only.		Principal, ICs, Teachers	Daily	iPads, teacher training	Read Live Reports
Zearn and MAP will be used to detect students who are struggling with literacy (1-5), and math (1-5).		Intervention Specialist, Principal, K-5 Teachers, IC	Sept.2023, Jan.2024, May 2024	General Fund, Title One Funds	Student improvement will be charted using the TTM and TPRI tools.
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, IC	Aug. 2023- April 2024	General Fund	Purchase Order/Invoice
Teachers in grades 1-5 will give six weeks CBAs 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 2-5, IC	Aug. 2023 -May 2024	Eduphoria! AWARE, ESC contracted services, General Fund	Test schedule and results
Six weeks CBAs 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, IC	Sept. 2023-May 2024	Eduphoria! AWARE, ESC contracted services - General Fund	Reports
Action plans may be developed and implemented in each content area in grades 1 – 5 to address weak TEKS as determined by six weeks CBAs data.		Principal, 1 st – 5 th Teachers, IC	Sept. 2023 – April 2024	Eduphoria! AWARE reports, General Fund	Reports-Six weeks Assessments, Post Tests, STAAR
All 1-5 teachers will mentor their struggling students during time provided by the principal.		Principal Teachers IC	Aug 2023 - May 2024	Master schedule	Copy of schedule and student assignments
Students who do not perform satisfactorily on the six weeks check points or on other class work will be retained in tutorials.		Principal Teachers IC	Aug 2023- May 2024	Master schedule	Copy of schedule and student assignments
Students identified for RTI will be retained in tutorials, and during the school day.		Principal Teachers IC	Aug 2023 – May 2024	Master Schedule	Copy of schedule and student assignments
Utilize tutorial class period for students to increase STAAR scores.		Principal Teachers IC	Aug 2023- May 2024	Master schedule	Copy of schedule and student assignments

Analyze District STAAR reports, and Item Analysis Summary Reports for teachers to prepare for 2023 STAAR, MAP		Counselor ESC Consultant IC	Aug - Sept. 2023	AWARE Reports, TEA Reports MAP	AWARE Reports
Daily use of high – quality materials and assessments that are aligned to instructional planning calendars.	3 rd Year	Principal, Instructional Coach's, Teachers, Counselor, IC	Aug. 2023 – May 2024	General Fund, Title I,	Eduphoria, Campus Calendar
Maintain high attendance rate through recognition of classroom perfect attendance.		Principal Secretary PEIMS , IC	Each six weeks, May 2024	Elementary Activity Fund	Attendance report
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, IC	Every 3 weeks	Envelopes, Postage	Phone log and list of home visits/ Attendance Report
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
Implement a District Truancy Policy according to 2016 Texas Law and State Mandates.	8 th Year	Attendance Officer, Attendance Clerk	Weekly	General Fund	Attendance Report Truancy Filing Report
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	9 th Year	Principal, Asst. Principal Attendance Officer, Attendance Clerk	Daily	General Fund	Attendance Report Truancy Filing Report
Encourage outstanding academic achievement through incentive awards for A and AB Honor Roll for 1 st through 5 th grade and 10+ Growth SWAG tags.		Principal Secretary PEIMS	Each six weeks, May 2024	ABC Fund, Elementary Activity Fund	Grade report
All Elementary RLA teachers will become ESL certified and maintain ESL certification and receive updates.		RLA teachers	August 2023 - May 2024	General Fund for reimbursement of successful assessments.	Copies of certificates
Class meeting time in the classrooms to integrate calendar, PBIS, and safety.	4 th year	Teachers	August 2023- May 2024		Lesson plans
Study Island, Zearn, Motivation Math and Reading, and STAAR Master will be used for STAAR preparation in grades 1-5. Think - up Math/Reading, Lowman strategies		All teachers, IC	Aug. 2023 - May 2024	General Fund, Title I Fund	Lesson plans
All core teachers will receive the initial 30 hour GT training and will continue with the 6 hour update in years after.		Principals, Teachers, ICs	Aug. 2024 – November 2024		

Academics

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
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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. 2023- -May 2024	General Fund	Lesson plans and school calendar.
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.2023	General Fund	Photos and student work
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.	11th Year	Principal 3-6 Teachers Research Specialist IC	Fall 2023	General Fund	Projects, Project Fair Sign-in Sheets
Retention of an elementary instructional coach to provide coaching in literacy, data teams, learning stations, and the instructional framework.	11th Year	Superintendent, Principal	Aug. 2023 - May 2024	Title II Funds	Enrollment and progress reports, Instructional Rounds Input
Teachers will work in data teams to discuss formative assessment results and to adjust instruction accordingly.	9th Year	Principal 1-5 Teachers IC	Aug. 2023- May 2024	General Fund	Assessment Reports
Students will write to learn and write critically across the curriculum in every class period.		Principal Teachers IC	Aug. 2023- May 2024	General Fund	Writing assignments, Journals
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.	9thYear	Principal	Feb. 2023– April 2024	General Fund	Competition Results
Zearn will be used for Math supplemental instruction.		Principal, Teachers, IC	Aug. 2023 – 2024	Title I Fund	Purchase Order invoice
UIL Academics	3 rd Year	Teachers, Counselor, Principal	August 2023 – May 2024		

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 weeks 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 2024.

Communication

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
Parents will be invited to participate with their students in learning activities at school during the evening (Literacy Night, Math Night, etc.).		Principal, Teachers	At least once a year	General fund - postage	Sign-in sheets, invitations
Meet the Teacher Evening will be held in order to allow parents, students, and teachers some time to meet before school begins.		Superintendent Principal Teachers	Aug. 2023		Sign- in Sheets
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. 2024		Survey
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/Federal Programs Coordinator	Aug. 2023 Sept. 2023		Sign - in Sheets and Minutes
Various programs will be implemented to involve parents in their children's education, including 1 st -3 rd grade Christmas Program, Six Flags Read to Succeed, Book Fair, Book It, Band Concerts, Elementary Track Meet, Fall Festival, Literacy Night, Muffins with Moms and Donuts with Dads, Pop Tarts with Pals, Breakfast with Buddies, etc.		Teachers	As scheduled throughout the 2023 - 2024 school year.	Awards - General Fund	Scheduled activities
Parents will be invited to attend a Student Symposium where students present their project posters.		Teachers Principal	Fall 2023	Postage - General fund	Sign-in sheets, invitations
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.		Teachers Principal Secretary	Each six weeks	General fund - price of certificates and other awards	List of awards

Communication

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
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 2023	Roscoe Times - Advertising date Newsletter, letters sent	Advertisement and sign - in sheet of grandparents attending
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. 2023 - May 2024	Nolan County Sheriff's Dept.	Dates of programs
3 rd grade students will attend the Safety City field trip.		Principal Elementary teachers	Fall 2023		Notice of trip
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
District Site Base Decision-Making Committee Meetings will be held regularly each month.		Superintendent Principal Counselor	First Monday of each month		Agendas and Minutes
Roscoe students will be recognized for achievement in all areas through the Sweetwater Reporter.		Principal Secretary	Bi - Weekly		Newspaper articles
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
A monthly newsletter showing upcoming events and important information and dates will be sent home to parents.		Principal	Monthly	Paper, Copies, General fund	Copies of letters
Parents will be planning and facilitating our yearly events such as Fall Festival, etc.		Principal, Parents, Teachers	Aug. 2023 - May 2024	Student Activity Fund,	Sign-up sheets
Information regarding preparation for STAAR success is provided during the 4 th six weeks.		Teachers, Counselor	Jan. 2024 – Feb. 2024	General Fund	copies of reports
Parent information on such topics as discipline, drug/alcohol use, parenting skills, nutrition, etc. will be shared monthly.		Counselor Parents Teachers Principal	Spring 2024	General Fund	sign in sheets; copy of programs presented
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
1 st through 3 rd grade students will perform a Christmas program during the last week of school before Christmas break		Teachers Music Teacher	Dec. 2023		copy of invitation
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 2023 -2024	Postage - General fund	Copies of Notices
Ascender will be continued for 2023 - 2024		Principals, Secretary, Business Office, PEIMS Clerk	Aug. 2023 - May 2024		Hits on this site

Teachers and administrators will communicate with parents via push notifications, text messages, and email using the web page and Remind apps, Google Classroom, Newsletters, and Facebook.	7 th Year	Principal, Teachers	Aug. 2023 -May 2024		

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:* Assist in providing transition programs for students entering 1st 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

Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
DARE program for 5th grade students/DARE graduation.		Nolan County Sheriff's Office, Counselor	Aug 2023 - May 2024	Nolan County Sheriff's Department	Date verification and Student/Teacher Feedback
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-2024	PEIMS records	Discipline records
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. 2023	Workshops - ESC	Copies of procedures and LPAC members, minutes of meetings, etc.
Capturing Kids Hearts 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
Anti-bullying programs for 1 st - 5 th grade: Happy Bear, Bully Busters, CKH, etc.		Principal Counselor ESC Consultant Child Advocacy Center	Fall 2023	ESC 14 & Child Advocacy Center	Program outline
Provide information for special programs to all teachers and parents and their requirements in the student handbook		Principal, Counselor	Aug. 2023	Student Handbook - printing costs - General Fund	Handbook
Notify all teachers of all students they have that are identified for ESL, Special Ed., 504, GT, At Risk with modifications, and HB 4545 documentation.		Counselor, WCTSSA, ESL Coordinator, Interventionist, Special Education Teacher, PEIMS	Aug 2023	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 2023 - May 2024	Evaluation of technology	Copy of plan
Continue using Ascender to record attendance.		Principal, PEIMS, Secretary	Aug 2023 - May 2024	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 2023 - May 2024	Technology fund	Maintenance records
All teachers will receive training for special education students and the ARD process.		WCTSSA, Special Ed Teacher Counselor, Principal	Aug. 2023	WCTSSA	Sign-in of teachers
Use the STAAR and TELPAS disaggregation to monitor the ESL student results.		Principal, ESL Coordinator Counselor, Teachers	Oct. 2023	Assessment Result Reports	STAAR and RPTE results
Summer school for Migrant students as well as other struggling students		Superintendent Principal	June 2024	General Fund	Student list

Programs

Activities/ Strategies	Status	Person Responsible	Timeline	Resources/ Allocation	Formative Evaluation
G/T students will be identified as an open nomination process with yearly nominations during the month of November.		Counselor ESC Consultant GT Coordinator	Each semester	ESC GT	Copies of selection report
G/T students and all other students will have the opportunity to participate in UIL Academics	6thYear	G/T Teacher, Parent Volunteer, Principal	Oct. 2023– Nov. 2024	General Fund	List of participants
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
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
Coordinate efforts with local organizations to identify migrant families.		Secretary, PEIMS Migrant Coordinator	Monthly		Daily Logs
Implement career awareness activities in all grade levels.		Counselor Teachers	Monthly		Lesson plans
Implement transition activities for Kinder		Counselor, teachers, principal	May 2024		Copies of activities
A suicide prevention program will be implemented in coordination with the overall guidance program emphasizing self-esteem for 1-5 grades. (CKH)		Counselor	Once per year		Copy of program
Conflict resolution programs will be presented. (CKH)		Counselor	Spring 2024	ESC	Copy of program outline.
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 2023 - May 2024	General Fund, Title I Funds	Think Through Math, TPRI, STAAR Results; ARD, 504, and RTI Meetings minutes
Students will be screened for dyslexia using various testing programs according to the dyslexia handbook.		Dyslexia Interventionist, WCTSSA	Aug 2023- May 2024		Copies of screenings
Students identified as dyslexic will receive instruction using a research-based program of multi-sensory instruction		Principal, Intervention Specialist	Aug 2023 - May 2024		Lesson plans
Implement the PBIS program 1 st through 5 th grades. (CKH)	1 st Year	Principal, Teachers	Aug 2023 - May 2024	General Fund	Walk-through and formal observations, ESC 14 monitor, Book study documentation
Students will have the opportunity to support each other for various positive acts during the week and during the Celebrate Success assembly.	5th Year	Principal	Aug 2023 - May 2024	General Fund, Activity Fund	
Robotics programs will be incorporated to meet the needs of G/T students.	7th Year	Counselor, Principal, G/T facilitator, Teachers	Aug 2023- May 2024		Program outline
Participate in Red Ribbon Week activities to create awareness of Drug use.		Principal, Counselor, Local Police	Oct. 2023	ESC Consultant	Activities

Title I School-Wide Elements

- Comprehensive Needs Assessment
- Campus Improvement Plan
- Parent and Family Engagement

APPENDIX

Title I, Part A Descriptions

Description 1:

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b (1)1-

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Description 2:

How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Description 3:

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)

Description 4:

The poverty criteria that will be used to select school attendance areas under Section 1113

Description 5:

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Description 6:

The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act

Description 7:

The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116

Description 8:

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Description 9:

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A

Description 10:

How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Description 11:

How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom. which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Description 12:

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Description 13:

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will (Section 1112(b)(13))

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.