Fort Worth Independent School District

256 Rolling Hills Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Our Bobcat Family Mission is to provide a welcoming, safe, and collaborative learning environment to empower students to grow, lead, and serve.

Vision

We are rooted in FAMILY, growing in KNOWLEDGE, and branching out to our COMMUNITY.

Profile of a Rolling Hills Classroom

Culture & Environment: Safe, Equitable, Collaborative, Student-Centered, Respectful, Positive, All-Inclusive, Fun, Engaging, Caring, Creative

Academic Content: TEKS Aligned, High Expectations, Growth Mindset, Hands-On Active Learning, Differentiated, Goal Focused, Critical Thinking

Clear Expectations: Behavior, Structures, Procedures, Routines, Academics

Communication with ALL Stakeholders: Positive, Consistent, Clear

Parental Involvement: Welcoming, Involved, Positive, Purposeful

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Comprehensive Needs Assessment

Revised/Approved: July 9, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

SBDM - Met to begin CNA for 2024-2025 on January 31, 2024

Demographics

Demographics Summary

With approximately 68,000 students in 84 elementary schools, 24 middle schools, and 6th-grade centers, 21 high schools, and 16 other campuses, Fort Worth ISD is highly diverse.

FWISD demographics:

Hispanic: 63%

African American: 22%

White: 11%

Asian: 0.17%

Two or more races: 0.17%

Rolling Hills Elementary is a PK-5 campus that has the following demographics:

Hispanic: 35%

African American: 6%

White: 54%

Asian, American Indiana, and Two or More: 5%

Specialized Groups:

30% Economically Disadvantaged

12% Special Education (1 RISE and Inclusion/Resource)

8% Emergent Bilingual

Rolling Hills Elementary transitioned to the new building on December 19, 2023. The campus is predominantly filled with neighborhood students. With the population growth in Benbrook and Southwest Fort Worth area, transfers are often requested but rarely granted due to class size. Most families bring their Bobcats to school by car or walk. We have three buses that serve our stakeholders and one bus designated for self-contained special education. We also partner with the YMCA for an on-site after-school program.

Our projected enrollment was 397 students, but we currently have over 500 students enrolled. There are a few charter schools in our area marketing to neighborhood families, but we are seeking opportunities to have students rejoin our new campus. The EB population has continued to grow since our split from Westpark Elementary. Our community continues to serve a small population of about 20 Travelers who enroll in the fall and leave before the last six weeks of school. The travelers are not making sufficient academic progress due to excessive absences.

The current attendance rate is 95.22%. We continue to remain higher than the overall FWISD district attendance. We do experience families not prioritizing school for extended vacations or visiting families out of the country. We work with families of students who have excessive absences and have seat time to capture missed attendance.

Rolling Hills Elementary's student groups include 8% English Learners (ELs), 11% Gifted and Talented, and 12% Special Education. Additionally, 30% are economically disadvantaged.

Rolling Hills Elementary employs a dedicated, high-quality, talented staff. Teachers on average have at least eight years of experience. RHE is fortunate to have a staff that closely monitors instruction and focuses on growth for ALL students. We expect little turnover among our staff because people love to work at Rolling Hills.

Our campus employs stakeholder input in various ways including a campus leadership team, Professional Learning Communities (PLC), a robust PTA, community partners, and our Site-Based Decision-Making (SBDM) committee. We are fighting overcrowding at the third-grade level but have accommodated it by adding two classroom sections.

Demographics Strengths

Demographics Strengths

Rolling Hills Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move to the Benbrook area for the school and seek transfers to Rolling Hills, asking for tours, etc based on student performance and family engagement. Because our families value education we have many supportive parents and students committed to success.

2. The 95.22% attendance rate is higher than the district average.

3. Rolling Hills stakeholders (staff, PTA, and community partners) have created several opportunities to meet the needs of our under-resourced families by supplying meals, uniforms, school supplies, medical assistance, FRC referrals, and home visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause:** Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

Problem Statement 2 (Prioritized): Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students.   **Root Cause:** Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

Problem Statement 3: Being a new campus, it is difficult to find accurate data to represent historical trends or patterns for the campus as a whole and specific demographic groups. **Root Cause:** Rolling Hills leadership must prioritize disaggregating data from previous campuses and share accurate information with stakeholders.

Student Learning

Student Learning Summary

Rolling Hills is collecting baseline data for our first year as a campus. Our previous campus historically performed near the top of all FWISD Elementary Schools. We earned a 4.9 Five Star School Performance Framework Rating from the previous campus but look forward to earning our achievements. The 2022-2023 TEA Report Card for Accountability has yet to be finalized with the STAAR Redesign. We retooled our school focus to not only target student achievement but individual student growth through the district priority resources of Lead4ward and DDI. According to campus data, there is student growth from the first round of district reading interims to the second round. Rolling Hills needs to find benchmarks that also include SCR and ECR responses, as they are not included in the state interims. There is an area of opportunity for EL/EB learners. We are not a dual-language campus and our emergent bilingual population has increased in MOY RIT growth but still lags behind our campus overall growth and achievement. The campus stakeholders met and disaggregated the MOY MAP data in Reading and Math. The committee analyzed differences between campus demographics, specialized populations, and grade levels. The summary data in the addendum shows MOY information on growth and achievement by grade level and specialized populations. Information will be updated for EOY. This information was shared as part of the State of the School with all stakeholders to solidify understanding of the high-priority needs and root causes. Our continued FOCUS is - growth for ALL students must remain at the forefront of all decision-making throughout the year.

Student Learning Strengths

Student Learning Strengths (Based on 2022-2023 Westpark Data and RHE Data from 2023-2024)

1. Rolling Hills is rated as a TIER I CORE campus according to the FWISD School Performance Framework with 4.9 stars

2. Rolling Hills is showing growth on STAAR interim assessments' projected performance

3. Rolling Hills is focused on individual student growth through customizing curriculum, utilizing data-driven processes including Know and Show Charts and Exit Tickets

4. Rolling Hills is using Lead4ward tools and resources including field guides, instructional strategy playlists, and rockin reviews to ensure fidelity to state standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023-2024, 68% of Rolling Hills students in grade 1 did not meet MOY ELAR MAP Growth. There was a decrease in the Achievement Percentile from Fall BOY at 90% to MOY at 77. There was a significant achievement decrease for Hispanic students from 86% at BOY to 48% at MOY   **Root Cause:** Rolling Hills leadership has not built teacher capacity to meet students' vast range of educational needs to show growth as measured by ELAR MAP Assessments.

Problem Statement 2 (Prioritized): In 2023-2024 Rolling Hills continues to see an increase in EB learners. Results from MOY MAP ELAR meeting or exceeding growth percentile data show EB students performed 23 percentile points lower than all students. In MOY MAP Math meeting or exceeding percentile data shows EB students performed 20 percentile points lower than all students.   **Root Cause:** Rolling Hills leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade EB students as measured by MAP Assessments.

Problem Statement 3: In 2023-2024, Rolling Hills MOY MAP data shows inconsistent growth in reading and math grade levels.   **Root Cause:** Rolling Hills leadership has not

built teacher capacity to meet the educational needs for all students to show growth as measured by MAP Growth Assessments.

School Processes & Programs

School Processes & Programs Summary

Rolling Hills Elementary School is a systems-oriented campus with high-performance outcomes. Rolling Hills Elementary has a high-quality, long-tenure staff to meet the needs of our growing student population. Our local budget is limited but we utilize the district-supported curriculum documents to implement the TEKS. Our community partners and PTA play a vital role in supporting our campus with curricular and non-curricular programs that have a proven impact on student achievement. These purchased programs are essential in maintaining our culture of excellence. Rolling Hills Elementary core content staff engage in weekly PLC meetings and focus on improving instruction and student achievement. All Rolling Hills Elementary students participate in a scheduled intervention period, Bobcat Time, which occurs every day for thirty minutes to meet the needs of all learners. Rolling Hills Elementary special teachers consistently incorporate and connect multiple subjects into their fine arts/health and wellness curriculum for all Bobcats.

The Rolling Hills Elementary special education inclusion/resource team and dyslexia teacher have worked collaboratively with classroom teachers to raise the expectations that all learners, regardless of identification, will grow. The Rolling Hills RISE teachers continue to use the ULS Curriculum with fidelity and are tracking student progress following IEP goals. Technology at RHE features 1 to 1 devices for all students, a full computer lab, and Ben Q Boards in every classroom. This allows our students to become proficient in their computer literacy and build their content knowledge through computer programs and resources.

Rolling Hills Elementary educators recognize the importance of staying current in professional practices and learning. In the 2023-2024 school year, all new Rolling Hills teachers in K-3, along with the new assistant principal, participated in the HB3 Texas Reading Academy receiving over 60 hours of professional development. Our special education inclusion teachers have been trained in the Neuhaus curriculum to support phonics and phonemic awareness instruction for our specialized learners. The MAP data and district benchmarks have exposed processes that need more intensive support to meet the needs of today's learners. All Rolling Hills Elementary students track their MAP scores and every student does individual goal-setting with their teachers. We are focused on building a solid literacy foundation in K-2 to assist our 3-5 teachers. We must continue to support 3-5 literacy efforts, especially with HB4545. Utilizing the TEKS and a solid instructional model of explicit, direct instruction on grade level will continue to be a priority for the 2024-2025 school year.

School organization at RHE is streamlined and organized. Arrival and dismissal procedures are swift and efficient and focus on student safety. Some of the problems in this area include not having a campus instructional coach, causing those responsibilities to roll over to the assistant principal. The AP position at RHE is very multi-faceted. The AP is supposed to be an instructional leader, but she is unable to meet those demands and complete the necessary job duties of an assistant principal. She is currently required to serve as the Campus Data Analyst, handle extreme behaviors, and serve as the LPAC chair, MTSS chair, technology, textbooks, and attendance administrator. These overwhelming tasks cannot be completed effectively and efficiently, even with support from the campus principal and school counselor. The campus also shares a diagnostician with Westpark Elementary which limits availability and timeliness in scheduling. RHE is also missing a School Resource Officer, a significant safety concern with our campus distance from the Fort Worth Police Department.

RHE has a welcoming and inviting front office which positively impacts the school's recruitment and retention. Every new family receives a new enrollment folder with important campus information. The school has a very active PTA that regularly plans school activities, along with an annual kinder and pre-k roundup for potential new families. The slide inside our school from the top level to the library is also an exciting feature for our students. The increase in area charter schools has had an impact on recruitment and retention, despite the efforts of school staff and PTA activities.

School Processes & Programs Strengths

Rolling Hills Elementary has many strengths. Some of the most notable school processes and program strengths include:

1. Rolling Hills Elementary maintains a strong relationship with the Rolling Hills PTA and community partners to further our campus mission, vision, and focus.
2. Rolling Hills Elementary core content teachers meet weekly in PLCs to improve instruction and student achievement.
3. Rolling Hills Elementary special education teachers create and implement IEPs that allow our students who receive special services to make academic and social-emotional growth.

4. Implementing Bobcat Time for 30 minutes per day has provided scheduled interventions in the general education setting.
5. Technology - Ben Q in every classroom, 1-to-1 technology, full computer lab, interactive apps, and assessments

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. **Root Cause:** On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

Problem Statement 2: The Assistant Principal role is multifaceted on the Rolling Hills campus which leaves less time for the AP to be an instructional leader. **Root Cause:** The many tasks of the Assistant Principal and the role she has as the Campus Data Analyst are overwhelming, as a result, the AP is not able to focus on being an instructional leader.

Perceptions

Perceptions Summary

Perceptions Summary

Rolling Hills is looking forward to cementing our legacy of excellence as we begin our second year.   We do not have an official rating because we are a brand-new campus. We worked with students and the community to create campus expectations and goals.   Before the year started our staff worked collaboratively to create our campus mission and vision statements.

Vision:

We are rooted in FAMILY, growing in KNOWLEDGE, and branching out to our COMMUNITY.

Mission:

Our Bobcat Family Mission is to provide a welcoming, safe, and collaborative learning environment to empower students to grow, lead, and serve.

Our student population is constantly changing as we welcome new students almost every week. Our economically disadvantaged and emergent bilingual populations are growing.

The Rolling Hills PTA provides a constant support system for our campus in many capacities. They provide volunteers for copying and cookie Friday. They host family engagement events to bring our community together in new ways. We are proud of our Golden Apple Award with 100% of our faculty becoming members.

We are a welcoming campus and have a high quality of teaching and a strong sense of community.

Perceptions Strengths

1. Rolling Hills Elementary has a welcoming atmosphere from the moment family and guests enter the office.
2. Rolling Hills Elementary has a community of supportive parents and an active PTA.
3. Rolling Hills Elementary promotes high-quality teaching with many of our teachers designated TIA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The new student admittance rate makes it difficult to maintain community.   **Root Cause:** Rolling Hills staff must make restorative practices a priority as we are continually adding to our community.

Problem Statement 2 (Prioritized): Public school teachers are too busy managing disruptive classroom behavior to provide rigorous classroom instruction.   **Root Cause:** Rolling Hills administration and teachers must build relationships, classroom, and school culture to foster a safe learning environment.

Priority Problem Statements

Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs

Root Cause 1: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students.

Root Cause 2: Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In 2023-2024 Rolling Hills continues to see an increase in EB learners. Results from MOY MAP ELAR meeting or exceeding growth percentile data show EB students performed 23 percentile points lower than all students. In MOY MAP Math meeting or exceeding percentile data shows EB students performed 20 percentile points lower than all students.

Root Cause 3: Rolling Hills leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade EB students as measured by MAP Assessments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2023-2024, 68% of Rolling Hills students in grade 1 did not meet MOY ELAR MAP Growth. There was a decrease in the Achievement Percentile from Fall BOY at 90% to MOY at 77. There was a significant achievement decrease for Hispanic students from 86% at BOY to 48% at MOY

Root Cause 4: Rolling Hills leadership has not built teacher capacity to meet students' vast range of educational needs to show growth as measured by ELAR MAP Assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Public school teachers are too busy managing disruptive classroom behavior to provide rigorous classroom instruction.

Root Cause 5: Rolling Hills administration and teachers must build relationships, classroom, and school culture to foster a safe learning environment.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process.

Root Cause 6: On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

Problem Statement 6 Areas: 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-PESS data

Goals

Revised/Approved: July 23, 2024

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 98% to 99% by May 2025.
Increase the percentage of Hispanic students (3) on our campus who score On Track on Circle Phonological Awareness in English from 66% to 90% by May 2025.

Evaluation Data Sources: Circle

Strategy 1: Ensure direct and explicit daily instruction through implementing the FWISD Literacy Framework, Creative Curriculum, and Gold Data Collection improves phonological awareness in all PreK classrooms through professional learning sessions, planning, materials, and the extended school day.

Strategy's Expected Result/Impact: Readiness for kindergarten as evidenced by Circle results

Staff Responsible for Monitoring: Administration

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: PK teachers attend and progress through the required professional learning for the Creative Curriculum. Teachers receive instructional supplies needed for students.	Formative		Summative	
Intended Audience: PK Teachers and Teacher Assistants	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Early Learning				
Date(s) / Timeframe: 8/2024-5/2025				
Collaborating Departments: Learning and Leading				
Delivery Method: In-Person, Zoom, PLC meetings				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-256-11-313-000000- - $500				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Strategy 2: Improve quality Tier 1 instruction by building teacher capacity in literacy through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Results will show the intentional implementation of the strategy improves PK students' readiness for kindergarten

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement the curriculum by engaging in collaborative PLCs. **Intended Audience:** Teachers and Teacher Assistants **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** 8/2024-5/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In-person, Zoom, PLC meetings, PD days **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-256-99-313-000000- - $290	**Formative**			**Summative**
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

Student Learning
Problem Statement 1: In 2023-2024, 68% of Rolling Hills students in grade 1 did not meet MOY ELAR MAP Growth. There was a decrease in the Achievement Percentile from Fall BOY at 90% to MOY at 77. There was a significant achievement decrease for Hispanic students from 86% at BOY to 48% at MOY   **Root Cause**: Rolling Hills leadership has not built teacher capacity to meet students' vast range of educational needs to show growth as measured by ELAR MAP Assessments.

School Processes & Programs
Problem Statement 1: Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process.   **Root Cause**: On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 62.5% to 70% by May 2025.

Increase the percentage of economically disadvantaged students on our campus from 40% to 50% by May 2025.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve quality TIER I instruction by building teacher capacity in the area of literacy through data-driven instruction, planning of standards-based lessons, and explicit lesson delivery, including checking for understanding, and assessments that measure student mastery in all K-3 classrooms through professional learning, planning, and access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Results will show that the intentional use of the strategy improves students' MAP fluency scores by the percentages stated in the objective.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: 100% of K-3 teachers will receive PD and implement best practices from FWISD professional learning.	**Formative**		**Summative**	
Intended Audience: K-3 Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Leadership Team				
Date(s) / Timeframe: 08/2024-5/2025				
Collaborating Departments: Learning and Leading				
Delivery Method: In-person, Zoom, PLC meetings				

Action Step 2 Details	Reviews			
Action Step 2: Improve the quality of Tier 1 instruction by developing the capacity of K-3 reading teachers to implement and customize curricula through data-driven instruction by engaging in collaborative PLCs.	Formative		Summative	
Intended Audience: K-3 Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team by assignment **Date(s) / Timeframe:** 08/2024-5/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** PLC, district/campus planning days **Funding Sources:** instructional materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-256-99-313-000000- - $500	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: ILT will build and implement a walkthrough schedule that builds instructional capacity through praise, polish, and actionable feedback.	Formative		Summative	
Intended Audience: K-3 Teachers **Provider / Presenter / Person Responsible:** Principal AP **Date(s) / Timeframe:** 08/2024-4/2025 **Collaborating Departments:** Employee Performance - Talent Management **Delivery Method:** Calendaring, In-person	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

School Processes & Programs
Problem Statement 1: Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process.   **Root Cause**: On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 65% to 70% by May 2025.

Increase the percentage of economically disadvantaged students on our campus from 55% to 60% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Reading

Strategy 1: Improve quality TIER I instruction by building teacher capacity in the area of literacy through data analysis, planning of standards-based lessons, and explicit lesson delivery, including checking for understanding, and assessments that measure student mastery in all K-5 classrooms through professional learning, planning, and access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: The expected outcome is that TIER I instruction is aligned in both cognitive demands resulting in a 5% gain in K-5 students that meet or exceed grade level expectations on MAP Growth

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: 100% of K-5 teachers will receive PD and implement best practices from FWISD professional learning.	Formative		Summative	
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Leadership Team				
Date(s) / Timeframe: 08/2024-05/2025				
Collaborating Departments: Learning and Leading				
Delivery Method: Various				

Action Step 2 Details	Reviews			
Action Step 2: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curricula by engaging in collaborative PLCs.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Teams **Date(s) / Timeframe:** 08/2024-05/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** PLCs, professional learning, district/campus planning days in data room **Funding Sources:** General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-256-99-313-000000- - $3,000, Professional Learning , Instructional Resources, and Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-256-99-313-000000- - $2,000				

Action Step 3 Details	Reviews			
Action Step 3: ILT will build and implement a walkthrough and learning walk schedule that builds instructional capacity through praise, polish, and actionable feedback.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** 08/2024-05/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** in-person, calendaring				

Action Step 4 Details	Reviews			
Action Step 4: Provide teachers with a supplemental spiraled curriculum to front-load standards, reinforce, and ensure mastery of TEKS.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 ELAR Teachers **Provider / Presenter / Person Responsible:** K-5 ELAR Teachers **Date(s) / Timeframe:** 08/2024-05/2025 **Collaborating Departments:** None **Delivery Method:** Supplemental Resources **Funding Sources:** Instructional Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-256-99-313-000000- - $975				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 2: The Instructional Leadership Team and MTSS Teams will ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons

focused on standards with diverse instructional resources and data using DDI practices. PLCs will also be utilized to create MTSS acceleration plans for students making limited progress.

Strategy's Expected Result/Impact: The expected outcome is that TIER I instruction is aligned in both cognitive demands resulting in a 5% gain in K-5 students that meet or exceed grade level expectations on MAP Growth

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Build PLC schedule and intervention time to maximize learning for all students	**Formative**		**Summative**	
Intended Audience: students - teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: 08/2024 and 01/2025				
Delivery Method: electronic				

Action Step 2 Details	Reviews			
Action Step 2: Purchase supplemental materials for enrichment to meet the needs of GT learners.	**Formative**		**Summative**	
Intended Audience: GT and talent pool learners and teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: 10/2024 - 4/2025				
Delivery Method: in-person				
Funding Sources: GT materials - GT (199 PIC 21) - $840				

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

Strategy 3: Improve the quality of instruction for EB students by building teacher capacity in the area of second language acquisition

Strategy's Expected Result/Impact: Build teacher capacity to meet student needs

Staff Responsible for Monitoring: AP, principal

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development and instructional materials targeting strategies for English acquisition	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Multilingual Department, AP, principal				
Date(s) / Timeframe: 08/2024-04/2025				
Collaborating Departments: Learning and Leading				
Delivery Method: Professional Learning				
Funding Sources: Language Acquisition Materials - BEA (199 PIC 25) - 199-11-6399-001-256-25-313-000000 - $270				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

Student Learning
Problem Statement 1: In 2023-2024, 68% of Rolling Hills students in grade 1 did not meet MOY ELAR MAP Growth. There was a decrease in the Achievement Percentile from Fall BOY at 90% to MOY at 77. There was a significant achievement decrease for Hispanic students from 86% at BOY to 48% at MOY   **Root Cause**: Rolling Hills leadership has not built teacher capacity to meet students' vast range of educational needs to show growth as measured by ELAR MAP Assessments.
Problem Statement 2: In 2023-2024 Rolling Hills continues to see an increase in EB learners. Results from MOY MAP ELAR meeting or exceeding growth percentile data show EB students performed 23 percentile points lower than all students. In MOY MAP Math meeting or exceeding percentile data shows EB students performed 20 percentile points lower than all students.   **Root Cause**: Rolling Hills leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade EB students as measured by MAP Assessments.

School Processes & Programs
Problem Statement 1: Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process.   **Root Cause**: On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score from 95% to 97% by May 2025.
Increase the percentage of Hispanic students On Track on Circle Math from 85% to 88% by May 2025.

    Evaluation Data Sources: Circle

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks.

    Strategy's Expected Result/Impact: Readiness for kindergarten as evidenced by Circle data

    Staff Responsible for Monitoring: PK Teachers

    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math

    Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: PK teachers attend and progress through the required professional learning for the Creative Curriculum. Teachers receive instructional supplies needed for students.	**Formative**		**Summative**	
Intended Audience: PK Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Early Learning				
Date(s) / Timeframe: 08/2024-05/2025				
Collaborating Departments: Learning and Leading				
Delivery Method: In-person, zoom, PLCs				
Funding Sources: Instructional materials - BASIC (199 PIC 11) - 199-11-6399-XXX-256-11-313-000000- - $540				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 2: Improve quality Tier 1 instruction by building teacher capacity in math through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.

    Strategy's Expected Result/Impact: Results will show the intentional implementation of the strategy improves PK students' readiness for kindergarten

    Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of PK teachers to implement the curriculum by engaging in collaborative PLCs.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Intended Audience: PK Teachers
  Provider / Presenter / Person Responsible: Early Learning, ILT
  Date(s) / Timeframe: 08/2024-05/2025
  Collaborating Departments: Learning and Leading
  Delivery Method: In-person, Zoom, planning days, PLCs				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.
Problem Statement 2: Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students.   **Root Cause**: Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

Student Learning
Problem Statement 2: In 2023-2024 Rolling Hills continues to see an increase in EB learners. Results from MOY MAP ELAR meeting or exceeding growth percentile data show EB students performed 23 percentile points lower than all students. In MOY MAP Math meeting or exceeding percentile data shows EB students performed 20 percentile points lower than all students.   **Root Cause**: Rolling Hills leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade EB students as measured by MAP Assessments.

Perceptions
Problem Statement 2: Public school teachers are too busy managing disruptive classroom behavior to provide rigorous classroom instruction.   **Root Cause**: Rolling Hills administration and teachers must build relationships, classroom, and school culture to foster a safe learning environment.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 73% to 75% by May 2025.

Increase the percentage of special education students who Meet or Exceed projected growth on MAP Growth from 69% to 72% by May 2025.

Evaluation Data Sources: NWEA MAP Growth

Strategy 1: Improve quality TIER I instruction by building teacher capacity in the area of math through data analysis, planning of standards-based lessons, and explicit lesson delivery, including checking for understanding, and assessments that measure student mastery in all K-5 classrooms through professional learning, planning, and access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: Build teacher capacity and student mathematical understanding.

Staff Responsible for Monitoring: ILT

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: 100% of K-5 teachers will receive PD and implement best practices from FWISD professional learning	**Formative**		**Summative**	
Intended Audience: K-5 Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: 08/2024-04/2025				
Collaborating Departments: Learning and Leading				
Delivery Method: Professional Development				

Action Step 2 Details	Reviews			
Action Step 2: Improve the quality of Tier 1 instruction by developing the capacity of K-5 math teachers to implement and customize curricula by engaging in collaborative PLCs utilizing DDI, Lead4ward, and TEKS resources.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 Teachers **Provider / Presenter / Person Responsible:** CLT, ILT **Date(s) / Timeframe:** 08/2024-05/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** PLCs, planning days **Funding Sources:** instructional materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-256-99-313-000000- - $1,025, professional learning - BASIC (199 PIC 11) - 199-11-6112-XXX-256-11-313-000000- - $250				

Action Step 3 Details	Reviews			
Action Step 3: Provide teachers with supplemental spiraled TEKS-aligned resources to front load standards, and reinforce and ensure mastery of TEKS.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 Teachers **Provider / Presenter / Person Responsible:** K-5 Teachers **Date(s) / Timeframe:** 08/2024-05/2025 **Collaborating Departments:** None **Delivery Method:** Supplemental resources - electronic **Funding Sources:** Instructional Materials - SCE (199 PIC 24) - 199-11-6329-001-256-24-313-000000- - $3,645				

Action Step 4 Details	Reviews			
Action Step 4: ILT will build and implement a walkthrough and learning walks schedule that builds instructional capacity through praise, polish, and actionable feedback.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: K-5 Teachers **Provider / Presenter / Person Responsible:** Principal and AP **Date(s) / Timeframe:** 08/2024-04/2025 **Collaborating Departments:** Employee Performance - Talent Management **Delivery Method:** Walkthroughs, Strive				

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

Performance Objective 2 Problem Statements:

256 Rolling Hills Elementary School
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Campus #256
October 7, 2024 12:28 PM

Demographics

Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

Student Learning

Problem Statement 2: In 2023-2024 Rolling Hills continues to see an increase in EB learners. Results from MOY MAP ELAR meeting or exceeding growth percentile data show EB students performed 23 percentile points lower than all students. In MOY MAP Math meeting or exceeding percentile data shows EB students performed 20 percentile points lower than all students.   **Root Cause**: Rolling Hills leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade EB students as measured by MAP Assessments.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 64% to 70% by May 2025. Increase the percentage of economically disadvantaged students scoring at MEETS or above on STAAR Reading from 40% to 55% by May 2025.

    Evaluation Data Sources: STAAR

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes and standards alignment.

    Strategy's Expected Result/Impact: Students, teachers, and administrators monitor student data

    Staff Responsible for Monitoring: Campus Leadership Team

    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

    Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on campus and district assessments and create next steps.	Formative		Summative	

Intended Audience: Teachers
    Provider / Presenter / Person Responsible: ILT
    Date(s) / Timeframe: 08/2-24-05/2025
    Delivery Method: In-person
 	
    Funding Sources: Subs - UNDISTRIBUTED (199 PIC 99) - 199-12-6112-XXX-256-99-313-000000- - $2,000
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize data monitoring systems (data binders, posted in the PLC room, student trackers) to set, adjust, and track campus, teacher, and student goals.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, students **Provider / Presenter / Person Responsible:** CIC, Teachers, Admin **Date(s) / Timeframe:** 08/2024-05/2025 **Delivery Method:** Various **Funding Sources:** General supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-256-99-313-000000- - $1,000				

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✕ **Discontinue**

Strategy 2: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, Lead4ward resources, explicit lesson delivery, and increased access to diverse instructional materials and resources

Strategy's Expected Result/Impact: Build teacher capacity and improve student outcomes

Staff Responsible for Monitoring: ILT, Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curricula to meet state standards by engaging in collaborative PLCs.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** 08/2024-05/2025 **Delivery Method:** PLCs **Funding Sources:** Diverse materials and supplies - SPED (199 PIC 23) - $1,375				

Action Step 2 Details	Reviews			
Action Step 2: Use tutors and TIA teachers to meet HB1416 minutes	**Formative**		**Summative**	
Intended Audience: Students who require intensive interventions based on STAAR scores from April 2024. **Provider / Presenter / Person Responsible:** ILT, Tutors TIA teachers, Inclusion teachers **Date(s) / Timeframe:** 09/2024-04/2025 **Delivery Method:** In-person tutoring **Funding Sources:** tutoring - UNDISTRIBUTED (199 PIC 99) - 199-12-6117-XXX-256-99-313-000000- - $2,500	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.
Problem Statement 2: Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students.   **Root Cause**: Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

School Processes & Programs
Problem Statement 1: Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process.   **Root Cause**: On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

Perceptions
Problem Statement 2: Public school teachers are too busy managing disruptive classroom behavior to provide rigorous classroom instruction.   **Root Cause**: Rolling Hills administration and teachers must build relationships, classroom, and school culture to foster a safe learning environment.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 66% to 70% by May 2025.
Increase the percentage of economically disadvantaged students scoring at MEETS or above on STAAR Math from 44% to 55% by May 2025.

    Evaluation Data Sources: STAAR 2024

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in math through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.

    Strategy's Expected Result/Impact: Teacher capacity and student outcomes

    Staff Responsible for Monitoring: ILT

    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math

    Problem Statements: Demographics 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			

Action Step 1: Improve quality Tier 1 instruction by building teacher capacity in math through data analysis, instructional planning, and explicit lesson delivery and increase access to diverse instructional materials and resources.
    Intended Audience: Math teachers
    Provider / Presenter / Person Responsible: ILT
    Date(s) / Timeframe: 08/2024-05/2025
    Delivery Method: PD, planning days, PLCs
 	
    Funding Sources: sped supplies and materials - SPED (199 PIC 23) - $1,370, subs for planning days - BASIC (199 PIC 11) - 199-11-6112-XXX-256-11-313-000000- - $2,000
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Use degreed tutors and TIA teachers to meet HB1416 minutes	Formative		Summative	
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: teachers, tutors				
Date(s) / Timeframe: 09/2024-04/2025				
Delivery Method: In-person				
Funding Sources: tutors - BASIC (199 PIC 11) - 199-11-6116-XXX-256-11-313-000000- - $4,500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.
Problem Statement 2: Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students. **Root Cause**: Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

Perceptions
Problem Statement 2: Public school teachers are too busy managing disruptive classroom behavior to provide rigorous classroom instruction. **Root Cause**: Rolling Hills administration and teachers must build relationships, classroom, and school culture to foster a safe learning environment.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students with excessive absences from 9.96% to 8% by May 2025.
Decrease the number of emergent bilingual students on our campus with excessive absences from six to two students by May 2025.

Evaluation Data Sources: Focus

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Elementary office assistant, counselor, Teachers, MTSS Team

TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Demographics 1, 2

Action Step 1 Details		Reviews			
Action Step 1: The elementary office assistant will monitor student attendance, especially in the area of OSP, and collaborate with the counselor and teachers to track students and provide support services and interventions.		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**
Intended Audience: Families - Students **Provider / Presenter / Person Responsible:** Elementary Office Assistant **Date(s) / Timeframe:** 09/2024-05/2025					

Action Step 2 Details		Reviews			
Action Step 2: Conduct home visits for learners with chronic absenteeism before holding SART meetings.		**Formative**		**Summative**	
Intended Audience: Families-Students		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: MTSS Team, Attendance committee, counselor **Date(s) / Timeframe:** 09/2024-05/2025 **Delivery Method:** in-person					

Action Step 3 Details	Reviews			
Action Step 3: Host a Back to School Bash in the neighborhood with many of our chronically absent students before school begins to foster a healthy relationship and the importance of attendance.	**Formative**		**Summative**	
Intended Audience: Families-Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselor				
Date(s) / Timeframe: 08/2024				
Delivery Method: In-person				

Action Step 4 Details	Reviews			
Action Step 4: Send a welcome back letter and encourage families to improve their attendance "with incentives" for the 23-24 attendance gains.	**Formative**		**Summative**	
Intended Audience: Families-Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administrative Secretary teachers ILT				
Date(s) / Timeframe: 08/2024				
Delivery Method: Mail letters **Funding Sources:** letters and envelopes - BASIC (199 PIC 11) - 199-11-6399-XXX-256-11-313-000000- - $500				

Action Step 5 Details	Reviews			
Action Step 5: Celebrate Attendance Success by individual and homeroom classes using the Yellow Brick tracker	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: AP, principal, Counselor				
Date(s) / Timeframe: August 2024 - May 2024				
Delivery Method: In person, morning meeting and campus-wide tracker				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Rolling Hills staff does not believe they have the tools, resources, or support to meet the needs of EBs and struggling learners. Our specialized students are growing and it is the campus's responsibility to meet ALL students' needs   **Root Cause**: Rolling Hills leadership has not built teacher capacity through professional development, PLCs, and partnering with the EB department to meet the educational needs of ALL students.

Demographics
Problem Statement 2: Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students.   **Root Cause**: Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out-of-school suspensions for special education students on our campus from 1.8% to 0% by May 2025.

    Evaluation Data Sources: Focus

Strategy 1: Align PBIS routines, leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to decrease behavior and discipline incidents, and improve school climate and culture.

    Strategy's Expected Result/Impact: Improve campus discipline rates

    Staff Responsible for Monitoring: ILT, MTSS Team

    TEA Priorities:
    Build a foundation of reading and math

    Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Celebrate and acknowledge students' academic gains and positive behavior choices.	**Formative**		**Summative**	
Intended Audience: All stakeholders	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: 08/2024-05/2025				
Funding Sources: general supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-256-11-313-000000- - $5,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Enrollment continues to exceed the campus projections and the district trend. With neighborhood construction booming, Rolling Hills staff is unsure if staffing will be adequately addressed to meet the number of new students.   **Root Cause**: Rolling Hills leadership has not built staff capacity to meet the academic and social/emotional needs of out-of-compliance classrooms.

Perceptions
Problem Statement 2: Public school teachers are too busy managing disruptive classroom behavior to provide rigorous classroom instruction. **Root Cause**: Rolling Hills administration and teachers must build relationships, classroom, and school culture to foster a safe learning environment.

Campus Funding Summary

				TITLE I (211)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$0.00
						+/- Difference	$0.00

				BASIC (199 PIC 11)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-256-11-313-000000-	$500.00
2	1	1	1	Instructional materials	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-256-11-313-000000-	$540.00
2	2	1	2	professional learning	INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-256-11-313-000000-	$250.00
3	2	1	1	subs for planning days	INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-256-11-313-000000-	$2,000.00
3	2	1	2	tutors	INSTRUCTION | EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-256-11-313-000000-	$4,500.00
4	1	1	4	letters and envelopes	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-256-11-313-000000-	$500.00
4	2	1	1	general supplies	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-256-11-313-000000-	$5,000.00
						Sub-Total	$13,290.00
						Budgeted Fund Source Amount	$13,290.00
						+/- Difference	$0.00

				GT (199 PIC 21)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	GT materials	GENERAL SUPPLIES		$840.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$840.00
						Budgeted Fund Source Amount	$840.00
						+/- Difference	$0.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$0.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Diverse materials and supplies	GENERAL SUPPLIES		$1,375.00
3	2	1	1	sped supplies and materials	GENERAL SUPPLIES		$1,370.00
						Sub-Total	$2,745.00
						Budgeted Fund Source Amount	$2,745.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	3	Instructional Materials	Reading materials for classroom use	199-11-6329-001-256-24-313-000000-	$3,645.00
						Sub-Total	$3,645.00
						Budgeted Fund Source Amount	$3,645.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	Language Acquisition Materials	Supplies and materials - instruction	199-11-6399-001-256-25-313-000000	$270.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$270.00
						Budgeted Fund Source Amount	$270.00
						+/- Difference	$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-256-99-313-000000-	$290.00
1	2	1	2	instructional materials	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-256-99-313-000000-	$500.00
1	3	1	2	General Supplies	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-256-99-313-000000-	$3,000.00
1	3	1	2	Professional Learning , Instructional Resources, and Supplies	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-256-99-313-000000-	$2,000.00
1	3	1	4	Instructional Materials	INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-256-99-313-000000-	$975.00
2	2	1	2	instructional materials	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-256-99-313-000000-	$1,025.00
3	1	1	1	Subs	INSTRCTNL RES/MED SVCS | SUBS - PROFESSIONAL	199-12-6112-XXX-256-99-313-000000-	$2,000.00
3	1	1	2	General supplies	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-256-99-313-000000-	$1,000.00
3	1	2	2	tutoring	INSTRCTNL RES/MED SVCS | TEMP/HOURLY - PROFESSIONAL	199-12-6117-XXX-256-99-313-000000-	$2,500.00
						Sub-Total	$13,290.00
						Budgeted Fund Source Amount	$13,290.00

UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00
						Grand Total Budgeted	$34,080.00
						Grand Total Spent	$34,080.00
						+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024