

Bastrop Independent School District

Red Rock Elementary

2020-2021 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

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Comprehensive Needs Assessment

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		
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	627	100%
African American	5	>1%
Asian	0	0%
Hispanic	482	76.9%
Multi-Race	16	2.6%
Native American	0	0%

2018-2019 School Year		
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 Learning

Student Learning 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 Learning Strengths

At Red Rock Elementary, student achievement strengths include:

Growth in 4th grade STAAR Reading "Approaches" performance level from 47% to 60% and growth 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 Learning 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 its 20th year serving elementary students in BISD for the 2019-20 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 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 further understand the PLC process.

RRE has 50% EL students and to better meet the needs of these students, all certified teachers will participate 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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

- Student surveys and/or other feedback

Employee 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

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 2021, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Sources: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation: None

Strategy 1: Monitor and audit safety plans, drills and processes. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: Campus Safety Team ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: City/county officials participate in drills. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: Campus Safety Team ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide training for staff on safety drills. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: Campus safety team ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



Strategy 4: Provide training for staff on safety drills. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: Campus safety team ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 5: Conduct threat assessments as appropriate/needed. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: None ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 6: Provide guidance on recognizing harmful, threatening or violent behavior that may pose a threat. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: Campus safety plan ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 7: Implement multi-hazard emergency operation plans. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: Campus safety team ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 8: COVID related operational materials. Strategy's Expected Result/Impact: Increased access to COVID operational materials allows all stakeholders to feel more safe in the learning environment. Staff Responsible for Monitoring: Admin team and Campus safety plan ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Sources: PEIMS discipline data (current & longitudinal)

Summative Evaluation: None

<p>Strategy 1: Campus administrative team will conduct investigations in a consistent manner that promote and support a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Increased consistency among investigations and referral data.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team and PBIS Committee</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: All staff will receive ongoing classroom management training in the areas of bullying prevention and the district discipline matrix.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness on district behavior expectations along with a deeper understanding of bullying prevention strategies.</p> <p>Staff Responsible for Monitoring: None</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: There will be standardized procedures for referral data entry and referral data will be reviewed on a monthly basis with the admin team and PBIS committee.</p> <p>Strategy's Expected Result/Impact: Increased consistency among investigations and referral data.</p> <p>Staff Responsible for Monitoring: Admin team and PBIS committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness on district behavior expectations along with consistent referral processes.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5 %

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 Sources: Referral data

Summative Evaluation: None

<p>Strategy 1: 100% of staff at RRE participated in training on sexual abuse, human trafficking and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: RRE staff will continue to participate in continuing education on trauma-sensitive care and how grief and trauma affects student learning and behavior.</p> <p>Strategy's Expected Result/Impact: Staff will have an increased understanding and sensitivity to students that are experiencing trauma and grief.</p> <p>Staff Responsible for Monitoring: Administrative Team, CIS and School Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: RRE will establish common campus expectations through an active PBIS committee and practices including a positive reinforcement systems such as Beep Beep Store, Brag Boards and Character Commendations.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder understanding of common expectations and a safer learning environment.</p> <p>Staff Responsible for Monitoring: Admin team and PBIS committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 4: Provide ongoing SEL lessons and support for all students PK-12.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease as students learn proactive strategies to solve their conflicts. SEL increases the safety of all students by providing a safe learning environment.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Kinder Second Steps Kit - 211 - Title I, Part A - \$500</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: Campus wide referral and positive reinforcement data will be reviewed monthly with the PBIS committee and quarterly with all faculty.</p> <p>Campus positive reinforcement systems include:</p> <ul style="list-style-type: none"> * Beep Beep Store * Character Commendations * Brag Boards <p>Strategy's Expected Result/Impact: Increased understanding of behavior expectations and referral data will increase the safety for all stakeholders.</p> <p>Staff Responsible for Monitoring: Admin team and PBIS committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Beep Beep Store - 211 - Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 6: RRE will staff and utilize Campus Behavior Support personnel to improve student behavior and increase learning time.</p> <p>Strategy's Expected Result/Impact: There will be a reduction in student referrals and an increase in learning time for all students.</p> <p>Staff Responsible for Monitoring: Admin team and CBS coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CBS Coach Salary - 199-024 - State Compensatory Education - \$11,518.95</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, Pre Kinder-2nd grade students will increase their reading & math levels as follows:

PK Math (79% to 86%) / PK RD (54% to 61%)

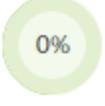
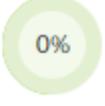
K Math (67% to 74%) / K RD (80% to 85%)

1st Math (47% to 54%) / 1st (76% to 81%)

2nd Math (54% to 61%) / 2nd RD (71% to 76%)

Evaluation Data Sources: TPRI, EOY Summative data, Circle testing

Summative Evaluation: None

<p>Strategy 1: RRE will implement a comprehensive needs assessment and teacher needs survey to understand the current climate for early childhood and be able to target next steps.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase with coaching cycles targeted to improve best practices in literacy.</p> <p>Staff Responsible for Monitoring: Campus Leadership and Director of Early Literacy</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: RRE will implement PK-2nd district led Professional Learning Communities throughout the school year.</p> <p>Strategy's Expected Result/Impact: District PLCs will allow alignment of instruction along with a deeper understanding of targeted TEKS. Instructional improvements positively impact student learning.</p> <p>Staff Responsible for Monitoring: District and Campus Leadership</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Implement PK-2nd data meetings to review data and plan for skills intervention.</p> <p>Strategy's Expected Result/Impact: Data meetings lead to a deeper understanding of student performance and allow for targeted planning/instruction aligned to specific student needs.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: Staff Extra Duty Pay for Data Meetings/Planning - 211 - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: Provide professional development in the following identified areas: small group instruction, guided reading and systematic phonics instruction.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase due to consistent instruction of phonics and guided reading.</p> <p>Staff Responsible for Monitoring: Campus Leadership and District Leadership</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: Scholastic Coaching Support - 211 - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: Provide coaching cycles to teachers based on teacher needs assessment.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase with coaching cycles targeted to improve best practices in literacy.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, BISD will increase STAAR GROWTH measures as follows:

SPED Student Growth: -RD (53% to 59%) 59% & M (50% to 56%) 61%

EL Student Growth: - RD(60% to 64%) 64% & M (59% to 64%) 68%

Eco Dis Student Growth: - RD(61% to 64%) 64% & M (59% to 68%) 68%

Targeted or ESF High Priority

Evaluation Data Sources: 2020 STAAR results

Summative Evaluation: None

<p>Strategy 1: RRE will ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide</p> <p>Strategy's Expected Result/Impact: Intentional interventions support specific student need resulting in improved student data.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: Instructional Paraprofessionals - 199-024 - State Compensatory Education - \$109,639.55, Extra Duty Pay for Teachers Planning for interventions to support students - 211 - Title I, Part A - \$2,000, Tutor Support - 211 - Title I, Part A - \$5,000, RtI Teachers - 199-024 - State Compensatory Education - \$133,919.75</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Train, support, and monitor fidelity of use of B.I.G. 8 strategies across all campuses. Our campus Instructional Coaches will help to support the implementation of B.I.G. 8 strategies at RRE by training and coaching staff.</p> <p>Strategy's Expected Result/Impact: Consistent usage of instructional best practices supports the learning of all students.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Superintendent Goals: SG 2</p> <p>Funding Sources: Instructional Coach - 211 - Title I, Part A - \$62,429.92</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Train campus administrators and IC's in effective modeling & monitoring of B.I.G. 8 for all students</p> <p>Strategy's Expected Result/Impact: Calibration among the leadership team allows for consistent support to teachers and monitoring of student learning.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: Train in co-teach model in District-identified target areas</p> <p>Strategy's Expected Result/Impact: Implementation of effective co-teach models will have a positive impact on students' STAAR performance.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: All teachers at RRE are or will be ESL endorsed by May 2021.</p> <p>Strategy's Expected Result/Impact: Students TELPAS & STAAR performance will be positively impacted by staff understanding strategies that best support EL.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Students TELPAS & STAAR performance will be positively impacted by staff understanding strategies that best support EL.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, BISD will increase Overall STAAR Student GROWTH measures as follows:

RD Growth (62% to 70%)

Math Growth (62% 75%)

Targeted or ESF High Priority

Evaluation Data Sources: 2020 STAAR Results

Summative Evaluation: None

<p>Strategy 1: Provide training and support to admin and ICs on the effective facilitation of PLCs</p> <p>Strategy's Expected Result/Impact: Effective PLCs directly impact student learning through the development of plans aligned to TEKS and targeted to meet student need.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
<p>Strategy 2: Support campuses in building capacity with PLC Leads through consistent planning with Campus ICs and ILT (Instructional Leadership Team) Meetings focused on the development of campus leaders.</p> <p>Strategy's Expected Result/Impact: Effective PLCs directly impact student learning through the development of plans aligned to TEKS and targeted to meet student need.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: PLC Lead Stipend - 211 - Title I, Part A - \$28,530.23</p>	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 3: RRE staff will implement guided reading and math with fidelity, participate in training in these areas, and implementation will be monitored.</p> <p>Strategy's Expected Result/Impact: Student reading/math levels will increase due to consistent instruction of guided reading and math.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: Scholastic Coaching Support - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 4: Train and develop campus IC's in effective classroom coaching cycles to develop and support instruction</p> <p>Strategy's Expected Result/Impact: Targeted coaching of staff in the areas of instructional best practices directly supports student learning.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: RRE admin will receive support and coaching</p> <p>Strategy's Expected Result/Impact: Targeted coaching of the admin team supports the learning of all staff and students at RRE.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 6: Grade level teachers in K-4 and campus leadership team will receive Model Classroom Project Training with focus areas on: three-part objectives, interactive lesson openers, academic vocabulary, randomness and reflection management. MCP identified areas will be implemented with fidelity and monitored through walk-throughs and planning in PLCs.</p> <p>Strategy's Expected Result/Impact: Alignment and implementation of targeted instructional best practices increases student performance.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: MCP training and materials - 211 - Title I, Part A - \$8,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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: Increase the campus overall attendance rate.

Evaluation Data Sources: RRE Attendance Rates

Summative Evaluation: None

<p>Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates. Attendance trackers, calls to families and admin meetings with families will be utilized to monitor student attendance.</p> <p>Strategy's Expected Result/Impact: Student attendance is directly related to student performance levels.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers and Campus Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent</p> <p>Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 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 5: By June 2021, BISD will increase Overall district technology student device ratio by 10%.

Evaluation Data Sources: Campus Device Counts

Summative Evaluation: None

<p>Strategy 1: Increase teacher, student, and family access and training on BISD online learning platforms including learning management systems and video conferencing software</p> <p>Strategy's Expected Result/Impact: Increased understanding of district learning platforms allows students to better navigate and succeed in these learning management systems.</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p> <p>Funding Sources: Brain Pop, Jr - 211 - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Strive to develop and sustain a 1:1 student to device ratio</p> <p>Strategy's Expected Result/Impact: Student access to devices allows them to equitably access district online learning platforms.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Increase district's virtual infrastructure to provide more options to access various device platforms especially hot spots</p> <p>Strategy's Expected Result/Impact: Providing hot spots and devices to students that need them allow them access to all BISD learning platforms.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 6: By June 2021, BISD will prepare and commit to two viable, exemplary sites for onsite & online learning for 100% of students.

Evaluation Data Sources: Sites for onsite and online learning will be available to all students

Summative Evaluation: None

Strategy 1: Creation of BISD Virtual School Option for Students Strategy's Expected Result/Impact: Students will have access to specialized online instruction. Staff Responsible for Monitoring: Campus and District Leadership ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 2	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Offer competitive onsite and online schooling options for students Strategy's Expected Result/Impact: Students will have access to high quality education in both the online and onsite modalities. Staff Responsible for Monitoring: Campus and District Leadership ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 2	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, we will increase communication with internal and external users by at least 10% through promoting student and staff success, building trust, improving internal communication channels and methods, and strengthening the district's brand and message.

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation: None

<p>Strategy 1: Families at RRE will regularly receive communication from the campus in a variety of platforms including: phone blasts, weekly folders and twice monthly campus newsletters. All communication will be distributed in both English and Spanish. All communication from families will be followed-up within 24-hours.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administrative Team and Campus Secretary</p> <p>Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2021, BISD will expand the number of community and business partnerships with BISD by 10%.

<p>Strategy 1: RRE will work with campus, district and community partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure all student needs are met.</p> <p>Strategy's Expected Result/Impact: Strengthening community and campus partnerships will diversify resources available for our students and families to access.</p> <p>Staff Responsible for Monitoring: Administrative Team/School Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Undergo strategic planning and marketing to ensure BISD is prepared to respond to meet the needs of all students in an ever-changing and shifting environment</p> <p>Strategy's Expected Result/Impact: Strengthening partnerships and expanding available resource will allow us to better meet the needs of students/families at RRE.</p> <p>Staff Responsible for Monitoring: None</p> <p>ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 2021, BISD will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation: None

<p>Strategy 1: All office staff at RRE received customer service training. Strategy's Expected Result/Impact: Creating a welcoming environment for all families will strengthen the home to school connection. Staff Responsible for Monitoring: Administrative Team Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: All students will engage in daily Social Emotional Learning lesson using the Second Steps (PK-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. Strategy's Expected Result/Impact: SEL lessons will increase student coping skills, reduce instances of bullying and discipline referrals. Staff Responsible for Monitoring: Administrative Team/School Counselor Superintendent Goals: SG 3 Funding Sources: Kinder SEL Kit - 211 - Title I, Part A - \$500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Reporting and addressing campus infrastructure issues on a timely basis Strategy's Expected Result/Impact: Addressing infrastructure needs immediately minimizes potential loss of instructional time. Staff Responsible for Monitoring: Campus Leadership and Campus Secretary Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 4: Continue partnering with Communities in Schools (CIS) to ensure that BISD students have access to social workers to provide for mental health needs and supports Strategy's Expected Result/Impact: CIS supports supports the emotional needs of our students, increases student attendance and helps families connect with resources available in the community. Staff Responsible for Monitoring: None Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Superintendent Goals: SG 3</p> <p>Funding Sources: Parental Involvement - 211 - Title I, Part A - \$1,956</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				