

Carroll Independent School District

Rockenbaugh Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 18, 2023

Public Presentation Date: September 18, 2023

Mission Statement

CISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.

Tagline: Inspire Excellence

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2023

Demographics

Demographics Summary

Rockenbaugh Elementary is a preschool-4th-grade campus in the middle of the Southlake, Texas community. It is one of five elementary school campuses in the Carroll ISD. There are approximately 482 students enrolled and about 69.8 professional faculties and staff assigned to support these students. We serve a community that is extremely supportive of the students, teachers, and staff. Rockenbaugh has 62 students labeled gifted-talented at 12.9%.

2020-21 Texas Academic Performance Report for Rockenbaugh Elementary

White 60.2%
Asian 21.2%
Hispanic/Latino 11.9%
Two or More Races 4.8%
Black/African American 2.1%
American Indian/Alaska Native 0.0%
Native Hawaiian/Other Pacific Islander 0.2%
Economically Disadvantaged 2.3%
Emergent Bilinguals (EB) 11.4%
At-Risk 21.2%
Mobility 8.0%
Sped 8.9%

Demographics Strengths

Rockenbaugh Elementary has many strengths. Some of the most notable demographics strengths include:

1. The latest TAPR report shows 8.9% of students are identified as needing Special Education services. This is below state (11.6%) and above district (7.6%) averages.
2. The latest TAPR report shows the campus attendance rate to be 97.4% which is above the district average.
3. Families move to Southlake because of the excellent reputation and success of our schools.
4. Our families value education. If a student is struggling, parents go above and beyond to do whatever is necessary to help.
5. The campus has extremely high expectations for students. This is expected and valued by parents and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With a high percentage of GT students-12.9%, and a high percentage of SPED students-8.9%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

Student Learning

Student Learning Summary

Carroll ISD has a viable and rigorous district curriculum tightly aligned to our state standards, the TEKS. District coordinators work with classroom teachers to ensure the alignment of TEKS to our instructional strategies. All curriculum documents are loaded into Eduphoria Forethought where teachers enter their lesson plans and click on the TEKS they will be teaching. Teachers include the objective being taught, the activity, and the assessment to measure the objective.

We meet in Professional Learning Communities weekly to discuss our progress toward our SMART goals (lowest scoring objectives). We create formative assessments that drive our instruction and lesson planning. During the PLCs we also research different ways to differentiate our instruction to meet the needs of our diverse learners.

Rockenbaugh's strength is our academic achievement. The campus also received the following 2023 Distinction Designations:

- ELA/Reading
- Mathematics
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Below is a summary of the 2023 STAAR Campus and District Results:

- 3rd Grade Reading-RES 100% Approaches; 91% Meets and 62% Masters
- 3rd Grade Reading-District 98% Approaches; 88% Meets and 58% Masters
- 3rd Grade Math-RES 98% Approaches; 86% Meets and 65% Masters
- 3rd Grade Math-District 97% Approaches; 85% Meets and 62% Masters
- 4th Grade Reading-RES 98% Approaches; 95% Meets and 82% Masters
- 4th Grade Reading-District 99% Approaches; 90% Meets and 65% Masters
- 4th Grade Math-RES 96% Approaches; 92% Meets and 76% Masters
- 4th Grade Math-District 96% Approaches; 87% Meets and 65% Masters

Student Learning Strengths

Education research and theory points to three elements that must be present for high levels of student learning to occur: rigorous content, advanced educator knowledge and skills, and

high levels of student engagement (City, E., Elmore, R., Fiarman, S., & Teitel, L. 2009). Carroll ISD is strong in each of these areas as evidenced by our success on STAAR and CogAT/ITBS. Our classroom teachers meet weekly to discuss target instructional goals and lesson planning. The administration sits in these meetings monthly.

Our district has a MTSS coordinator that has led us in consistent practices. Tier 1 = CORE - Intentional Instructional Practice (including tutorials/reteaching) for EVERY student. Tier 2 = SECONDARY - Target Interventions (n specific skill needs/levels) for SOME students. Tier 3 = INTENSIVE - Intensive & Individualized Interventions (following DBI Process) for FEW students. We have data/intervention meetings once each six weeks to get an update on how students are progressing in their interventions and discuss ways to help our struggling learners.

Rockenbaugh implements an Intervention/Enrichment Block called W.I.N Time. During this block, students are given targeted interventions and/or extensions based on their needs.

Student Achievement Strengths

Math:

- 3.3 (F)R (Averaging 94.85%) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.
- 3.6 (C)S (Averaging 94.85%) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.
- 4.10 (E)S (Averaging 96.91%) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.
- 4.4 (D)S (Averaging 94.85%) use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.

Reading

- 3.6 (C)S (Averaging 93.33%) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- 3.3 (D)S (Averaging 92.53%) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
- 4.8 (B)R (Averaging 93.81%) explain the interactions of the characters and the changes they undergo;
- 4.11 (Div)S (Averaging 95.88%) adjectives, including their comparative and superlative forms;

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd Grade students struggle to solve multi-step word problems correctly. **Root Cause:** The students struggled to read through the entire problem to comprehend there is more than one step to solve the problem.

Problem Statement 2: The 3rd Grade Reading common and formative assessment scores identify students gaps in understanding how the author's choice of text features, language within the text, and organizational structures influence and communicate meaning. **Root Cause:** Students in all grades need more exposure to texts and explicit instruction in the five text structures as they relate to recognizing characteristics, structures of text, and author's purpose.

Problem Statement 3: The 4th Grade Reading common and formative assessment scores identify students gaps in understanding how the author's choice of text features, language within the text, and organizational structures influence and communicate meaning. **Root Cause:** Students in all grades need more exposure to texts and explicit instruction in the five text structures as they relate to recognizing characteristics, structures of text, and author's purpose.

Problem Statement 4: Students in upper grades are not able to apply phonics rules to reading and writing. **Root Cause:** Students in primary grades have shown growth in phonemic awareness skills in isolation.

Problem Statement 5: 4th Grade students struggle to correctly solve multi-step word problems. **Root Cause:** The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

Problem Statement 6 (Prioritized): The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score. **Root Cause:** Students need to be taught explicit phonic instruction and the deeper comprehension level strategies through classroom lessons, guided reading, and conferring.

Problem Statement 7 (Prioritized): With a high percentage of GT students-12.9%, and a high percentage of SPED students-8.9%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

Problem Statement 8 (Prioritized): 3rd and 4th Grade students struggle to correctly solve multi-step word problems. **Root Cause:** The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

Problem Statement 9 (Prioritized): Teachers do not have enough allotted time to plan for effective intervention. **Root Cause:** Teachers need time to collaborate on more effective ways to provide intervention.

Problem Statement 10 (Prioritized): The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year. **Root Cause:** Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.

Problem Statement 11 (Prioritized): Students lack proficient keyboarding skills. **Root Cause:** Recently, students have been expected to type responses at an age sooner than previously expected.

School Processes & Programs

School Processes & Programs Summary

Rockenbaugh Elementary is respected for the feeling of safety at the school. The parents, community, staff and students report that they feel safe at school. Campus procedures are organized to maximize efficiency and safety. The master schedule is designed around instruction and daily routines are organized in a manner that reflects campus expectations for behavior and learning. Expectations are high.

All staff members at Rockenbaugh Elementary School met the state certified requirements resulting in students being surrounded by staff that hold high expectations for learning. In addition to professional development, the weekly PLC meetings reinforce what staff are learning by discussing best practices, SMART goals, implementation, articles, and formative assessments. Teachers observe each other in a spirit of learning together by participating in Learning Walks.

School Processes & Programs Strengths

Some of the strengths include:

1. Protecting instructional time is a priority.
2. Time for teacher collaboration is built into the school day.
3. Time is set aside during the school year for the teachers to plan and write curriculum together.
4. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
5. Teachers accommodate special populations with more time and individualized instructional plans.
6. MTSS is being utilized successfully with students being referred to the appropriate special population.
7. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
8. Safety drills are performed regularly and efficiently.

Rockenbaugh celebrates the following strengths:

1. Rockenbaugh School staff values professional development and seeks opportunities to participate in staff development in addition to what the district requires.
2. 100% of the staff are state certified.
3. 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
4. Grade level and team PLCs strengthen instruction through the alignment of the curriculum, lesson planning, and the identification of interventions for targeted students and TEKS/student expectations.
5. The technology staff development opportunities have helped the staff become more competent and effective with the integration of technology in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers do not have enough allotted time to plan for effective intervention. **Root Cause:** Teachers need time to collaborate on more effective ways to provide intervention.

Problem Statement 2 (Prioritized): Our students are feeling anxious and fearful around safety and security training opportunities. **Root Cause:** Increase in school violence events across the nation. Students are exposed to and more aware of these types of events.

Problem Statement 3 (Prioritized): Students lack proficient keyboarding skills. **Root Cause:** Recently, students have been expected to type responses at an age sooner than previously expected.

Problem Statement 4 (Prioritized): The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 5: 3rd Grade students struggle to solve multi-step word problems correctly. **Root Cause:** The students struggled to read through the entire problem to comprehend there is more than one step to solve the problem.

Problem Statement 6: The 3rd Grade Reading common and formative assessment scores identify students gaps in understanding how the author's choice of text features, language within the text, and organizational structures influence and communicate meaning. **Root Cause:** Students in all grades need more exposure to texts and explicit instruction in the five text structures as they relate to recognizing characteristics, structures of text, and author's purpose.

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Problem Statement 8: Students in upper grades are not able to apply phonics rules to reading and writing. **Root Cause:** Students in primary grades have shown growth in phonemic awareness skills in isolation.

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Problem Statement 10 (Prioritized): The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score. **Root Cause:** Students need to be taught explicit phonic instruction and the deeper comprehension level strategies through classroom lessons, guided reading, and conferring.

Problem Statement 11 (Prioritized): 3rd and 4th Grade students struggle to correctly solve multi-step word problems. **Root Cause:** The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

Problem Statement 12 (Prioritized): The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year. **Root Cause:** Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.

Perceptions

Perceptions Summary

Family involvement is a definite strength for our campus. This past year, volunteers contributed over 3,000 volunteer hours. Our volunteers serve in many different capacities, including in the classrooms, in the library, in the workroom areas, during special student events, etc. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We have received positive comments referencing how well the school is doing in educating students and how we take care of the various needs of our families. Additionally, we view customer service as a priority.

Our website is kept up to date and has information about upcoming events as well as resources for the parents to assist their children at home. In addition to the website, the campus administration sends a weekly newsletter titled "Pebbles for Parents... little bits of information from the Rock Administration", and grade levels send weekly electronic newsletters.

Rockenbaugh values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations. In addition, we have parent and community members that participate in our campus SBDM committee. Members are willing to voice their opinion and state their cause as campus issues arise.

Rockenbaugh Elementary enjoys a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident, caring students. This culture of respect also exists between staff and parents.

An annual review is conducted of the discipline records. Rockenbaugh has very few problems. There have been no significant increases, indicating that resolution programs and interventions are successful. Therefore, conflict resolution will be maintained as a continual focus.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction, time for studying and time for active, physical activity.

Perceptions Strengths

Rockenbaugh Elementary School enjoys an involved family and community environment. When events occur, our campus has a high attendance. Rockenbaugh Elementary School's success is largely due to the support, participation and cooperation of our families and communities.

Rockenbaugh Elementary celebrates a healthy, supportive culture. Students report that they feel safe at school. Students are accepting of students new to RES and CISD. Teachers feel empowered and valued. They report that RES is a great place to work. Administrators work closely with faculty, staff, and parents in decision-making. Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students, staff, and parents are seeking solutions to reduce stress and anxiety and find ways to promote well-being. **Root Cause:** Culture shifts and technology.

Problem Statement 2 (Prioritized): New families report that they do not feel connected and are lacking important information. **Root Cause:** Oftentimes, our new families are new to public education and or our community.

Problem Statement 3 (Prioritized): Parents are feeling fearful due to the changes in staffing, programs, and resources. **Root Cause:** Budget changes and cuts district wide. (Communication) David Johnson talks to parents.

Problem Statement 4 (Prioritized): Reduce students' stress and anxiety due the pressure of STAAR testing. **Root Cause:** High expectation to meet the rigor of the STAAR Test.

Problem Statement 5 (Prioritized): The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 6 (Prioritized): Our students are feeling anxious and fearful around safety and security training opportunities. **Root Cause:** Increase in school violence events across the nation. Students are exposed to and more aware of these types of events.

Priority Problem Statements

Problem Statement 1: Our students are feeling anxious and fearful around safety and security training opportunities.

Root Cause 1: Increase in school violence events across the nation. Students are exposed to and more aware of these types of events.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.

Root Cause 2: Students need to be taught explicit phonic instruction and the deeper comprehension level strategies through classroom lessons, guided reading, and conferring.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Students lack proficient keyboarding skills.

Root Cause 3: Recently, students have been expected to type responses at an age sooner than previously expected.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Teachers do not have enough allotted time to plan for effective intervention.

Root Cause 4: Teachers need time to collaborate on more effective ways to provide intervention.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Students, staff, and parents are seeking solutions to reduce stress and anxiety and find ways to promote well-being.

Root Cause 5: Culture shifts and technology.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: New families report that they do not feel connected and are lacking important information.

Root Cause 6: Oftentimes, our new families are new to public education and or our community.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: With a high percentage of GT students-12.9%, and a high percentage of SPED students-8.9%, our campus needs to focus on differentiating instruction to meet the needs of all learners.

Root Cause 7: Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: Reduce students' stress and anxiety due the pressure of STAAR testing.

Root Cause 8: High expectation to meet the rigor of the STAAR Test.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year.

Root Cause 9: Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Problem Statement 10: The campus will continue to focus on helping students and staff feel safe at school.

Root Cause 10: With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Parents are feeling fearful due to the changes in staffing, programs, and resources.

Root Cause 11: Budget changes and cuts district wide. (Communication) David Johnson talks to parents.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 3rd and 4th Grade students struggle to correctly solve multi-step word problems.

Root Cause 12: The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

Problem Statement 12 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Gifted and talented 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals



Goal 1: Goal 1







Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1:

Curriculum: Encourage and support teachers in implementing innovative teaching methods and techniques.

Evaluation Data Sources: BOY, MOY, EOY District Assessments
Common and Interim Assessments
STAAR Assessments
CogAT and ITBS Data
PLC Meeting Discussions and Outcomes
Classrooms Observations and Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of students in grade K-2 Reading scoring At or Above Benchmark on the Dibels Assessment. Strategy's Expected Result/Impact: Increase in student academic growth as measured by: mCLASS/Amplify/DIBELS Staff Responsible for Monitoring: Campus Administration Classroom Teachers CARE Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 6, 7 - School Processes & Programs 10	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 3rd and 4th Grade students will improve their mathematics skills by showing growth from the 2023 STAAR test. Strategy's Expected Result/Impact: Improvement in the lowest scored TEKS/SE's from STAAR 2023 test. 3rd Grade: 3.4(A)[R] - 65.82% 3.4(K)[R] - 57.14% 3.5 (A)[R] - 40.31% 3.7 (B)[R] - 54.08% 3.7 (E)[S] - 58.16 % 4th Grade: 4.3 (F)[S] - 59.79% 4.4 (H)[R} - 68.04% 4.5 (A) R} - 66.49% 4.8 (A)[S} - 69.07% 4.8 (C) R} - 60.31% Staff Responsible for Monitoring: Leader: Campus Administrators, Grade-Level Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 8 - School Processes & Programs 11 - Perceptions 4		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With a high percentage of GT students-12.9%, and a high percentage of SPED students-8.9%, our campus needs to focus on differentiating instruction to meet the needs of all learners. Root Cause: Teachers need to look at ways to differentiate instruction to focus on the varied student needs.
Student Learning
Problem Statement 6: The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score. Root Cause: Students need to be taught explicit phonic instruction and the deeper comprehension level strategies through classroom lessons, guided reading, and conferring.
Problem Statement 7: With a high percentage of GT students-12.9%, and a high percentage of SPED students-8.9%, our campus needs to focus on differentiating instruction to meet the needs of all learners. Root Cause: Teachers need to look at ways to differentiate instruction to focus on the varied student needs.
Problem Statement 8: 3rd and 4th Grade students struggle to correctly solve multi-step word problems. Root Cause: The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

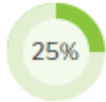





School Processes & Programs
Problem Statement 10: The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score. Root Cause: Students need to be taught explicit phonic instruction and the deeper comprehension level strategies through classroom lessons, guided reading, and conferring.
Problem Statement 11: 3rd and 4th Grade students struggle to correctly solve multi-step word problems. Root Cause: The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.
Perceptions
Problem Statement 4: Reduce students' stress and anxiety due the pressure of STAAR testing. Root Cause: High expectation to meet the rigor of the STAAR Test.

Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: Objective 1.2: Ensure a safe educational environment for all students and staff.

Evaluation Data Sources: Intruder Audits
City/District Unannounced Lockdown Trainings
Safety Training Logs

Strategy 1 Details	Reviews			
Strategy 1: Conduct all required district and state safety trainings as scheduled. Strategy's Expected Result/Impact: Ensure 100% compliance on all required safety trainings. Staff Responsible for Monitoring: Campus Administration Campus SRO All Campus Staff ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2, 4 - Perceptions 1, 5, 6	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Our students are feeling anxious and fearful around safety and security training opportunities. Root Cause: Increase in school violence events across the nation. Students are exposed to and more aware of these types of events.
Problem Statement 4: The campus will continue to focus on helping students and staff feel safe at school. Root Cause: With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.
Perceptions
Problem Statement 1: Students, staff, and parents are seeking solutions to reduce stress and anxiety and find ways to promote well-being. Root Cause: Culture shifts and technology.

Perceptions







Problem Statement 5: The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 6: Our students are feeling anxious and fearful around safety and security training opportunities. **Root Cause:** Increase in school violence events across the nation. Students are exposed to and more aware of these types of events.

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: 2.1: Design and implement a professional growth strategy for all staff.

Strategy 1 Details		Reviews			
Strategy 1: Develop staff-centric, tailored professional development opportunities. Strategy's Expected Result/Impact: Improved practices based on individual, team and campus needs. Staff Responsible for Monitoring: Campus Administration Curriculum and Instruction Department ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 9 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 9: Teachers do not have enough allotted time to plan for effective intervention. Root Cause: Teachers need time to collaborate on more effective ways to provide intervention.
School Processes & Programs
Problem Statement 1: Teachers do not have enough allotted time to plan for effective intervention. Root Cause: Teachers need time to collaborate on more effective ways to provide intervention.

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:

Retain: Assess and prioritize needs of dedicated and engaged staff for retention.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention. Strategy's Expected Result/Impact: Improved Staff Retention Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 9 - School Processes & Programs 1 - Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:









Student Learning
Problem Statement 9: Teachers do not have enough allotted time to plan for effective intervention. Root Cause: Teachers need time to collaborate on more effective ways to provide intervention.
School Processes & Programs
Problem Statement 1: Teachers do not have enough allotted time to plan for effective intervention. Root Cause: Teachers need time to collaborate on more effective ways to provide intervention.
Perceptions
Problem Statement 1: Students, staff, and parents are seeking solutions to reduce stress and anxiety and find ways to promote well-being. Root Cause: Culture shifts and technology.
Problem Statement 3: Parents are feeling fearful due to the changes in staffing, programs, and resources. Root Cause: Budget changes and cuts district wide. (Communication) David Johnson talks to parents.

Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.1

Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze data gathered from the district student and parent surveys related to use of technology and usability training. Strategy's Expected Result/Impact: Determine if action steps are needed. Staff Responsible for Monitoring: Campus Administration Site Based Team Leaders ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will use proper keyboarding techniques. Strategy's Expected Result/Impact: Improved keyboarding Skills for district and state assessments. Staff Responsible for Monitoring: All Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 11 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 11: Students lack proficient keyboarding skills. Root Cause: Recently, students have been expected to type responses at an age sooner than previously expected.

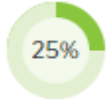





School Processes & Programs
Problem Statement 3: Students lack proficient keyboarding skills. Root Cause: Recently, students have been expected to type responses at an age sooner than previously expected.
Perceptions
Problem Statement 1: Students, staff, and parents are seeking solutions to reduce stress and anxiety and find ways to promote well-being. Root Cause: Culture shifts and technology.

Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:

Finance: Build and efficiently utilize financial resources across all operational and capital areas.

Strategy 1 Details		Reviews			
Strategy 1: Minimize the number of cross-function transfers. Strategy's Expected Result/Impact: Reduced number of needed board approvals. Staff Responsible for Monitoring: Campus Admin and Campus Secretary ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 10 - School Processes & Programs 12		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 10: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year. Root Cause: Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.
School Processes & Programs
Problem Statement 12: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year. Root Cause: Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.







Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 2: Objective 4.2:

Improve the attendance rate from the 2022-2023 school year.

Evaluation Data Sources: Skyward Attendance

Strategy 1 Details	Reviews			
Strategy 1: Educate the community on the importance of daily attendance. Strategy's Expected Result/Impact: Improved Attendance/ Increased ADA funding. Staff Responsible for Monitoring: PEIMS Attendance Secretary and Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 10 - School Processes & Programs 12	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:









Student Learning
Problem Statement 10: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year. Root Cause: Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.
School Processes & Programs
Problem Statement 12: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2023-24 school year. Root Cause: Family vacations is the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks at a time.

Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
Strategy 1: Provide consistency and alignment on delivery of campus/teacher communication. Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey. Staff Responsible for Monitoring: Campus Administration and Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote a positive environment that develops opportunities for families to feel connected and informed. Strategy's Expected Result/Impact: Survey Results and Volunteer Hours Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: New families report that they do not feel connected and are lacking important information. Root Cause: Oftentimes, our new families are new to public education and or our community.
Problem Statement 3: Parents are feeling fearful due to the changes in staffing, programs, and resources. Root Cause: Budget changes and cuts district wide. (Communication) David Johnson talks to parents.

State Compensatory

Budget for Rockenbaugh Elementary School

Total SCE Funds: \$1,589.00
Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Resource materials for CARE, Dyslexia, Resource Students (K-4th Grades)

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Janet Blackwell	Principal
Non-classroom Professional	Ashley Aldridge	Counselor
Classroom Teacher	Debbie Murphy	Teacher
Non-classroom Professional	Donna Edwards	CARE Teacher
Community Representative	Grace Dotson	Community Representative
Classroom Teacher	Cori Williams	Teacher
Classroom Teacher	Brenda Clardy	Teacher
Classroom Teacher	Jana Brannon	Teacher
Parent	Mary Flores	Parent
Classroom Teacher	Amanda Rosental	Teacher
Community Representative	Rebecca Hindman	Community Representative
Business Representative	Caonha Dillon	Business Representative
Classroom Teacher	Angie Crocker	Classroom Teacher
Community Representative	AL Zito	Community Representative

Addendums

Appendix A

COMPLIANCE ADDENDUM 2023-2024

Coordinated Health - SHAC Council

Objective: Support Administrative Guidelines to School Wellness Policy FFA Local including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council.	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that identifies Demonstrates Success is performance on state fitness tests.

Discipline Management - Safe Environments

Objective: Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

Objective: Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

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Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI(Local) and are posted on the Counselor's website. They are also written as Administrative Regulations for administrators.	CISD Website; Counselors' website; Admin. Regs;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Student safety training for all staff including transportation and student nutrition conducted by counselors	"Summary of Bullying Changes"	Student Services	All staff trained in student safety.
Strategies	Resources	Staff Responsible	Evaluation
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: http://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Admin. Regs. Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

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Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13

School Year

New definition of bullying: "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- (1) Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- (2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

Section 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

Section 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

Section 37.0832-Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:

1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can't be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

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Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81st Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.	Counselor Website	Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "O" in Special Education

Appendix A

Strategies	Resources	Staff Responsible	Evaluation
<ul style="list-style-type: none"> Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education 	SIT Procedures	<p>Exec Dir of SpEd CIS</p> <p>Exec. Dir of SpEd</p>	<p>Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population</p> <p>Regular Ed teachers trained in TBSI to better serve all students.</p>
<ul style="list-style-type: none"> Implement Multi-Tiered System of Supports (MTSS) to facilitate : <ul style="list-style-type: none"> Coordination between general and special education; Disproportional and over-representation based on race and ethnicity; Positive discipline and behavioral intervention and support; Discipline and behavior management; Provision of Early Intervening Services; Increase in referrals to SAT that meet the criteria for 			

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

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Strategies	Resources	Staff Responsible	Evaluation
<p>The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about:</p> <ol style="list-style-type: none"> Higher education admissions and financial aid opportunities TEXAS grant program Teach for Texas grant programs The need for students to make informed curriculum choices to be prepared for success beyond high school Sources of information on higher education admissions and financial aid [TEC 11.252(4)] Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. Allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. <ul style="list-style-type: none"> Career Cluster/Programs of Study Templates Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses CTE program articulated sequence of courses Carl Perkins Grant Funding Graduate Profile Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College & Career resource site: www.texascollegeandcareer.org</p>	<p>CISD Administration Counselors Teachers</p>	<p>Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school</p>

State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

- Planned SCE expenditures for resources and staff salaries
- Needs clearly identified in comprehensive needs assessment
- Strategies to reduce or eliminate dropout rates
- Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]

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5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation. SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081) 6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process.</p> <p>District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout 	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk
prevention program [TEC 11.255)			

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<ul style="list-style-type: none"> • Monitor truancy of 17 year olds to file before 18 • PGP Plans in place for all At-Risk grades 7-12 • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs. 		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates 	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates
PREGNANCY RELATED SERVICES			
Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

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<p>each/every service:</p> <ol style="list-style-type: none"> 1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education 	<p>Texas Health Resources Teenage Pregnancy Outreach Secondary Counselors</p>	<p>B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date</p>	<p>pregnant students. Graduation of PRS program.</p>
PRIORITY SERVICE FOR MIGRANT STUDENTS			
Strategies	Resources	Staff Responsible	Evaluation
<p>The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:</p> <ol style="list-style-type: none"> 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students <p>Use NSG PFS reports to give priority to these students in MEP activities</p>		<p>Special Programs Executive Director PEIMS Director</p>	<p>Number of migrant students served NCLB Compliance Report PBMAS</p>

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Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at-risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus.

Resources	Staff Responsible	Evaluation
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Strategies

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
<ol style="list-style-type: none"> 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students, 4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation 	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
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Records and documentation including: A. Verification of each pregnancy B Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS
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Appendix A

Appendix A

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