Bastrop Independent School District

Red Rock Elementary

2019-2020

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 7 de equipo
- Ser parte integral y servir a la comunidad

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2017-2018 School Year		
Category	*Number*	*Percentage*
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	*Number*	*Percentage*
Total student population	627	100%
African American	5	>1%
Asian	0	0%
Hispanic	482	76.9%
Multi-Race	16	2.6%
Native American	0	0%
White	123	19.6%
Sex		
Male	324	51.7%
Female	303	48.3%
English Language Learners	318	50.7%
Bilingual	167	26.6%
Economically Disadvantaged	530	84.5%
Gifted and Talented	25	4%
At-Risk	440	70.2%
Special Education	75	12%

Demographics Strengths

Over the last two year period, the demographic population has remained relatively stable at about 50% ELL and 85% Economically Disadvantaged.

1. 4th Grade STAAR reading data had a 13% growth at the approaches performance level.

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

2017-18 (Approaches, Meets, Masters) 2018-19 (Approaches, Meets, Masters)
Reading   Reading
3rd 68%, 31%, 12%   3rd 54%, 24%, 16%
4th 47%, 24%, 10%   4th 60%, 23%, 9%
Math   Math
3rd 80%, 39%, 14%   3rd 59%, 28%, 8%
4th 69%, 38%, 21%   4th 71%, 33%, 14%
Writing   Writing
4th 33%, 19%, 3%   4th 39%, 12%, 3%

Student Academic Achievement Strengths

At Red Rock Elementary, student achievement strengths include:

Growth in 4th grade STAAR Reading "Approaches" performance level from 47% to 60% and grwoth in 3rd grade STAAR Reading "Masters" performance level from 12% to 16%.

Growth in TELPAS English Language Proficiency composite scores at the advanced high performance level for grades 1-4. The most significant growth was observed in 4th grade advanced high composite scores for 17-18 was 1.85% and for 18-19 was 17.24%. This growth indicates that students are making progress in the development in their English language.

Problem Statements Identifying Student Academic Achievement Needs

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

K-4.

School Processes & Programs

School Processes & Programs Summary

Red Rock Elementary will begin it's 20th year serving elementary students in BISD for the 2019-20school 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 grades PK-3, the students are served by a single teacher for core subject areas. In 4th grade, students are departmentalized and receive math/science instruction from one teacher and ELAR instruction from another. 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. With the new state ELAR TEKS, BISD adopted a new curriculum to align to the new TEKS.

For 2019-20, RRE now provides a full-day prekindergarten programming for students.

Additionally, RRE has increased elementary teacher PLC time by adding a 2pm-3:15pm time daily. 3rd and 4th grade teachers will have an additional scheduled time for planning each week and grades K-2 will rotate this time on alternating days. All certified teachers will participate in PLC training to futher understand the PLC process.

RRE has 50% EL students and to better meet the needs of these students, all certified teachers will partiicpate in Sheltered Instruction training this school year.

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. 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional Rounds and walk-through data indicates there is a continued need to increase the cognitive level of teacher questioning, student talk, and student tasks. **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 the 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 2019. 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.

Perceptions Strengths

1. Red Rock Elementary's school based leadership team identified several strengths 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At Red Rock Elementary, varied efforts at improving attendance have resulted in a marginal improvement with continued high numbers of chronically absent students. **Root Cause**: Many families at RRE have one vehicle, if a student misses the bus their may not be access to transportation to attend school.

Problem Statement 2: Walk-through and Instructional Rounds data indicates a need to further promote and develop a growth mindset for all students. **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 the process which can create a negative impact on growth mindset.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 1: By June 2020, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Source(s) 1: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Oct	Jan	Mar	June
1) Implement and annually review a comprehensive safety plan that includes safety training for students, faculty and staff.	Campus Safety Team	Increased staff emergency preparation and students feeling more safe in the learning environment.	65%	85%		
2) Increased collaboration with local law enforcement agencies in campus-based emergency response training.	Campus Safety Team	Increased staff emergency preparation and students feeling more safe in the learning environment.	75%	80%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 2: By June 2020, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Source(s) 2: PEIMS discipline data (current & longitudinal)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All staff received training on the BISD discipline matrix that is aligned to district expectations (safe, respectful and responsible). Additionally, staff was trained on how to enter discipline referrals into skyward along with FERPA guidelines.	Campus Administrative Team	Increased staff awareness on district behavior expectations along with consistent referral processes.	75%	75%		
2) Campus administrative team will conduct investigations in a consistent manner that promote and support a safe learning environment. Referral data will be reviewed on a monthly basis with the PBIS committee.	Campus Administrative Team and PBIS Committee	Increased consistency among investigations and referral data.	75%	85%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 3: By June 2020, 100% of staff will be trained in trauma, sexual abuse, human trafficking, and other maltreatment of children.

Evaluation Data Source(s) 3: Trauma Training agendas, sign-ins (August & Monthly Faculty Mtgs) & Safe Schools Audits

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) 100% of staff at RRE participated in training on sexual abuse, human trafficking and other maltreatment of children.	Administrative Team	Staff will have an increased understanding on how to identify children in a variety of unsafe conditions and how to access help for these children.	100%	100%	100%	
2) 100% of staff at RRE participated in the Trauma Informed Schools training to further understand how trauma and grief impacts student learning and behavior. Continued trauma training will be spiraled throughout the school year through faculty meetings.	Administrative Team and School Counselor	Staff will have an increased understanding and sensitivity to students that are experiencing trauma and grief.	100%	100%	100%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 4: By June 2020, 100% of campuses will have conducted threat assessments with ongoing training and implementation of emergency operations plans.

   Evaluation Data Source(s) 4:

   Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Campus Safety Team along with District Police Department will conduct threat assessments along with training to support the recognition of behaviors that may pose a threat to the campus.	Campus Safety Team and Chief Bunch	There will be an increase in understanding and recognition of potential risks along with creating a safer learning environment for all students.	25%	90%		
2) Implement multi-hazard emergency operation plan.	Campus Safety Team and Chief Bunch	The multi-hazard emergency operation plan will create a safer learning environment for all students and staff.	35%	75%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 5: By June 2020, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ADD RRE DATA
Full-Day ISS from 13 to 11
Part-Day ISS from 25 to 22
Full-Day OSS from 8 to 6
Part-Day OSS from 2 to 1
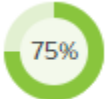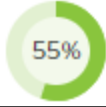
Evaluation Data Source(s) 5: PEIMS discipline data (current & longitudinal)

Summative Evaluation 5:

Strategy Description	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 & PBIS.	Administrative Team and PBIS Committee	Increased consistency in campus classroom management practices and common area expectations.	75%	80%		
2) Each classroom teacher has received the Second Steps SEL curriculum along with training on implementation. This curriculum will focus on students learning healthy coping skills.	Administrative Team and PBIS Committee	Discipline referrals will decrease as students learn proactive strategies to solve their conflicts.	100%	100%	100%	
3) Campus wide referral and positive reinforcement data will be reviewed monthly with the PBIS committee and quarterly with all faculty. Campus positive reinforcement systems include: * Beep Beep Store * Character Commendations * Brag Boards	Administrative team and PBIS committee	Reviewing referral and positive reinforcement data will support a firmer understanding of the correlation between positive reinforcement and student behavior.	70%	80%		
	Funding Sources: 211 - Title I, Part A - 500.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
4) RRE will staff and utilize Campus Behavior Support personnel to improve student behavior and increase learning time.	Campus Administration and CBS coach	There will be a reduction in student referrals and an increase in learning time for all students.	50%	55%		
Funding Sources: 199-024 - State Compensatory Education - 11518.95						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 1: By June 2020, 85% of Kinder-4th grade students will make one years growth in their reading level.

Evaluation Data Source(s) 1: Benchmark Assessment System (BAS), Istation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All classroom teachers will be provided training on Balanced Literacy, Guided Reading, the updated ELAR TEKS and the new district ELAR adoption materials.	Administrative Team, Instructional Coaches	Student reading levels will increase due to the consistent implementation of guided reading and balanced literacy practices.	95%	95%		
2) Campus Instructional Coaches will provide coaching cycles to develop and support best practices in literacy most especially balanced literacy.	Administrative Team	Student reading levels will increase with coaching cycles targeted to improve best practices in literacy.	65%	80%		
Funding Sources: 211 - Title I, Part A - 68804.76						
3) Consistent walk-throughs targeting balanced literacy and guided reading practices will ensure that all components of balanced literacy are being implemented to fidelity.	Administrative Team and Instructional Coaches	Student reading levels will increase due to all balanced literacy components and guided reading being implemented to fidelity.	85%	90%		
Funding Sources: 211 - Title I, Part A - 84567.14						
4) Classroom teachers in grades K-4 will have additional planning opportunities to deconstruct TEKS, analyze data and prepare for upcoming units of instruction. Grade levels will be provided 1/2 day of planning per 9 weeks.	Administrative Team/Instructional Coaches	Student reading levels will be positively impacted by teachers having time to better understand the focus TEKs for the unit, understanding current student data and planning time.	85%	90%		
Funding Sources: 211 - Title I, Part A - 9000.00						
5) Classroom teachers in grades 2-3 and new teachers in first grade will have a 1/2 day planning day to observe guided reading instruction, understand the new ELAR resources and plan for guided reading groups.	Administrative Team/Instructional Coaches	Student reading levels will increase due to the consistent implementation of guided reading and balanced literacy.	100%	100%	100%	
Funding Sources: 211 - Title I, Part A - 1000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
6) An orange LLI kit will be purchased to support students receiving Tier 3 Reading Intervention. LLI kits provide students access to research supported interventions.	Administration Team/RtI Lead/Instructional Coach	Students receiving Tier 3 Reading Intervention will make one year's growth in their reading level due to receiving consistent and effective interventions use LLI.	100%	100%	100%	
Funding Sources: 211 - Title I, Part A - 1600.00, 263 - Title III - 1600.00						
7) To support student growth in reading, the campus will fund the Accelerated Reader program. This program is designed to encourage reading through positive reinforcement systems.	Admin, ICs, Librarian	With consistent access to high interest reading materials and positive reinforcement systems, student reading levels will increase.	100%	100%	100%	
Funding Sources: 211 - Title I, Part A - 2200.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 2: By June 2020, BISD will increase :

Special Education Meets Student Performance :
-Reading (7% to 15 %) & Math (11% to 20%)

English Learner Meets Student Performance:
-Reading (15% to 25%) & Math (25% to 40%)

Overall Student Progress Performance:
-Reading (50% to 70%) & Math (58% to 75%)

Evaluation Data Source(s) 2: 2020 STAAR results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All teachers at RRE are ESL certified or will complete their certification process by the end of the school year.	Administrative Team	Students TELPAS & STAAR performance will be positively impacted by staff understanding strategies that best support EL.	100%	100%	100%	
2) All bilingual teachers and ESL exception teachers will participate in additional training opportunities provided through the district to target EL STAAR and TELPAS performance along with further understanding of the early-exit model.	Administrative Team	Students TELPAS & STAAR performance will be positively impacted by staff understanding strategies that best support EL.	75%	85%		
3) Staff will receive training on the co-teach model.	Administrative Team and Campus Special Education Team Lead	Implementation of effective co-teach models will have a positive impact on students' STAAR performance.	70%	70%		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
4) All certified staff will participate in a Sheltered Instruction training with John Seidlitz and receive the resource book "Seven Steps to a Language Rich Classroom."	Administrative Team/Instructional Coaches	EL student performance data on STAAR and TELPAS will be positively impacted as students are able to better access the curriculum through the use of sheltered instruction practices that support student listening, speaking, reading and writing.	0%	100%	100%	
Funding Sources: 263 - Title III - 6000.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 3: By June 2020, BISD will increase the overall Student Performance at Meets by at least 10% (25% to 30%) & Masters by at least 5% (10% to 12%).

Math - Meets (31% to 46%) Masters (11% to 23%)

Reading - Meets (25% to 44%) Masters (13% to 17%)

Writing - Meets (12% to 20%) Masters (3% to 10%)

Evaluation Data Source(s) 3: 2020 STAAR Results

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All campus staff received training on BIG 8 strategies. Implementation will be monitored through walk-throughs using the BISD form.	Administration Team	Sheltered instruction practices identified through BISD BIG 8 will positively impact student academic achievement.	75%	85%		
2) Campus Instructional Coaches will model and support the instruction of BISD BIG 8 strategies.	Instructional Coaches/Administrative Team	Sheltered instruction practices identified through BISD BIG 8 will positively impact student academic achievement.	75%	85%	100%	
3) To best support our Gifted and Talented Learners at least one teacher from each grade level will be GT certified.	Administrative Team	Students academic performance at the meets and masters level will increase due to receiving instruction aligned to best support their needs.	100%	100%	100%	
	Funding Sources: 211 - Title I, Part A - 500.00					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 4: By June 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative PLC work.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Campus Administration and Instructional Coaches received training on the effective facilitation of PLCs.	Adminstration Team/Instructional Coaches	Student academic performance will grow due to effective PLCs.	80%	100%	100%	
2) All certified teachers at RRE will receive the training "Group or Team" for effective PLCs. PLCs will receive support and modeling of effective PLCs from campus administration and instructional coaches.	Administration Team/Instructional Coaches	Student academic performance will positively impacted due to the implementation of effective PLCs.	100%	100%	100%	

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 1: By June 2020, we will increase communication with internal and external users by at least 25% through promoting student and staff success, building trust, and strengthening the district's brand and message.

Evaluation Data Source(s) 1: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Families at RRE will regularly receive communication from the campus in a variety of platforms including: phone blasts, weekly folders and monthly campus newsletters. All communication will be distributed in both English and Spanish. All communication from families will be followed-up within 24-hours.	Administrative Team and Campus Secretary	Families at RRE will have a clear understanding of campus activities. Efficient follow-up and regular communication with families will strengthen the home/school relationship.	60%	100%	100%	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 2: By June 2020, BISD will expand the number of community and business partnerships with BISD by 20%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) RRE will work with campus and community partners (CIS, truancy officers, SROs) to ensure all student needs are met.	Administrative Team/School Counselor	Strengthening community and campus partnerships will diversify resources available for our students and families to access.	50%	100%	100%	

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 3: By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 5% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Source(s) 3: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All office staff and paraprofessionals at RRE received customer service training.	Administrative Team	Creating a welcoming environment for all families will strengthen the home to school connection.	100%	100%	100%	
2) All students will engage in daily Social Emotional Learning lesson using the Frogstreet (PK) and Second Steps (K-4) curriculum. Campus announcements include a daily reminder of expectations and targeted goal. All staff received training on identifying bullying to ensure students safety is a priority.	Administrative Team/School Counselor	SEL lessons will increase student coping skills, reduce instances of bullying and discipline referrals.	85%	100%	100%	
3) RRE will host several activities to encourage parent engagement. Activities include: Open House, Fall Festival/Literacy Night, Math & Science Night, Flashlight Reading and Spring Fling.	Administrative Team	Activities designed to engage families will strengthen the partnership with families. Offering a variety of options will allow families to choose which ones are best for them.	45%	80%		
	Funding Sources: 211 - Title I, Part A - 1669.50					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			