

Bastrop Independent School District
Red Rock Elementary
2018-2019 Campus Improvement Plan

RED ROCK



ROADRUNNERS

Mission Statement

The mission of Red Rock Elementary is to produce life-long learners who exhibit excellence; To do whatever it takes to ensure students are prepared for the world with 21st century skills, ready to excel to the next level.

Vision

RRE Vision Statement

We are accountable for:

- Promoting growth for all
- Creating lifelong learners
- Empowering individual and team excellence
- Engaging and serving as an integral part of our community

Somos responsables de:

- Promover el crecimiento para todos
- Crear individuos dispuestos a aprender durante toda su vida
- Fortalecer la excelencia individual y de equipo
- Ser parte integral y servir a la comunidad

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Red Rock Elementary will develop and maintain a system of instruction which differentiates for every student's individual needs.	14
Goal 2: Red Rock Elementary will increase the effectiveness of communication throughout the BISSD community.	26
Goal 3: Red Rock Elementary will recruit, equip, and retain staff to increase continuity and quality.	28
Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.	32
Comprehensive Support Strategies	38
State Compensatory	41
Budget for Red Rock Elementary:	41
Personnel for Red Rock Elementary:	42
Title I Schoolwide Elements	43
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	43
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	43
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	43
Title I Schoolwide Element Personnel	44
2018-2019 Campus Site-Based Committee	45
Campus Funding Summary	46

Comprehensive Needs Assessment

Revised/Approved: August 27, 2018

Demographics

Demographics Summary

2017-2018 School Year		
Category	<i>Number</i>	<i>Percentage</i>
Total student population	694	100%
African American	5	.72%
Asian	0	0%
Hispanic	529	75.9%
Multi-Race	16	2.31%
Native American	0	0%
White	144	20.75%
Sex		
Male	355	51.15%
Female	339	48.85%
English Language Learners	333	48%
Bilingual	320	46.1%
Eco Disadvantaged	553	79.7%
Gifted and Talented	26	3.75%
At-Risk	470	67.7%
Special Education	60	8.6%

2018-2019 School Year		
Category	<i>Number</i>	<i>Percentage</i>
Total student population	614	100%
African American	3	>1%
Asian	0	0%
Hispanic	483	78.7%
Multi-Race	13	2%
Native American	0	0%
White	115	19%
Sex		
Male	296	48%
Female	318	52%
English Language Learners	310	50.4%
Bilingual	171	27.8%
Economically Disadvantaged	498	81%
Gifted and Talented	25	4%
At-Risk	421	68.5%
Special Education	61	9%

Demographics Strengths

Over the last two year period, the demographic population has remained relatively stable at about 50% ELL and 81% Economically Disadvantaged.

1. Students in special populations continue to demonstrate progress, yielding projected gains in Domain III. Specifically, students identified as At Risk, Economically Disadvantaged, Special Education, and English Language Learners show reading and math.
2. Demographic comparison at the student group level shows these three sub-populations often include the same students. Therefore, as gains are made in the quality of Tier 1 and 2 instruction and result in increased performance, this growth affects all student groups as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Red Rock Elementary, there continues to be a presumed under-identification of services to economically disadvantaged students.

Root Cause: Several factors contribute to the under-identification of students of poverty including: lack of parent understanding and education and fear of coming to the campus or completing the application.

Student Academic Achievement

Student Academic Achievement Summary

State Measures for grades 3-4 for Red Rock Elementary: STAAR Testing

2016-17	2017-18
Reading	Reading
3rd 54%	3rd 68%
4th 54%	4th 47%
Math	Math
3rd 65%	3rd 80%
4th 77%	4th 69%
Writing	Writing
4th 40%	4th 33%

Student Academic Achievement Strengths

At Red Rock Elementary, student achievement strengths include:

1. Growth in 3rd grade STAAR Math "Approaches" category performance from 65% to 80%.
2. Growth in quartile movement in Domain 3 from quartile 3 to top of quartile 2, indicating that students are making a year or more of progress and at risk performance gaps are being closed incrementally.
3. Growth in TELPAS English Language Proficiency scores resulted in a overall score increase from 61 to a 65 for the campus, indicating that students are advancing in their English proficiency.
4. Grades Kinder-2nd BAS, TPRI, and TEJAS LEE performance show gains in PLC-selected skills focus ranging from 12-48% from beginning to end of year in 17-18.
5. Grades K-4 Istation reading performance show overall tiers 1 and tier 3 gains either in the 'moderate growth' or "above expected" growth for 17-18.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At Red Rock Elementary, students in 3rd and 4th grades demonstrated performance regression on state STAAR assessments in Reading. **Root Cause:** Student performance in reading indicates a need for the implementation and refinement of a guided reading program in K-4.

School Processes & Programs

School Processes & Programs Summary

Red Rock Elementary will begin its 19th year serving elementary students in BISD for the 2018-19 school year. Red Rock Elementary is a rural campus, situated 13 miles down farm road 20, approximately half way between Bastrop and Lockhart. The campus welcomed students back for the 18-19 school year with an initial enrollment of 614 students. Red Rock Elementary serves students in grades PK-4th grade.

In all grades the students are served by a single teacher for core subject areas. All students attend one specials class per day (physical education twice a week, computer, music, and art once a week). Curriculum used for core content areas consists of TEKS resource system, BISD Curriculum Bitly, and integration of state approved, district adopted instructional materials in all core subjects and fine arts.

For 2018-19, RRE has made the adjustment of moving from departmentalized teaching to self-contained teaching in grades 3 and 4 to allow for stronger rapport among teachers and families, increased level of efficacy and ownership, and decreased loss of instructional time.

Additionally, RRE has increased elementary teacher PLC time by adding a 2pm-3:45pm time daily, which results in increased planning time for each grade level 1 per week or 1 time every 8 days in order to better target Tier I and II instruction.

School Processes & Programs Strengths

1. RRE needs assessment identified the focus on Sheltered Instruction training and strategies for the whole school, specific instructional focus for the campus on student data folders and conferencing, PLC refinement, and Instructional Rounds practices as primary strengths.
2. Also noted as a strength is the comprehensive Response to Intervention program which includes push in and pull out intervention, teacher and student data tracking assistance and planning, increased efficiency in early intervention of dyslexia and special education, and consistency in small group instruction across the campus.
3. Red Rock Elementary has successfully completed the turnaround process and earned a "Met Standard" rating for the 2015-16, 2016-17 and 2017-18 school years. In the past two years, Red Rock has improved its quartile movement in the group of comparable schools from quartile 4 in multiple areas to quartile 2 and 3.
4. The campus performance for the 17-18 school year indicate an increase in "Relative Performance" for the population served and an increase in overall score when English Language Proficiency growth is factored into this score.
5. The campus has developed a system for weekly content and grade level PLC's, collaborative lesson planning, shared leadership, and whole staff bi-monthly professional development. May 2018 needs assessment also indicates that instructional time is protected from interruption at RRE.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although significant increases were seen in 17-18, at RRE there is a continued need to increase the cognitive level of teacher questioning, student talk, and student tasks according to Instructional Rounds data. **Root Cause:** Teachers are highly aware of the need to scaffold learning for a variety of needs such as learners of English. Often times, content is scaffolded down rather than process.

Problem Statement 2: While significant growth can be seen in tier 3 student groups, monitoring of Tier 2 and 3 student achievement on grade level assessments indicates a need to ensure all learners are exposed to grade level curriculum and rigor during class time. **Root Cause:** While Tier 3 students receive pullout to intervene for global skill gaps, these students may still be receiving too much remediation in Tier I instructional time, as evidenced in Instructional Rounds data and STAAR approaches, meets, and masters data.

Perceptions

Perceptions Summary

Needs assessment was conducted at Red Rock Elementary in both May and June of 2018. These needs assessments revealed that school culture and climate were both listed as primary strengths using the Critical Success Factors, yet also remain one of main areas and goals in which the school based leadership team will continue to focus to promote growth.

Quality feedback and discussion from staff, parents, and students indicate the ongoing need to continue to nurture a school climate that can reach and sustain an expectation of high achievement, as well as one that promotes a growth mindset for every student and every staff member. In 2018, the team further identified a need for increased and high quality staff and student cultural integration and parent education and training.

Perceptions Strengths

1. Red Rock Elementary's school based leadership team identified several strengths in this area, including a very clean and organized school and environment, overall positive staff and parent relationships and perceptions, a focus on limited interruptions during learning time, a frequently visible administrative team and coaches, staff and student sense of safety, and consistent and deep use of PBIS practices on the campus.
2. Specifically noted in the needs assessment was a high level of involvement of an active PTA and the benefits of BISD's new parent involvement liaison in the planning and execution of campus events and family involvement opportunities.
3. School needs assessment also included a review of BISD surveys conducted with staff, parents, and students. Each of these three surveys showed satisfaction ratings higher than the district average on almost every criterion.
4. 100% full time of staff at RRE are highly qualified and 100% of classroom teachers are now ESL certified.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At Red Rock Elementary, there are a small number of students with severe discipline problems that impede the effectiveness of teaching and instruction.

Problem Statement 2: At Red Rock Elementary, varied efforts at improving attendance have resulted in a marginal improvement with continued high numbers of chronically absent students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Red Rock Elementary will develop and maintain a system of instruction which differentiates for every student's individual needs.







Performance Objective 1: By May 2019, Red Rock will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%. Red Rock Elementary will develop students into productive members of the community and society by addressing their social-emotional, behavioral, and affective needs.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data, RRE Counseling program

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) RRE will implement a comprehensive PBIS plan and committee for all students including campus-wide expectations and incentives, Beep Beep store, and Character Commendations. This committee will also meet monthly to review and address discipline and program trends and needs. (1B)</p>		<p>Leads: Principal, Assistant Principal Others: Teachers, PBIS Committee</p>	<p>Reduction in office referrals and behavior infractions; Reduced classroom disruption and/or time out of instruction.</p>				
<p>Funding Sources: 211 - Title I, Part A - 1500.00</p>							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) RRE will staff and utilize Campus Behavior Support personnel to improve student behavior and increase learning time as a result. (1B)</p>		<p>Leads: Principal, Assistant Principal Other: Behavior Coach</p>	<p>Reduced referrals, Increased time in class; Deal with serious behaviors swiftly</p>				
<p>Funding Sources: 199-024 - State Compensatory Education - 17111.00</p>							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) RRE will implement Second Step social emotional learning curriculum daily to all students during dedicated time in master schedule. (1D)</p>	<p>2.5, 2.6</p>	<p>Lead: Principal Others: Counselor, Assistant Principal, Classroom teachers</p>	<p>Reduced behavior infractions and office referrals; High level of social, emotional, and academic engagement of students.</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 6</p> <p>6) RRE will offer a comprehensive counseling program to all students that includes anti-bullying, suicide prevention, violence prevention, Red Ribbon Week Drug Prevention, and conflict resolution. Format will include guidance lessons in a variety of settings such as class lessons, small group sessions, individual sessions, and campus initiatives and activities. (1C, 1D)</p>		<p>Lead: Counselor Others: Principal</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>7) In 2018-19, RRE will move to an entirely self-contained model for all grades to promote stronger teacher to student and school to home relationships, minimize transitions and lost instructional time, and allow instructional flexibility for a high level of differentiation.</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Lead: Principal Others: Classroom Teachers</p>	<p>Increased and more efficient school to home communications, stronger teacher and student rapport, and increased learning time for all students.</p>				

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 4</p> <p>8) RRE will track and promote attendance using the following methods: daily calls to absent students; weekly class and grade level attendance awards and recognition, completion of attendance contract for habitual absences, and home visits as needed.</p>	<p>2.4</p>	<p>Lead: Assistant Principal</p> <p>Others: Attendance clerk, teachers, Principal</p>	<p>Increase of attendance rate; Goal of 98.5%</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Red Rock Elementary will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: In 2018-19, Reading will be a campus-wide priority area for improvement and student performance will meet or exceed the following performance targets overall and for all student groups in Reading:

- 80% Approaches Grade Level
- 50% Meets Grade Level
- 20% Masters Grade Level
- 70% Progress Domain 3 Closing Gaps

AND student performance will meet or exceed the following performance targets overall and for all student groups in Writing:

- 70% Approaches Grade Level
- 45% Meets Grade Level
- 15% Masters Grade Level
- 70% Progress Domain 3 Closing Gaps


Evaluation Data Source(s) 2: 2019 State STAAR Reporting

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Red Rock Elementary will continue implementing a campus literacy committee and initiative to sustain the efforts of literacy development for all students. (2B)</p>		<p>Leader: Principal</p> <p>Others involved: Literacy Committee; Classroom teachers</p>	Meeting minutes of Literacy Committee and implementation of campus based literacy events for families.				
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) RRE will implement the Word Warriors reading challenge program, which is an in house initiative designed to build fluency and accuracy with the 1,000 most frequently used words in English. (2B)</p>	2.4, 2.6	<p>Lead: Instructional Coach and literacy committee</p> <p>Others: Teachers</p>	Students will progress at their challenge level to build proficiency with common words, leaving capacity to tackle more difficult words and resulting in better reading fluency and comprehension.				

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) All RRE Teachers evaluated with the T-TESS rubric will develop and implement a measurable Student Learning Outcome goal, or SLO, that focuses on an essential literacy skill in each grade level. (2A)</p>	2.4	Lead: Principal, Assistant Principal Other: Teachers	A yearlong focus on literacy growth at the student level will yield gains in reading level, fluency, and comprehension for all students.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) All staff who deliver instruction at RRE will receive training on BISD's Bitly and Curriculum platform at the beginning of the year and throughout to ensure the use of our guaranteed and viable curriculum necessary for student success. (2A)</p>	2.4, 2.6	Lead: Principal, Instructional Coaches Other: PLC leaders, teachers	Strict adherence to BISD's curriculum platform will ensure a comprehensive curriculum in content and strategy are delivered to all students and all standards are well-covered.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) RRE professional staff in grades Kinder-2nd grade will receive Fountas and Pinnell Guided Reading training fro Region 13 Service Center to support best practice reading instruction with fidelity in all primary classrooms. (2A)</p>	2.4, 2.5, 2.6	Lead: Principal Others: Teachers, Instructional Coach	Greater consistency and fidelity of guided reading practices will also result in ensuring all students are reading on grade level.				
<p>Comprehensive Support Strategy</p> <p>6) Red Rock Elementary will employ two instructional coaches and these individuals will receive comprehensive coaching training through a BISD and Region 13 collaborative.</p>		Leader: Principal Others involved: Instructional Coaches, Chief Academic Officer, Region 13 Consultants	Implementation of coaching cycle and specific coaching strategies in classrooms. Coach leadership of PLC's and Data meetings and transition to effectively teacher led meetings.				
Funding Sources: 211 - Title I, Part A - 2300.00							

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>7) RRE will retain day time interventionist positions to provide small group instruction to close gaps and build proficiency for Tier 1, 2, and 3 students in grades 3 and 4 from October through May. (2B)</p>	Principal	Achievement of student progress goal				
	Others involved: 3rd and 4th grade teachers, instructional coaches					
Funding Sources: 199-030 - SCE on Schoolwide - 12000.00						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) RRE will allocated additional State Compensatory Education and Title I funds to the staffing of Response to Intervention paraprofessionals to provide small group instruction to tier 2 and 3 students. (2D)</p>	Lead: Principals Others: RTI lead teacher, RTI team, classroom teachers	Service and growth of all Tier 2 and 3 students in reading, writing, and math.				
	Funding Sources: 211 - Title I, Part A - 53000.00					
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>9) Red Rock Elementary will ensure questioning and activities are regularly taught at the cognitive level of state assessments in grades 3 and 4 by providing and using Mentoring Minds Motivation materials and programs in reading and writing. (2B)</p>	Leader: Principal Others involved: Classroom teachers in grades 3 and 4, Instructional Coaches	Increased performance on short cycle and MOCK STAAR assessments. Weekly walk-through data noting implementation.				
	Funding Sources: 211 - Title I, Part A - 3000.00					
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>10) Red Rock Elementary will ensure concept development that is aligned to the level of state assessment is provided to students during instruction by providing Brainpop and FLOWcabulary programs in Reading and Writing. (2B)</p>	Leader: Principal Others involved: Classroom teachers	Increased student engagement and comprehensible input and vocabulary.				
	Funding Sources: 199-025 - Bilingual/ESL - 4000.00					
<p align="center">Comprehensive Support Strategy</p> <p>11) RRE will implement the use of student data folders and student conferencing/goal setting to promote ownership of learning and progress. (2D)</p>	Lead: Principal, Assistant Principal Others: Coaches, Teachers	Increased student achievement on B,M,E assessment.				

12) RRE will fund subscription renewal for Accelerated Reader and Buncee programs to promote student time spent with eyes on text, publishing writing, and cultivating a love of reading and writing. (2B)		Lead: Library Media Specialist Others: Principal, PTA, volunteers	Annual goal of 20 million non-required additional words read by students.				
Funding Sources: 211 - Title I, Part A - 1800.00							
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>13) RRE will implement Istation reading to instruct, assess, and progress monitor reading growth for students K-4. (2B, 2D)</p>	2.5, 2.6	Lead: Principal	Reading skills growth over time for all students.				
14) RRE will partially fund a proportional amount of the Tango subscription share to implement TPRI and TEJAS LEE literacy testing and progress monitoring. (2B)		Lead: Principal Others: Instructional coaches, Assistant Principal, Classroom teachers	Administration of TPRI and TEJAS Lee, progress monitoring, and increased achievement in grades K-2nd.				
Funding Sources: 211 - Title I, Part A - 2600.00							
							

Goal 1: Red Rock Elementary will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: In 2018-19, student performance will meet or exceed the following performance targets overall and for all student groups in Math:

80% Approaches Grade Level

50% Meets Grade Level







20% Masters Grade Level

75% Progress Domain 3 Closing Gaps

Evaluation Data Source(s) 3: 2019 STAAR Reporting

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) All staff who deliver instruction at RRE will receive training on BISD's Bitly and Curriculum platform at the beginning the year and throughout to ensure the use of our guaranteed and viable curriculum necessary for student success. (2A)</p>	2.4, 2.6	Lead: Principal Others: Instructional Coaches, PLC leads, teachers	Strict adherence to BISD's curriculum platform will ensure a comprehensive curriculum in content and strategy are delivered to all students and all standards are well-covered.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) RRE will implement Imagine Math for individualized instruction and progress monitoring for students in grades 3-4.</p>	2.4	lead: principal	Increased students skills and performance on math assessments and math STAAR test.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) RRE will implement Istation Math for individualized instruction and progress monitoring for students in grades K-2. (2D)</p>	2.4, 2.5, 2.6	Lead: Principal Others: RTI lead, Instructional Coaches, Teachers	Increased achievement in math on grade level academic targets and assessments.				

<p>Comprehensive Support Strategy</p> <p>4) RRE will implement the use of student data folders and student conferencing/goal setting to promote ownership of learning and progress. (2D)</p>		<p>Lead: Principal, Assistant Principal</p> <p>Others: Coaches, Teachers</p>	<p>Increased student achievement on B,M,E assessments.</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>5) RRE will retain day time interventionist positions to provide small group instruction to close gaps and build proficiency for Tier I, 2, and 3 students in grades 3 and 4 from October through May. (2D)</p>		<p>Principal</p> <p>Others involved: 3rd and 4th grade teachers, instructional coaches</p>	<p>Achievement of student progress goal</p>				
<p>Funding Sources: 199-030 - SCE on Schoolwide - 12000.00</p>							
<p>6) Red Rock Elementary will ensure questioning and activities are regularly taught at the cognitive level of state assessments in grades 3 and 4 by providing and using Mentoring Minds Motivation materials and programs in Math.</p>		<p>Leader: Principal</p> <p>Others involved: Classroom teachers in grades 3 and 4, Instructional Coaches</p>	<p>Increased performance on short cycle and MOCK STAAR assessments.</p> <p>Weekly walk-through data noting implementation.</p>				
<p>Funding Sources: 211 - Title I, Part A - 3000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Red Rock Elementary will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: In 2018-19, performance of students who are identified as ELL, Economically Disadvantaged, Special Education, or Hispanic will meet or exceed the following performance targets:

- 80% Approaches Grade Level
- 50% Meets Grade Level
- 20% Masters Grade Level
- 75% Progress Domain 3 Closing Gaps

Evaluation Data Source(s) 4: 2019 STAAR Reporting

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>1) RRE will implement an English Learner Mentor position in which 2 certified staff members serve 30 students to add monitoring and promote growth. This case management will include parent outreach, implementation of "7 Habits of Highly Effective Students," Super Saturday engagement, and regular campus check-in with students. (2C)</p>		<p>Lead: 2 EL Case Managers</p> <p>Others: EL Department, Principal</p>	<p>Closing the achievement gap: Improved progress monitoring, rapport, engagement, and achievement of EL students.</p>				
<p>Funding Sources: 263 - Title III - 1500.00</p>							
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 7</p> <p>2) RRE classroom teachers serving English Learner students in an English as a Second Language setting will receive PLC support and planning from EL department in the implementation of Sheltered Instruction best practices. (2C)</p>	2.4, 2.6	<p>Leads: Principal, EL Director</p> <p>Other: 3rd and 4th Grade Teachers, EL Specialist</p>	<p>Implementation of research based Sheltered Instruction practices and resulting increased academic achievement for English Learners.</p>				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>3) RRE classroom teachers serving students in BISD's Early Exit Language Program will receive weekly PLC support and classroom modeling and coaching to ensure model alignment and quality programming. (2C)</p>	2.4, 2.6	<p>Lead: Principal, EL Director Others: K-2nd Bilingual Teachers, EL Specialist</p>	<p>Implementation with fidelity of BISD Bilingual Program and increased language and academic growth for English Learners.</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>4) RRE will ensure students are able to develop conceptual understanding by making content comprehensible and building background knowledge with use of Flowcabulary, Brainpop, Discovery Streaming, and Pebble Go database.</p>		<p>Leader: Principal Others involved: Classroom teachers, Instructional Coaches</p>	<p>Evidence program use in lesson plans and walk-through observations. Increased student engagement and regular use of sheltered instruction best practices: visuals and background knowledge.</p>				
<p>Funding Sources: 199-025 - Bilingual/ESL - 2300.00, 211 - Title I, Part A - 2000.00</p>							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 3 CSF 5</p> <p>5) RRE will implement a 100% completion initiative of free and reduced lunch applications to ensure accurate reporting and maximum services to all students.</p>		<p>Lead: Principal Others:Registrar, Cafeteria Manager, BISD Communications Department.</p>	<p>Accurate identification and services to economically disadvantaged students.</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) RRE will implement Breakfast in the Classroom, universal free lunch, and NIBBLES Backpack Food Program to better meet the basic needs of economically disadvantaged students.</p>		<p>Lead: Principal Other: Cafe Manager, Counselor, Classroom teachers</p>	<p>Closing the achievement gap: Increased student achievement as a result of meeting hierarchy of student needs.</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) RRE will launch ACE after school program to serve at risk students. Program will provide academic tutoring, enrichment classes, snack and dinner, and transportation Monday-Friday.</p>	2.4, 2.6	<p>Leads: ACE Coordinator and Principal Others: Certified Teachers</p>	<p>Closing the achievement gap: Increased achievement of at risk students as a result of program's instruction and services.</p>				
<p>Funding Sources: 199-030 - SCE on Schoolwide - 0.00</p>							

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>8) RRE will implement research based Co-Teach models in all Special Education Inclusion settings and 100% of classroom teachers will receive Co-Teach professional development at beginning and middle of year. (2C)</p>	<p align="center">2.4, 2.6</p>	<p>Lead: Principal Others: Assistant Principal, Special Education Team Lead, Classroom Teachers</p>	<p>Closing the achievement gap: Quality delivery of co-teaching models and strategies will result in increased academic performance of students receiving special education services.</p>				
--	--------------------------------	---	---	--	--	--	--

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Red Rock Elementary will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Red Rock Elementary will provide families and parents with timely and accurate communication and necessary information to support their child's education at school and at home on a consistent basis in English and Spanish.

Evaluation Data Source(s) 1: Comparison of Spring 2018 and Spring 2019 Parent Survey results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>1) Red Rock Elementary will host events designed to inform, education, and involve parents and families, including:</p> <p>Title I Night Open House Veteran's Day Fall Festival Literacy Night and Spring Fling Math Night Science Fair</p> <p>(3A, 3C)</p>		<p>Leader: Principal</p> <p>Others involved: Classroom teachers, paraprofessionals, PTA, Parent and community volunteers</p>	Sign in sheets from each event indicating increased involvement from families for 2018-19.				
Funding Sources: 211 - Title I, Part A - 1500.00							
<p>Critical Success Factors CSF 6</p> <p>2) All Parent or Guardian inquires at RRE, including phone calls, emails, or notes, will be returned by a staff member within 24 hours. (3A, 3C)</p>		<p>Lead: Principal</p> <p>Others: Office staff, classroom teachers</p>	Increased trust, rapport, and efficient communication between families and school.				

<p>3) Red Rock Elementary will provide school to home communication as follows:</p> <p>Monthly Campus Newsletter School Messenger Phone Blasts Campus Website Weekly Thursday Folders Campus Facebook Monthly Literacy Education Newsletters</p> <p>(3A, 3C)</p>		<p>Leader: Principal</p> <p>Others involved: Office Staff, Webmaster, Teachers</p>	<p>Spring Parent Surveys will show positive and constructive feedback to evaluate and refine current communication practices.</p>				
---	--	--	---	--	--	--	--

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue


Goal 3: Red Rock Elementary will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: Red Rock Elementary will recruit, hire and maintain highly qualified staff.

Evaluation Data Source(s) 1: End of year voluntary turnover goal of less than 5 certified staff.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Red Rock Elementary will assign new staff mentors for guidance and growth and new to campus staff with partners for support and growth. Mentees, mentors, coaches, and administration will take part in and meet all expectations of BISD's mentoring program for 2018-19.</p>		<p>Leader: Principal</p> <p>Others involved: New staff, New to campus staff, mentors and mentees</p>	Retention and success of first year teachers and new to campus staff.				
<p>2) Red Rock Elementary will conduct Learning Walks regularly to allow staff to observe and learn from one another, both at their choosing and at the direction or suggestion of their appraiser for support.</p>		<p>Leader: Principal, Assistant Principals, Instructional Coaches</p> <p>Others involved: Classroom teachers, Professional staff</p>	<p>Completing learning walk feedback forms</p> <p>Evidence of skill growth in both weekly walk-through and T-TESS growth process.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Red Rock Elementary will continue to be an Instructional Rounds campus and will conduct a minimum of 3 campus and network rounds with a team of RRE teachers, coaches, and administration.</p>		<p>Lead: Principal</p> <p>Others: Instructional Rounds Team</p>	Use of high yield practices in all classrooms.				
Funding Sources: 211 - Title I, Part A - 1800.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) RRE Admin will clarify various opportunities for staff to provide input on decision-making and feedback. RRE administration will also implement staff surveys at least quarterly to seek and act upon this feedback.</p>		<p>Lead: Principal</p> <p>Others: Teachers, Staff</p>	Increased and varied opportunities for staff to provide feedback in preferred method; Use of routine feedback to improve the campus culture, staff retention, and student learning.				

Comprehensive Support Strategy 5) Red Rock Elementary will provide K-4 content area teachers with additional planning time after Fall and Spring assessment cycles to plan for the next 9 weeks of instruction in math, writing, and reading.	Leader: Principal Others: K-4 Teachers and Coaches	Creation of collaborative lesson and unit plans in K-4 math and reading following Fall assessment cycle.				
	Funding Sources: 211 - Title I, Part A - 6000.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 6) RRE will participate in high yield professional conferences, such as AIE, ASCD, and Lead Forward for best practice training.	Lead: Principal Others: Coach, AP, teacher leads	Increased use of high yield, high engagement learning strategies.				
	Funding Sources: 211 - Title I, Part A - 5000.00					
						

Goal 3: Red Rock Elementary will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 2: Red Rock Elementary will provide staff with effective professional development that will ensure teacher growth and positively impact student achievement.

Evaluation Data Source(s) 2: Staff survey feedback on professional development

End of year turnover rates

T-TESS process and conferencing

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) RRE will focus on refinement of PLC's, lesson quality, and Tier 1 and 2 instruction by meeting 90-195 minutes per week and implementing established shared ownership, roles, and norms for the duration of the school year. These times reflect additional PLC time of 60-95 minutes per week in each grade and content area for 2018-19.</p>		<p>Lead: Principal</p> <p>Others: Teachers</p>	<p>Increased student engagement and lesson rigor resulting in higher student achievement.</p> <p>Tier 2 instructional plans with greater skills and group specificity that result in increased student performance.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Red Rock Elementary will host twice monthly faculty professional development for certified staff through meetings focused on high yield best practices, sheltered instruction, and other research based practices.</p>	2.5, 2.6	<p>Leader: Principal, Assistant Principals, Instructional Coaches</p> <p>Others involved: Teacher leaders</p>	<p>Documented delivery of professional development to meet needs indicated by classroom walk-through data, voiced teacher needs.</p> <p>Evidence of training and strategy implementation.</p>				
<p>Critical Success Factors CSF 7</p> <p>3) Increase capacity of campus staff to improve research-based instructional practices guided by TTESS dimensions and program requirements by participating in content- and program-specific professional development including: Kilgo training Region 13 support, and specialized training such as dyslexia, RTI, 504, GT, and fine arts professional development.</p>		<p>Leader: Principal</p> <p>Others involved: Teachers</p>	Completion of training and classroom implementation				
<p>Funding Sources: 211 - Title I, Part A - 5400.00</p>							

Comprehensive Support Strategy 4) Red Rock Elementary Instructional Coaches will receive coaching training and support in an ongoing manner through Region 13, Jim Knight, and CAMT conference.	Leader: Principal Others involved: Instructional Coaches, Region 13 staff, Jim Knight, CAMT	Documented coaching cycles and modeled lessons. Improvement of practices as noted in weekly walk-through data.				
	Funding Sources: 211 - Title I, Part A - 2500.00					


Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Red Rock Elementary will engage the community to strengthen partnerships that support the evolving needs of students.

Evaluation Data Source(s) 1: Participation in school activities and events by community and businesses increased from 2017-18 as evidenced by campus visits, volunteer hours, and event attendance and collaboration.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) RRE will host Working Wednesdays for families who want to volunteer but may not be able to commit to ongoing or consistent time. The sessions will be all day and will welcome approved volunteers to help complete a variety of projects of their choosing and increase engagement based on the time and talents of our school population. (3A, 3B, 3C)</p>		<p>Lead: Principal</p> <p>Others: Librarian</p>	<p>Increased parent presence and involvement on campus. Time to speak with and hear from new families and receive feedback.</p>				
<p>Funding Sources: 211 - Title I, Part A - 150.00</p>							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) RRE will implement a "Breakfast in the Classroom" initiative in 2018-19 in which 100% of students will be provided breakfast and will eat with their teacher in classrooms daily.</p>	2.4, 2.5	<p>Lead: Principal</p> <p>Others: Food services, teachers</p>	<p>Students physical and affective needs will be better met allowing for higher level of academic engagement and social-emotional well-being.</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) RRE will recruit and retain mentors among local businesses, community organizations, and parent base to meet weekly with students identified in need. RRE will increase the number of campus mentors by 10% in 2018-19. (3B)</p>	2.6	<p>Lead: Counselor</p> <p>Others: District Mentor Coordinator, Teachers, Administration</p>	<p>Closing the gap: Increased academic and behavioral performance of at risk students.</p>				

4) RRE will engage students, families, and local organizations in special occasion assemblies to promote culturally and historically responsive teaching, parent involvement, and student performance opportunities. Programs include Diez y Seis Hispanic Heritage, Veteran's Day, African American History Month, and Thanksgiving and Holiday variety shows. (3A, 3B, 3C)	2.4, 2.5, 2.6	Lead: Music Teacher, Team Leaders	Increased opportunity for parent and community involvement.				
<p align="center">Critical Success Factors</p> <p align="center">CSF 6</p>	Lead: Principal						
	Funding Sources: 211 - Title I, Part A - 1600.00						
6) RRE will host a pre-K and Kinder roundup event at which we will pre-assess students academically and behaviorally, educate parents with summer literacy and math strategies, and begin to build positive family relationships.		Lead: Principal Other: Kinder team, office team, paraprofessional team	Attendance and registration at roundup event; distribution of parent materials				
Funding Sources: 211 - Title I, Part A - 300.00							
							

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: Red Rock Elementary will identify and self-assess using Community and Student Engagement measures and criteria.

Evaluation Data Source(s) 2: End of year school and community evaluation process and rubric in focus areas

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>1) 2018-19 Community Engagement and Parental Involvement Goals: (3A, 3C)</p> <p>Community and Parental Involvement</p> <p>Parents will be provided with monthly campus newsletters and weekly communication from classroom teachers.</p> <p>Fine Arts</p> <p>Students will have the opportunity to participate in an annual art contest and have their work displayed in downtown Bastrop.</p> <p>Wellness & Physical Education</p> <p>Students will participate in a minimum of 20 minutes per day of recess, as well as physical education classes during specials time 2-5 times per week.</p> <p>21st Century & Workforce Development</p> <p>Red Rock Elementary will conduct a school-wide Economic Fair.</p> <p>Digital Learning Environment</p> <p>District Technology Specialist will provided targeted professional development through modeling in individual classrooms and will participate in grade level PLC's to provide strategies.</p> <p>Gifted & Talented</p> <p>The gifted and talented teacher and cluster teachers will collaborate to provide instruction and projects that challenge GT students both in GT placement and the general classroom placement.</p>		<p>Leader: Principal</p> <p>Other staff involved: Classroom teachers, PE teacher, Music teacher, Art teacher, GT teacher, Attendance committee</p>	<p>Improvement in 3 community and school engagement focus areas</p>				
--	--	--	---	--	--	--	--



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress




= Discontinue

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 3: RRE will prioritize safety by auditing and improving building security procedures and emergency response protocols.

Evaluation Data Source(s) 3: Emergency Training logs; Drill logs; Updated campus safety binder

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) RRE will review and update all building security and emergency protocols, collaborating and debriefing all drills with Bastrop PD and other local law enforcement, and increasing drill frequency to: 9 Fire Drills/Year 9 Lock Down Drills/Year 4 Severe Weather Drills/Year (1A)		Lead: Assistant Principal Others: Principal, School Safety Team, Bastrop ISD PD	Increased collaboration on emergency management planning and increased awareness among staff and students.				
Critical Success Factors CSF 6 2) RRE will train all staff on protocols for emergency response and drills at beginning of year and will establish a campus safety team to conduct practices and assess needs for further training regularly. (1A)		Lead: Assistant Principal Others: Principal, School Safety team	Increased efficiency in emergency management drills and training among staff.				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	RRE will implement a comprehensive PBIS plan and committee for all students including campus-wide expectations and incentives, Beep Beep store, and Character Commendations. This committee will also meet monthly to review and address discipline and program trends and needs. (1B)
1	1	8	RRE will track and promote attendance using the following methods: daily calls to absent students; weekly class and grade level attendance awards and recognition, completion of attendance contract for habitual absences, and home visits as needed.
1	2	1	Red Rock Elementary will continue implementing a campus literacy committee and initiative to sustain the efforts of literacy development for all students. (2B)
1	2	2	RRE will implement the Word Warriors reading challenge program, which is an in house initiative designed to build fluency and accuracy with the 1,000 most frequently used words in English. (2B)
1	2	3	All RRE Teachers evaluated with the T-TESS rubric will develop and implement a measurable Student Learning Outcome goal, or SLO, that focuses on an essential literacy skill in each grade level. (2A)
1	2	4	All staff who deliver instruction at RRE will receive training on BISD's Bitly and Curriculum platform at the beginning the year and throughout to ensure the use of our guaranteed and viable curriculum necessary for student success. (2A)
1	2	5	RRE professional staff in grades Kinder-2nd grade will receive Fountas and Pinnell Guided Reading training fro Region 13 Service Center to support best practice reading instruction with fidelity in all primary classrooms. (2A)
1	2	6	Red Rock Elementary will employ two instructional coaches and these individuals will receive comprehensive coaching training through a BISD and Region 13 collaborative.
1	2	7	RRE will retain day time interventionist positions to provide small group instruction to close gaps and build proficiency for Tier 1, 2, and 3 students in grades 3 and 4 from October through May. (2B)
1	2	8	RRE will allocated additional State Compensatory Education and Title I funds to the staffing of Response to Intervention paraprofessionals to provide small group instruction to tier 2 and 3 students. (2D)
1	2	9	Red Rock Elementary will ensure questioning and activities are regularly taught at the cognitive level of state assessments in grades 3 and 4 by providing and using Mentoring Minds Motivation materials and programs in reading and writing. (2B)
1	2	10	Red Rock Elementary will ensure concept development that is aligned to the level of state assessment is provided to students during instruction by providing Brainpop and FLOWcabulary programs in Reading and Writing. (2B)
1	2	11	RRE will implement the use of student data folders and student conferencing/goal setting to promote ownership of learning and progress. (2D)
1	2	13	RRE will implement Istation reading to instruct, assess, and progress monitor reading growth for students K-4. (2B, 2D)

Goal	Objective	Strategy	Description
1	3	1	All staff who deliver instruction at RRE will receive training on BISD's Bitly and Curriculum platform at the beginning the year and throughout to ensure the use of our guaranteed and viable curriculum necessary for student success. (2A)
1	3	2	RRE will implement Imagine Math for individualized instruction and progress monitoring for students in grades 3-4.
1	3	4	RRE will implement the use of student data folders and student conferencing/goal setting to promote ownership of learning and progress. (2D)
1	3	5	RRE will retain day time interventionist positions to provide small group instruction to close gaps and build proficiency for Tier I, 2, and 3 students in grades 3 and 4 from October through May. (2D)
1	4	1	RRE will implement an English Learner Mentor position in which 2 certified staff members serve 30 students to add monitoring and promote growth. This case management will include parent outreach, implementation of "7 Habits of Highly Effective Students," Super Saturday engagement, and regular campus check-in with students. (2C)
1	4	2	RRE classroom teachers serving English Learner students in an English as a Second Language setting will receive PLC support and planning from EL department in the implementation of Sheltered Instruction best practices. (2C)
1	4	3	RRE classroom teachers serving students in BISD's Early Exit Language Program will receive weekly PLC support and classroom modeling and coaching to ensure model alignment and quality programming. (2C)
1	4	4	RRE will ensure students are able to develop conceptual understanding by making content comprehensible and building background knowledge with use of Flowcabulary, Brainpop, Discovery Streaming, and Pebble Go database.
1	4	5	RRE will implement a 100% completion initiative of free and reduced lunch applications to ensure accurate reporting and maximum services to all students.
1	4	6	RRE will implement Breakfast in the Classroom, universal free lunch, and NIBBLES Backpack Food Program to better meet the basic needs of economically disadvantaged students.
1	4	7	RRE will launch ACE after school program to serve at risk students. Program will provide academic tutoring, enrichment classes, snack and dinner, and transportation Monday-Friday.
1	4	8	RRE will implement research based Co-Teach models in all Special Education Inclusion settings and 100% of classroom teachers will receive Co-Teach professional development at beginning and middle of year. (2C)
2	1	1	Red Rock Elementary will host events designed to inform, education, and involve parents and families, including: Title I Night Open House Veteran's Day Fall Festival Literacy Night and Spring Fling Math Night Science Fair (3A, 3C)
3	1	5	Red Rock Elementary will provide K-4 content area teachers with additional planning time after Fall and Spring assessment cycles to plan for the next 9 weeks of instruction in math, writing, and reading.
3	1	6	RRE will participate in high yield professional conferences, such as AIE, ASCD, and Lead Forward for best practice training.

Goal	Objective	Strategy	Description
3	2	1	RRE will focus on refinement of PLC's, lesson quality, and Tier 1 and 2 instruction by meeting 90-195 minutes per week and implementing established shared ownership, roles, and norms for the duration of the school year. These times reflect additional PLC time of 60-95 minutes per week in each grade and content area for 2018-19.
3	2	2	Red Rock Elementary will host twice monthly faculty professional development for certified staff through meetings focused on high yield best practices, sheltered instruction, and other research based practices.
3	2	4	Red Rock Elementary Instructional Coaches will receive coaching training and support in an ongoing manner through Region 13, Jim Knight, and CAMT conference.
4	1	3	RRE will recruit and retain mentors among local businesses, community organizations, and parent base to meet weekly with students identified in need. RRE will increase the number of campus mentors by 10% in 2018-19. (3B)

State Compensatory

Budget for Red Rock Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$154,201.00
	6100 Subtotal:	\$154,201.00

Personnel for Red Rock Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Vinklarek	Paraprofessional	Response to Intervention	.9
Jana Moore	Title I Lead Teacher	Response to Intervention	1.0
Kathey Johnson	Paraprofessional	Behavior Support	.5
Leticia Esparza	Paraprofessional	Response to Intervention	.9
Nora Miranda	Paraprofessional	Response to Intervention	.9

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carroll Sadler	Instructional Coach	Instruction	1.0
Open Position as of 7/31/17	Paraprofessional	Response to Intervention	1.0
Victoria Balderas	Paraprofessional	Response to Intervention	1.0

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Laura Krcmar	Principal
Administrator	Kelly Hubley	Assistant Principal
Classroom Teacher	Amber Moss	4th Grade Teacher
Classroom Teacher	Anne Bradbury	3rd Grade Teacher
Classroom Teacher	Melissa Schlabach	2nd Grade Teacher
Classroom Teacher	Sarah Macwatters	1st Grade Teacher
Classroom Teacher	Christy Henson	Kindergarten Teacher
Classroom Teacher	Joanna Catlett	Pre-K Teacher
Paraprofessional	Angela Vinklarek	Paraprofessional
Classroom Teacher	Ada Beltran	ELL Case Manager
Classroom Teacher	Jennifer Caldera	Bilingual Dyslexia Teacher
Non-classroom Professional	Katie Fehlker	Instructional Coach
Parent	Angela Raschke	Parent/PTA Board Member
Parent	Cathleen Martin	Parent/PTA Board Member
District-level Professional	Trish Flores	Director of Bilingual and ESL Programs
Community Representative	Dale Burke	Coordinator for Adult/Parent ESL Classes/Community in Action
Community Representative	Alois "Pete" Hoffman	VFW Post 2527
Business Representative	Brian Fitzhugh	Business Owner- Fetzer

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Second Step Curriculum		\$0.00
Sub-Total					\$0.00
199-024 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Staffing cost		\$17,111.00
Sub-Total					\$17,111.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PBIS Supplies and items for incentive programs		\$1,500.00
1	2	5	K-2 Guided Reading Training		\$2,300.00
1	2	8	Salary Compensation		\$53,000.00
1	2	9	Motivation Writing-Title I		\$3,000.00
1	2	12	AR Subscription Renewal-partial		\$1,800.00
1	2	14	Tango subscription share		\$2,600.00
1	3	6	Motivation Materials		\$3,000.00
1	4	4	Flowcabulary		\$2,000.00
2	1	1	Title I Part A Parent Involvement Funds		\$1,500.00
3	1	3	Sub funds: 6 subs x 3 days @ \$100/day per sub		\$1,800.00
3	1	5	Substitutes for planning and PLC coverage		\$6,000.00
3	1	6	Conference subs	subs	\$1,200.00
3	1	6	Conference registration	registration	\$3,800.00
3	2	3	Conference registration and associated fees/expenses; Substitutes		\$5,400.00
3	2	4	Conference Registrations		\$2,500.00
4	1	1	Title I part A Parent Involvement 1%- Supplies		\$150.00

4	1	5	Title I part A parent involvement for refreshments		\$1,600.00
4	1	6	Light refreshments- Parent Involvement funds		\$300.00
Sub-Total					\$93,450.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	EL Casemanager Stipend		\$1,500.00
Sub-Total					\$1,500.00
199-025 - Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10	Brainpop/Flowcabulary Subscription Renewal		\$4,000.00
1	4	4	Brainpop Subscription Renewal		\$2,300.00
Sub-Total					\$6,300.00
199-030 - SCE on Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$12,000.00
1	3	5	Interventionist hourly compensation		\$12,000.00
1	4	7	21st Century Grant		\$0.00
Sub-Total					\$24,000.00
Grand Total					\$142,361.00